



CAMOSUN COLLEGE - COURSE OUTLINE
English (ELD) 092 – Section 3 (Spring/Summer 2012)
PROVINCIAL ENGLISH COMPOSITION

Instructor: Bruce McCormack **Office:** Ewing 210
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Course Times & Locations: Monday (in Wilna Thomas 101) from 2:30 to 4:50
Wednesday (in Wilna Thomas 101) from 2:30 to 3:50
Wednesday (in Ewing 112) – Lab from 4:00 to 4:50

Office Hours: Ewing 210: Monday / Tuesday / Wednesday/ Thursday - 11:00 to 11:30

Tuesday / Thursday: 2:00 to 2:30 Friday: 11:00 to 12:00 by appointment

In-class Workload: 5 hours per week, 1 of which is for Independent Learning.

Out-of-class Workload: 1 hour for every hour done in class. **Credit Value: 3**

Prerequisites: ELD 072 or assessment **Pre- or Co-requisite:** ELD 074

Required Texts: **ELD 092 Coursepack – (Bruce McCormack)**

A **paper** copy of an **English-English dictionary**. If you already have one, that's fine. If not, I recommend the Longman Dictionary of Contemporary English. Please note that use of this dictionary **WILL** be permitted during many in-class writing tests. However, electronic dictionaries cannot be used at such times, so a paper dictionary is required.

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 (with quotes and paraphrases from other writers) 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 of Self-Directed 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
Narrative / Descriptive Essay	15	
Reading & Summarizing (in-class**)	10 + 20	
Expository Essay	25	
Persuasive Essay (in-class**)	40	
Research Essay	40	
Three Grammar Quizzes (in-class**)	10+ 10 + 10	
Independent Learning Exercises (Including Presentations on Research)	20	
TOTAL	200	

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 **overall class mark**. **In-class assignments include** in-class essay writing, reading comprehension / summary assignments and three grammar tests.
- **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 / effort. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” material from the Internet. Be aware that your instructor will be familiar with your style and level of writing from your in-class work and knows how to use the Internet, too. **Plagiarized work will result in a zero grade for the assignment. In repeat cases, plagiarism will result in a failing grade for the course.** This policy follows the Camosun College Calendar – Student Conduct section.

Important Dates:

May 7 (Monday) to August 8 (Wednesday) – our course dates

May 21 (Monday) – College closed for Victoria Day

May 24 (Thursday) – Fee Deadline

July 2 (Monday) – College closed for Canada Day

July 10 (Tuesday) - Last day to withdraw from Fall courses without a failing grade

August 6 (Monday) – College closed for B.C. Day

Final letter grades will be posted on Camlink no later than Friday, August 17th.



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 is completed within six weeks	

Additional Notes:

1. Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates, on the day of the class in which they are due.** Late assignments may 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 typed.

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 consistent attendance, you will likely not do well in this course. For most students, at least 80% attendance is required to perform adequately. Our experience has shown us that most of our students who receive a B, B+, A -, A or A + in the course have attended all or**



almost all of the classes. In other words, there is direct correlation between attendance and good grades.

The ELD Department has an **Academic Progress and Attendance Policy** designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. It has been printed on the last two pages of this course outline. It contains information regarding the importance of attendance.

If you are sick or have another valid reason for your absence, please telephone or email the instructor before the class 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. Depending on the circumstances, students may be allowed one 'grace' late assignment (1 week maximum extension). This is in keeping with the truth expressed in the superb Japanese proverb, "Even monkeys fall from trees" (i.e. even the teacher might be late sometime).

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)



**ELD Department
Academic Progress and Attendance Requirements
Advanced and Provincial Levels¹**

Progress

In most cases, the ELD department expects students to be able to complete a level (Advanced or Provincial) in one four-month semester (hours shown are per week).

Advanced

- 072 (10 hours)
- 074 (5 hours)

Provincial

- 092 (5 hours)
- 094 (5 hours)

Students are responsible for

- attending classes regularly (see “Attendance” below)
- speaking English in class
- doing assigned homework and in-class work
- participating in class activities

Instructors are committed to providing quality education in a learning-centered manner. They will monitor course prerequisites and student progress and endeavour to place students in courses where they can succeed. When progress is unsatisfactory, appropriate interventions will occur.

Satisfactory progress requires that a student maintain a Grade Point Average of 2.0 (C) on the four most recent courses. A student whose performance is unsatisfactory will be placed on academic probation for the next session attended². A student in this situation must consult with an Academic Advisor. A student who is on academic probation and who fails to obtain a sessional GPA of at least 2.0 (C) will be required to withdraw from the School for one year. The student will be also placed on academic probation for the next session attended.

A student who is required to withdraw a second time will be refused registration for credit courses in the School of Access for two years. The student will be placed on academic probation for the next session attended. A student will be denied registration in any School of Access credit course for at least one year after twice receiving an F grade in that course. A student who is on academic probation may appeal this decision to the Dean.

¹ See the Camosun College Academic Progress Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.1.pdf>

² Spring and Summer are considered as one session.



Attendance

It is each student's responsibility to attend the first class meeting of each course. If a student does not attend the first class and does not contact the instructor, an ELDD instructional assistant, or an international education advisor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied.

If a student does not attend classes and does not officially withdraw (via Camlink or Student Services) prior to fee deadlines, he or she will be required to pay all outstanding fees, will receive no further service until the fees are paid and may receive an "F"/"IP" grade.

During the term, if a student misses one week of class(es) without official documentation, s/he will first meet with the instructor to resolve the problem. If no resolution can be made, then the student will meet with the Chair of the department who may recommend the following:

- attend Help Centre
- counselling
- program changes
- withdrawal
- discussion with an academic or an International Student Advisor (where appropriate)

At the end of term, if a student has missed 50% of class after having received departmental support, a letter will be sent to the student's local and permanent address regarding his or her absence in the course. A student with an attendance problem may not be allowed to register for the following term.

Students in any level who are receiving funding for their courses are expected to attend classes regularly. If the student is unable to attend classes, s/he is expected to contact his/her instructor(s) or an ELDD instructional assistant. Official documentation to justify absences (e.g. doctor's note) is expected.

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