



**CAMOSUN COLLEGE - COURSE OUTLINE**  
**ELD 092 - PROVINCIAL ENGLISH COMPOSITION**  
Section 002/002IE, Spring/Summer 2012

**Instructor:** Karyn Marczak  
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**Office Hours:**

**Class Hours and Room:**

**Credit Value:** 3  
**In-class Workload:** 5 per week, 1 of which is for Independent Learning.  
**Prerequisites:** ELD 072 or assessment      **Pre- or Co-requisite:** ELD 074

**Required Texts:** *Coursepack for ELD 092* - Karyn Marczak

**Recommended:** An English-English paper dictionary – Advanced Learner's or Collegiate  
English Thesaurus in dictionary form

**Important Note about this Course Outline**

On the following pages, the course is explained in detail. Assignments, marking, and the method of determining final grades are covered. If you do not understand any part of this outline, or if you have any questions, **please ask the instructor** for clarification. The instructor will follow the course outline and students are expected to read and understand its contents.

**Course Description:**

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. ELD 092 (or English 092) combined with ELD 094 (or English 094) is equivalent to Provincial English 12.

This course focuses on the writing of paragraphs, summaries, essays, and a research paper. Through critical and analytical reading of selected texts by professional writers and successful student writers, students will examine the different basic essay styles or categories (rhetorical modes) and the methods of development within essays. Students will develop strategies to organize their own ideas into unified, coherent compositions that present and develop a thesis. They will write compositions of increasing length and complexity, moving from descriptive/narrative and expository writing to persuasive (argument) writing and a documented research paper.

**Active Participation and Independent Learning:**

Students learn best by being actively engaged in the course. They participate not only by attending class, but also by being actively involved with the instructor and other students in the course. This creates a supportive environment that encourages

individual learning and enables each student to offer contributions and benefit from the experience and opinions of others. To be successful in college level work, students also need to be able to work independently. Therefore, in addition to in-class work with the instructor and homework completed outside of class, students will also work independently of the instructor at times, in pairs, small groups, or individually, to prepare or carry out specific activities, such as peer editing, presentations, and journal writing. Instructors schedule **Independent Learning** sessions during class hours, and participation in these sessions will form part of the final grade in the course.

### **Intended Learning Outcomes**

#### **1. Critical and Creative Thinking.**

Students will

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

#### **2. Reading and Reference.**

Students will

- access and use the resources of libraries, the Internet, and other electronic media to gather information for research
- cite and document sources where necessary, following MLA conventions

#### **3. Written Communication.**

Students will

- plan and write a variety of types of paragraphs and essays
- integrate research material into a research paper or report using MLA conventions
- edit written work for content, structure, grammar, punctuation, and usage
- choose words appropriate to style and audience
- use transitions to connect main and supporting points
- vary sentences

#### **4. Speaking and Listening Skills.**

Students will

- speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- give and respond to feedback during oral presentations
- collaborate and consult with others in completing communications tasks
- explain the value and limitations of collaborative work

### **General Course Objectives:**

This course is specifically aimed at the development of advanced academic writing competence in students who are non-native speakers of English and who, at entry, are at a level equivalent to completion of Grade 10/11. The goal of the course is the achievement of the specific structural (organization, content) and linguistic (grammar, vocabulary, expression) skills required to organize and develop effective writing at the college level. Students will also learn the research/documentation strategies needed for college writing.

Upon achieving a minimum of a C grade (60%), the student achieves Grade 12 English equivalency when ELD 094 is also completed, and meets the criteria of admission to English 150 (a minimum grade of C in both ELD 092 and 094)

- Demonstrates the ability to cope with the writing requirements of college-level academic courses including:
  - Long and short format answers used in test writing
  - Thesis-based compositions, using expository and persuasive modes and varied analytical methods of development
  - Research papers, including basic research strategies and proper documentation and citation of sources (MLA style)

**The Writing Process:** Good writing does not just happen. The best writers spend a great deal of time thinking, planning, organizing, writing, revising, re-writing, and editing. All of this requires time and attention. Therefore, much of the writing process will take place out of the classroom. However, since successful academic performance also requires thinking and writing effectively under time constraints, you will also do in-class, time controlled writing exercises to prepare for exam writing in future courses.

