

# COURSE SYLLABUS



COURSE TITLE: English 092- Provincial English Composition

CLASS SECTION: 002

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person lecture

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Margaret Fast

EMAIL: [FastM@camosun.ca](mailto:FastM@camosun.ca)

OFFICE: Paul 331

OFFICE HOURS: T/Th 11:30-12 and M/W 11:30-12:30

*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

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Students in this course will be provided practice and instruction in critical reading and be able to demonstrate creative and critical thinking. Students will practice and receive instruction in the planning, writing, and revising of paragraphs and essays, so as to prepare them for college writing. Students will also learn to gather, evaluate, synthesize, and organize information into a research paper as well as deliver a research-based oral presentation. This course prepares students for post-secondary academic English courses.

Note: English 092 combined with English 094 is equivalent to Provincial English 12.

PREREQUISITE(S):

One of:

- C in [English 11](#)
- C in [Camosun Alternative](#)
- C in [ENGL 050](#) (if taken prior to September 2020)
- [Assessment](#)

#### COURSE LEARNING OUTCOMES / OBJECTIVES

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### 1. Critical and Creative Thinking

- Evaluate argument for validity, reliability, currency, and objectivity
- Articulate the connections between purpose, audience, and style
- Analyze diction in a variety of non-fiction texts
- Analyze and explain the organizational methods used to develop a topic or an argument
- Recognize elements of clear communication
- Demonstrate organizational thought processes to solve problems
- Demonstrate an awareness of how communication formats influence language choices and usage
- Record, organize and store information read, heard or viewed
- Support a position by citing specific details from what has been read, heard or viewed
- Explore diverse perspectives to develop or modify one's point of view
- Assess one's own knowledge and use of language
- Assess information for completeness, accuracy, currency, relevance, balance or perspective and bias
- Analyze different presentations of the same information to reconsider positions
- Assess ways in which language reflects and influences values and behaviour

### 2. Reading and Reference

- Cite and document sources where necessary, following MLA conventions
- Evaluate the effectiveness of one's own and others' written material 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 of 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
- Interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
- Gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)

### 3. Written Communication

- Plan and write a variety of types of paragraphs and essays,

- b) Integrate research material into a research paper or report using MLA conventions,
- c) Gather information and organize it into functional writing assignments
- d) Edit own work fully for coherence and accuracy
- e) Monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- f) Write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- g) Organize information and ideas to clarify thinking and achieve desired effect
- h) Understand and avoid plagiarism
- i) Produce writing on demand (e.g. essays, exams)

**4. Speaking and Listening Skills**

- a) Speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- b) Give and respond to feedback during oral presentations
- c) Collaborate and consult with others in completing communication tasks
- d) Explain the value and limitations of collaborative work
- e) Use effective presentation aids to enhance communications

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

*Essay Essentials: With Readings* (7<sup>th</sup> edition), Dynes, Norton, and Green

Paper and pen for writing activities.

You will also need access to a computer since all out-of-class assignments must be typed (double-spaced, standard font, 12 point type, one inch margins, MLA-style documentation). Please keep a backup of your submitted work.

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

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	READINGS AND TOPICS TO PREPARE	WORK TO SUBMIT
Week 1	<p><b>Tuesday, September 6</b>            Welcome!            Resources            Textbook            Course syllabus            Letter of introduction instructions and format</p>	<p>name card            meeting booking</p> <p>letter of introduction</p>

