



**School of Access
Department of English**

**English 092 - 004 Fall 2011
COURSE OUTLINE**

This course provides practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares the student for college writing. English 092 (or ELD 092) combined with English 094 (or ELD 094) is equivalent to Provincial English 12.

Instructor Information

Instructor: Ray Bigauskas

Office hours: Available in office, by e-mail or by phone Mon. to Thurs. 11:30 to 12:30 pm By appointment at other times.

Office Location: Paul 331

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Web site: <http://delicious.com/Ray20/writing>

Class Information

First Day of Classes: Tuesday, September 6, 2011

Last Day of Classes: Thursday, October 20, 2011

Schedule: Monday, Tuesday, Wednesday and Thursday 10:00 to 11:20 pm

Lab Times: To be arranged

Class Location: Monday Wilna Thomas 225; Tuesday Fisher 100, Wednesday Paul 109; Thursday Young 220

Intended Learning Outcomes

1. Critical and Creative Thinking. Students will

- a) evaluate argument for validity, reliability, currency, and objectivity
- b) analyze diction in a variety of non-fiction texts
- c) analyze and explain the organizational methods used to develop a topic or an argument
- d) articulate the connections between purpose, audience, and style

2. Reading and Reference. Students will

- a) access and use the resources of libraries, the Internet, and other electronic media, including CD-ROM files, to gather information for research
- b) cite and document sources where necessary, following MLA conventions

3. Written Communication. Students will

- a) 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) edit written work for content, structure, grammar, punctuation, and usage
- d) choose words appropriate to style and audience
- e) use transitions to connect main and supporting points

f) vary sentences

4. Speaking and Listening Skills. Students will

- 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 communications tasks
- d) explain the value and limitations of collaborative work

Required Materials

[Essay Essentials with Readings, 5th Edition, Norton and Green](#)

Course Content and Assessment

ASSIGNMENTS	VALUE	YOUR GRADE
Introductory Paragraphs	5 %	
Expository Essay (500-600 words)	10%	
Persuasive Essay (600-700 words)	15%	
Reading/Discussion Assignments	5%	
Summary Assignment (150-250 words)	5%	
In-class Summary Assignment	5%	
Research Paper – including proposal/presentation (1000 words)	25%	
Grammar and Editing Quizzes and Final Test	10 %	
Final In-Class Essay	20%	
Total	100%	

General Information

This course provides instruction in writing skills that are essential for success in college. You will get the most out of this course if you look at it as a way of improving your skills, rather than as a series of tasks and assignments to be completed. I understand that many of the concepts in the course may be new or unfamiliar to you. The first step to success is **managing your time** so that you complete readings and assignments on time (see table above for list of assignments).

Take note of the following:

1. Regular attendance is essential to success in this course. Students are expected to attend all classes. If you are unable to attend a class, please let the instructor know by voice or e-mail or by having another student relay the message. In any case, students are responsible for material covered during missed days.

2. **All major (10 % or more) assignments are mandatory. Students cannot complete the course unless all these assignments are submitted.** One late

assignment will be permitted (One week maximum extension). All other late assignments will be downgraded (10%) except in cases of documented illness.

3. **All out-of-class assignments must be typed (double-spaced**, using a standard Font such as Times New Roman, 12 point type with four one-inch margins). All assignments completed outside of class should have a title page that includes the student's name, the title of the assignment, the name of the course, the instructor's name, and the date.

4. Students are expected to actively participate in class activities such as discussions and peer evaluations.

5. **Be sure to keep a photocopy or a disk copy of all the assignments** you submit in case your work is lost, damaged or misplaced.

Learning support and services for students

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

Academic conduct policy

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section <http://www.camosun.bc.ca/policies/E-2.5.pdf>

Academic progress policy

There is an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.5-september-07.pdf>

Grading System

Percentage	Grade	Description	Grade Point Equivalency
90–100%	A+		9
85–89%	A		8
80–84%	A–		7
77–79%	B+		6
73–76%	B		5
70–72%	B–		4
65–69%	C+		3
60–64%	C		2
50-59%	D	Minimum level of achievement for which credit is granted; a course with a 'D' grade cannot be used as a prerequisite	1
-49%	F	Minimum level has not been achieved.	0

Tentative Schedule – English 092

Date	Topics	Readings (Essay Essentials)	Assignments
Week 1	Introduction Course Outline Course expectations Grammar Intro 1 Organization and Content Paragraphs & Essays Sentence Structure Fragments & run-ons	Audience and You Selecting a Subject Managing the Pts Understanding Paragraph Form & Function Topic Sentence Developing the Topic	Introductory Paragraphs: Process Paragraph Grammar and editing—ongoing Introductory Paragraphs: Process, Classification
Week 2	Patterns of Development Sentence Structure – run-ons Unity and Coherence Starting and concluding Pronouns, Comma, Colon and Semicolon	Description Narration Process Keeping Your Readers with You Writing Introductions and Conclusions	Grammar Quiz
Week 3	Patterns of Development 2 Parallelism Revision Workshop Modifiers	Classification & Division Comparison & Contrast Cause and Effect Three Steps to Revision	Grammar Quiz Expository Essay
Week 4	Style in Writing Arguing a Point	Argument and Persuasion	Grammar Quiz
Week 5	Writing Summaries Reading Strategies	Summarizing, Paraphrasing, and Quoting	Persuasive Essay Summary Assignment Reading Quiz
Week 6	Intro to Research Papers Choosing a Topic MLA Documentation for Research papers Research checkup: Research Paper Format Sample Research Papers	Researching Your Subject Library Documenting your Sources Formatting a Research Paper Sample Essay Sample Research Papers	Research Proposal Final Grammar Quiz Final In-class writing
Week 7	MLA Documentation Wrap Up	Formatting a Research Paper All assignments due by last day of class.	Research Paper