**Reading:** Extensive, critical reading is essential to good writing. Good readers are usually good writers! Reading a variety of challenging materials exposes you to varied content, language, and style. Practice in reading comprehension, both literal and inferential, along with exposure to various examples of writing will be provided through:

- Reading, evaluating, and discussing selected writing samples
- Peer review and peer evaluation of drafts of your writing

This course will challenge you, but it will also reward you. **Your success depends mainly on the effort you make.** Regular attendance, good time management, and a commitment to the writing process will provide you with the best chance of success in the course. If you commit yourself to taking a positive approach, participating actively in class, and putting in the necessary time and energy at home, I am convinced that you will feel a strong improvement in your writing ability. Moreover, you will get a lot of personal satisfaction from your accomplishments.

**Evaluation:**

Evaluation will be based on both in- and out-of-class performance. There is no final exam.

Assignment	Total number of marks	My Grade
Short Composition	15	
Reading & Summarizing (in-class)	30	
Expository Essay	25	
Persuasive Essay (in-class)	30	
Research Paper	40	
Grammar Quizzes / Editing Exercises (in-class)	20	
Independent Learning / Journals	10	
In-class Expository Essay	20	
Presentations	<u>10</u>	
<b>TOTAL</b>	<b>200</b>	

Please note that in order to meet the criteria for entry into English 150 some students may need to take ELD 092 for more than one term.

#### **IMPORTANT INFORMATION:**

- In order to pass the course, you must achieve separate overall passing grades (minimum 60%) in both **assignments done in-class** and **work done out-of-class**. In-class assignments include in-class drafting, the reading comprehension / summary assignment, and in-class essay writing and grammar assignments.
- **Plagiarism:** All assignments must be written entirely by you. Work that is copied from another source, done in whole or in part by another person, or fixed and edited by another person is plagiarism – theft of another person’s ideas. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” stuff from the Internet. Be aware that your instructor will be familiar with your style and level of writing and knows how to use the Internet too. **Plagiarized work will result in a zero grade for the assignment. In extreme cases, plagiarism will result in a failing grade for the course.** This policy follows the Camosun College Calendar – Student Conduct section.

#### **Notes:**

1. Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates**, at the **beginning** of the class in which they are due. Late assignments will not be accepted. If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must speak to the instructor **before the due date**.

**All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper. Take-home assignments should be keyboarded.**

2. Students) who have completed all major assignments and whose total mark for the term is between 50 - 59% will be awarded a "D" Grade (Pass). This is a passing grade; however, it is not a prerequisite for students planning on continuing into University Transfer courses or Technology / Business courses. A "C" grade is the minimum prerequisite for higher level courses.

3. In cases where the total mark is below 50%, students will receive an “F” grade. Students who drop out of the course without officially withdrawing at Registration will receive an “F” grade.

4. Without good attendance, you will not be able to do well in this course. For most students, at least 80% attendance is required to perform adequately.

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.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

The ELD Department also has specific **Academic Progress and Attendance Requirements**. See the attached handout.

**If you are sick or have another valid reason for your absence, please telephone or email the instructor or relay a message through a friend or classmate regarding your absence.** This will ensure that the instructor will be prepared to discuss opportunities to make up missed work or in-class assignments.

**5. All assignments** must be completed to fulfill the requirements of this course and receive a passing grade.

**6.** Students may not use recording devices in the classroom without the prior permission of the instructor. However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Students with Disabilities in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

**7.** No electronic devices (electronic dictionaries, cell phones, etc.) can be used during tests and some in-class assignments (at the discretion of the instructor)

**Evaluation / Grading:**

Percentage	Grade	Description	Grade Point
90-100	A+	Superior level of achievement	9
85-89	A		8
80-84	A-		7
77-79	B+	High level of achievement	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory level of achievement	3
60-64	C	Sufficient level of achievement to proceed to next level of study	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
0-49	F	Minimum level has not been achieved	0
	I	Work is not complete, but instructor has granted an extension. Mark will become an "F" unless the work completed within six weeks	