COURSE SYLLABUS

CAMOSUN COLLEGE

COURSE TITLE: ENGL 090 – Provincial English 12

CLASS SECTION: S14

TERM: 2024F

COURSE CREDITS: 6

DELIVERY METHOD(S):   Blended

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləḱʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Karen Lightbody

EMAIL: lightbodyk@camosun.ca

OFFICE: Ewing 203, Lansdowne Campus

HOURS: By appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students in this Provincial-level course will develop academic English skills in reading, writing, research, critical thinking, and communication in a professional context while preparing for entry into postsecondary programs in various academic subjects. Students will explore and practice important aspects of professional and technical English, including reading with understanding; avoiding plagiarism; self-reflection; summarization; academic writing skills; conducting research; evaluating sources; citing reference material; writing paragraphs, essays, and reports; making presentations; working effectively in groups; engaging with literature and narratives; and valuing multicultural perspectives. This course is considered an alternative to English 12.

PREREQUISITE(S):   One of: C in English 11, C in ENGL 070

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, a student will be able to:

1. Critical and Creative Thinking
    - recognize tone, including irony and understatement in writing for technical and professional purposes
    - evaluate argument for validity, reliability, currency and objectivity
    - recognize structural elements associated with particular standard formats for technical and professional communications
    - demonstrate an awareness and understanding of the power of language in technical and professional communications; the importance of word choice and organization in furthering the problem-solving process (initiating, developing and organizing thought); and the influence of communication formats on language choice and usage

2. Speaking and Listening
   - interact effectively in formal or informal situations
   - adjust speaking style to suit audience, purpose, and situation
   - use effective presentation aids (e.g. diagrams, line drawings, overheads) to enhance communications
   - deliver a research-based oral presentation to inform or persuade and respond effectively to feedback
   - demonstrate a critical understanding of arguments
   - listen and respond to Indigenous storytellers

3. Reading, Research and Reference
   - evaluate the effectiveness of one's own and others' written material (technical, business, or informational) using criteria that include the following:
     - plain language
     - coherence and organization
     - consistency in the application of usage conventions
     - relevance to argument of supporting evidence and examples
     - appropriateness to intended purpose and audience
     - attention to detail
   - summarize, make inferences, draw conclusions and critically evaluate
   - paraphrase main ideas in written material
   - distinguish between implicit and explicit messages
   - apply prior knowledge and experience to assist understanding of new material
   - use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the internet
   - evaluate the influences, writing style and background of particular authors in order to understand their writings
   - read and analyze the content, purpose and organization of a variety of written material used in workplace and professional situations (e.g. letters, memos, email, reports, proposals)
   - interpret technical and professional information conveyed in graphic and other non-verbal ways
   - distinguish between literary works and non-fiction works
   - respond to themes and ideas of literary works
   - analyze and discuss elements of fiction (conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) within literary works studied
   - discuss the ways in which Indigenous themes are developed in various pieces of writing
   - consider and explain social and personal benefits of reading literature or listening to Indigenous stories

4. Written Communication
   - apply a writing process approach (pre-write, draft, revise, edit)
   - produce work that demonstrates effective organization, support (e.g. examples, evidence) and sentence structure
   - gather, evaluate, synthesize, and organize information into a research paper of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)
   - understand and avoid plagiarism
   - produce writing on demand (e.g. business writing, essays, and exams)
   - create a variety of effective technical and professional writing
   - recognize and use language specific to technical and professional writing
   - gather information and organize it into functional writing assignments (e.g. simple reports, letters and memos)
   - edit own work fully for coherence and accuracy

- monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- organize information and ideas to clarify thinking and achieve desired effect Recommended Learning Outcomes

5. Cooperative Communication

- describe the value and limitations of collaborative work collaborate and consult effectively with others in completing communications tasks through means that include:
    a. interacting confidently
    b. assuming responsibility for roles in teams
    c. respecting and promoting respect for the contributions of other team members
    d. demonstrating a commitment to the team and to project goals
- employ advanced problem-solving skills in cooperative communication activities
- use a variety of resources and technologies when working with others
- evaluate group processes and individual roles in and contributions to group processes

This course meets the required learning outcomes for Provincial English as outlined in the BC ABE Articulation Handbook.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. The Canadian Writer's World: Paragraphs and Essays (3rd Ed.) by Gaetz, Phadke, Sandberg, and Sauer
2. Supplemental open-source and instructor-provided materials

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

This class is expected to be a combination of online, blended and in-person instruction. In-person drop-in class: Wednesday or Thursday 12:30-3:30pm; or by video chat/phone appointment arranged with the instructor. Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the CAL exams page. http://camosun.ca/services/accessible-learning/exams.html

EVALUATION OF LEARNING

Students will be assigned a variety of work to help them achieve the learning outcomes for the course. Grades will be assigned according to this chart.

DESCRIPTION	WEIGHTING
Process Writing • Process paragraph (5%) • Presentation (2%)	7
Business Writing • Letter of application (3%) Follow up letter (2%) • Professional email and response (5%)	10
Grammar Exercises • Final quiz	10

Critical Reading and Summary Assignment
 	
    • Article reading and response (5%)
    • Summary of article (5%)
	10

Indigenous Experience
 	
    • Indigenous storytelling written and oral response (5%)
    • Non-fiction analysis response (5%)
	10

Fiction Study
 	
    • Intro to elements of fiction
    • Short story responses (5% each)
	10

Argument Essay • Writing process	15

Research Project
 	
    • Proposal (2%)
    • Works Cited Assignment (3%)
    • Essay/Report (10%)
    • Presentation (10%)
	25

Participation/Attendance	3
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.
http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

COURSE GUIDELINES & EXPECTATIONS

This is a self-paced course. Students have the flexibility to follow an individually-adaptable timeline to complete the learning outcomes and assignments. The course is a combination of 6 online, blended and/or in-person hours per week with an expectation of studying another 4 hours per week. Students have a responsibility to work hard, attend class and/or meetings, and ask for support when needed.

SCHOOL AND DEPARTMENTAL INFORMATION

Community Learning Partnerships (CLP), a department of the School of Access, brings education to community-based sites to make it easier for students to begin or return to learning in a less intimidating place than on the college campus. Students can build or refresh their skills to meet admission requirements and be successful in other college programs. Students learn in a comfortable environment with other adults with similar backgrounds and get help from friendly and compassionate Camosun instructors and staff. Community Learning Partnerships department: http://camosun.ca/learn/school/access/community-partnerships/index.html.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible College community member. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity
Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: https://camosun.libguides.com/academicintegrity/welcome
Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities
The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic

accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: http://camosun.ca/services/accessible-learning/

Academic Progress

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit http://camosun.ca/learn/fees/#deadlines.

Grading Policy

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for further details about grading.

Grade Review and Appeals

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see Medical/Compassionate Withdrawals policy). Please visit https://camosun.ca/services/forms#medical to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf and camosun.ca/services/sexual-violence-support-and-education.

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies? The full suite of College policies and directives can be found here: https://camosun.ca/about/camosun-college-policies-and-directives

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.