Reading for Recreation

Police and Public Safety Institute

Course Number: LIB1982	**Co-Requisites:** N/A	**Pre-Requisites:** N/A
Applicable Program(s): Multiple Programs	**AAL:** Multiple Levels	**Core/Elective:** Multiple Core/Elective
Prepared by:	barklej, Coordinator	
Approved by:	Cindy Harrison, Acting Chair, PPSI	
Approval Date:	Tuesday, July 30, 2019	
Approved for Academic Year:	2019-2020	
Normative Hours:	42.00	

Course Description

Reading gives us knowledge and new ideas to draw from in the future. It tones the mind in ways similar to the way exercise tones the body. As a result, time spent in reading for recreation has benefits beyond the immediate appreciation of the text. Students examine appeal factors of various genres of fiction and non-fiction by reviewing the history and classics of each genre, considering the therapeutic values of reading, and examining recent trends in online reading and publishing.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Arts in Society

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

EES 1   Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A)

EES 2   Respond to written, spoken or visual messages in a manner that ensures effective communication. (A)

EES 6   Locate, select, organize and document information using appropriate technology and information systems. (A)

EES 7   Analyze, evaluate and apply relevant information from a variety of sources. (A)

EES 8   Show respect for diverse opinions, values, belief systems and contributions of others. (A)

EES 10   Manage the use of time and other resources to complete projects. (A)

Course Learning Requirements/Embedded Knowledge and Skills

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When you have earned credit for this course, you will have demonstrated the ability to:

1.) Identify and describe various genres of fictional and non-fictional works

Identify the historical prototypes, important authors, titles and awards given for each genre.

Use correct terminology to describe features of each genre

2.) Examine and analyze appeal factors of popular fiction and non-fiction

Read and analyze the appeal of a book from one genre of choice.

Define appeal factors

Categorize works according to their appeal factors

3.) Explore online resources related to reading and publishing.

Maintain a personal journal that responds to information found on specific web sites.

Review specified online resources

Compare resources with genre conventions and note consistencies or inconsistencies

Discuss the quality of information found on genre-specific web sites

4.) Identify and describe current trends in popular reading culture

Explore the concept of reading as therapy

Investigate the use of electronic tools for reading

Examine the impact of social media on readers and reading

Evaluation/Earning Credit

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The following list provides evidence of this course's learning achievements and the outcomes they validate:

Report(s) (21%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, EES 1, EES 2, EES 6, EES 7, EES 8

Journal/Reflective Assignment(s) (25%)

Validates Outcomes: CLR 2, CLR 3, CLR 4, EES 2, EES 7, EES 10

Discussion Forum (20%)

Validates Outcomes: EES 1, EES 2, EES 8, EES 10

Quiz(zes)/Test(s) (24%)

Validates Outcomes: CLR 1, CLR 4, EES 7

Journal/Reflective Assignment(s) (10%)

Validates Outcomes: EES 1, EES 2, EES 6, EES 7

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

Recommended Resources:

Herald, Diana Tixier. *Genreflecting: A Guide to Reading Interests in Genre Fiction*. 6th ed. Englewood, Co: Libraries Unlimited, 2006. (Available at the AC Library)

Online resources specified by the instructor

Learning Activities

Completing online exercises and quizzes

Searching web sites

Posting opinions and responding to other opinions on the discussion board

Summarizing the appeal of various genres

Keeping a journal of learning activities

Summarizing readings

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:
• Other: Personal interview with a subject-area specialist
• Project/Assignment

Other Information

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Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

Course Related Information

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Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

Department Related Information

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STUDENT SUCCESS SPECIALIST

The Faculty Student Success Specialist is Karen Gendron in room P112. Karen may also be reached at telephone extension 7558 or by e-mail at gendrok@algonquincollege.com

ALGONQUIN COLLEGE - CODE OF CONDUCT

All members of the Algonquin Community will undertake to:

1. Conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of cooperation, goodwill and mutual respect.

2. Conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual , refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment and discrimination of any kind.

3. Assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities.

The Code of Conduct applies to students and staff of Algonquin College while at all College locations and while representing or carrying out activities related to the College at any off-campus location.

CONFIDENTIALITY

Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on AlgonquinCollege premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program

coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

College Related Information

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Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Mobile Devices in Class

With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Mobile Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/policies/

Legend

Terms
• ALO: Aboriginal Learning Outcome
• Apprenticeship LO: Apprenticeship Learning Outcome
• CLR: Course Learning Requirement
• DPLO: Degree Program Learning Outcome
• EES: Essential Employability Skill
• EOP: Element of Performance
• GELO: General Education Learning Outcome
• LO: Learning Outcome
• PC: Program Competency
• PLA: Prior Learning Assessment
• PLAR: Prior Learning Assessment and Recognition
• VLO: Vocational Learning Outcome

Assessment Levels
• T: Taught
• A: Assessed
• CP: Culminating Performance