



**School of Access
Department of English**

**English 092 – S01
Self-paced Spring/Summer 2012
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: Anita Kess
- Office hours: Tuesday and Thursday 2:30 – 3:30
- Office Location: Paul 339
- Phone: 250-370-3358
- E-mail: kess@camosun.bc.ca

Course Information

- Ongoing registration
- Meetings arranged with instructor by appointment

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, 4th or 5th Edition, Norton and Green](#)

Course Content and Assessment

ASSIGNMENTS	VALUE	YOUR GRADE
Introductory Paragraphs (2)	5 %	
Expository Essay (500-600 words)	10%	
Persuasive Essay (600-700 words)	15%	
Reading Assignment	5%	
Summary Assignment (150-250 words)	5%	
Summary Assignment in-class	5%	
Research Paper – including proposal/presentation (1000 words)	25%	
Grammar and Editing	10 %	
Final In-Class Essay	20%	
Total	100%	

General Information

This course provides instruction in writing skills that 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. 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. This course is self-paced. It is divided into seven study units which each contain readings, exercises, grammar studies and writing assignments. If you are trying to finish the course in seven weeks, you should pace yourself to finish one unit per week.
2. Look at the grid above on this course outline for a list of assignments and their values. You will complete the assignments in the same order with the exception of grammar quizzes which will be ongoing throughout the course.
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. Be sure to keep a photocopy or electronic 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

What Your Grades Mean

A-, A, A+

Excellent work. All requirements for the assignment have been met. A strong thesis with clear and detailed support that expands the thesis. Ideas linked by transitions to create a smooth flow throughout the paper. Free of grammar and formatting errors. A pleasure to read.

B-, B, B+

Very good work. Meets the requirements of the assignment but not as thoroughly developed or supported as the A level paper. Thesis may be somewhat underdeveloped and supporting points may lack balance. May contain some proofreading and minor grammatical errors. Enough content and style to make it a worthwhile read.

C, C+

Satisfactory. Meets some, but not all of the assignment requirements. Thesis may be vague, general or unfocused. Lacks sufficient support in the body to fully support the argument presented in the thesis. A significant number of grammatical, proofreading and/or formatting errors. Feels more like a draft than a final version. Fails to interest and engage the reader.

D

Pass. Fails to meet most of the requirements for the assignment. Thesis is unclear or merely hinted at. Lack of clear organization and supporting details. A number of serious grammatical errors. Feels like a quick draft. Leaves the reader frustrated and unsatisfied.

F

Minimal Effort. Fails to meet any of the main requirements of the assignment. Feels dashed off. Rambling, unfocused with no clear point to make. Sense of structure almost entirely lacking. Full of grammatical errors. Leaves the reader thoroughly confused.