WEEK	READINGS AND TOPICS TO PREPARE	WORK TO SUBMIT
	<p><b>Wednesday, September 7</b>  Part 1 “Understanding the Elements of Effective Writing”  <i>Essay Essentials</i>  Cracking the Sentence Code <i>Essay Essentials</i>  Summarising, <i>Essay Essentials</i> pages 114-117</p> <p><b>Thursday, September 8</b>  Part 2 “Beginning the Writing Process,”  <i>Essay Essentials</i>  Solving Sentence-Fragment Problems, <i>Essay Essentials</i>  Argumentation, <i>Essay Essentials</i></p>	<p><b>journal entry #1</b> one-paragraph practise summary of “The Creative Gifts of ADHD” by Scott Barry Kaufman</p>
<p><b>Week 2</b></p>	<p><b>Monday, September 12</b>  in-class summary  Solving Run-On Problems <i>Essay Essentials</i>  Review readings on Argumentation (149-153) and Writing Process, esp. 68-69 on thesis statements</p> <p><b>Tuesday, September 13</b>  (catch-up from last class)  Part 3 “Drafting Your Work,” <i>Essay Essentials</i>  Solving Modifier Problems <i>Essay Essentials</i></p> <p><b>Wednesday, September 14</b>  The Parallelism Principle <i>Essay Essentials</i>  grammar catch-up  argumentative essay planning</p> <p><b>Thursday, September 15</b>  Solving Pronoun Problems <i>Essay Essentials</i></p>	<p>submit argumentation essay topic (to sort out in class)</p> <p><b>journal entry #2</b> one-paragraph explaining briefly the context for (what’s going on in town) and your interest in (why you chose) your argumentative essay topic</p> <p>argumentative essay DRAFT due</p>
<p><b>Week 3</b></p>	<p><b>Monday, September 19</b>  Mastering Subject-Verb Agreement, <i>Essay Essentials</i>  Part 5 “Writing Research Papers” <i>Essay Essentials</i>  discuss tentative research essay topic</p> <p><b>Tuesday, September 20</b>  Comparison and Contrast, <i>Essay Essentials</i>  Using Verbs Effectively <i>Essay Essentials</i></p> <p><b>Wednesday, September 21</b></p> <p>submit comparison essay topic  Part 6 “Understanding the Revision Process, <i>EE</i></p>	<p><b>journal entry #3</b> one-paragraph response to Gabor Mate’s article</p> <p>argumentative essay due</p>

WEEK	READINGS AND TOPICS TO PREPARE	WORK TO SUBMIT
	<p>Academic Presentations, <i>E.E.</i></p> <p><b>Thursday, September 22</b> library session</p>	
Week 4	<p><b>Monday, September 26</b> in-class comparison essay</p> <p><b>Tuesday, September 27</b> in-class comparison essay</p> <p><b>Wednesday, September 28</b> practise grammar quiz</p> <p>Discuss topics Submit comparison essay corrections</p> <p><b>Thursday, September 29</b> <b>grammar quiz#1</b> References lists</p>	<p><b>journal entry #4</b> one-paragraph response to Grant Mitchell's article</p>
Week 5	<p><b>Monday, October 3</b> <i>The Comma, Essay Essentials</i> <b>Research essay references list due</b> peer consultation of lists</p> <p><b>Tuesday, October 4</b> <i>Quotation Marks, Essay Essentials</i> Citation and plagiarism</p> <p><b>Wednesday, October 5</b> <i>The Colon, The Semicolon, The Apostrophe, Essay Essentials</i></p>	<p>bring an outline of your research essay</p> <p><b>journal entry #5</b></p>

WEEK	READINGS AND TOPICS TO PREPARE	WORK TO SUBMIT
	<p><b>Thursday, October 6</b></p> <p>research essay draft due (if not submitted now 5% is subtracted from final essay mark)</p>	
Week 6	<p><b>Monday, October 10</b> Thanksgiving Day</p> <p><b>Tuesday, October 11</b> The Question Mark, The Exclamation Mark and Dashes and Parentheses, <i>Essay Essentials</i> presentations</p> <p><b>Wednesday, October 12</b> presentations Part 6, <i>Essay Essentials</i> The Hyphen, Capital Letters, and Numbers, <i>Essay Essentials</i></p> <p><b>Thursday, October 13</b> presentations Hazardous Homonyms, <i>Essay Essentials</i></p>	<p><b>college closed</b></p> <p><b>journal entry #6</b> research essay due</p>
Week 7	<p><b>Monday, October 17</b> Journal corrections practise punctuation quiz</p> <p><b>Tuesday, October 18</b> short punctuation quiz Process essay outline Journal corrections</p> <p><b>Wednesday, October 19</b> In-class narrative or descriptive essay</p> <p><b>Thursday, October 20</b> In-class narrative or descriptive essay</p>	<p><b>journal entry #7</b></p>

WEEK	READINGS AND TOPICS TO PREPARE	WORK TO SUBMIT

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 noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Letter of Introduction	2%
Summary	5%
Argumentative Essay	15%
In-class comparison essay midterm	13%
Short grammar quizzes	10%
Research paper	20%
Research presentation	10%
Journal	10%
Presence, participation and communication, class work	5%
In-class narrative/descriptive essay	10%
	<b>TOTAL</b>
	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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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## SCHOOL OR DEPARTMENTAL INFORMATION

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## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. 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

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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 <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>

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Support Service	Website
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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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

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### 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 Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### 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.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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.

**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.