



**CAMOSUN COLLEGE**  
*School of Access*  
*Department of English*

**Preparatory English Writing: English 103**  
**Section 1**  
**Winter 2012**

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## **COURSE OUTLINE**

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**Calendar Description:** This course prepares students for the demands of post-secondary academic writing courses through reading, writing and research. It includes instruction and practice in critical writing, reading and thinking; planning, writing, and revision of paragraphs/essays; clarity and coherency of written ideas. Students will learn correct grammatical usage and information/media literacy skills.

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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### **1. Instructor Information**

**Professor:** Debbie Hlady

**Office:** Paul 332

**Phone:** 250-370-3355

**Email:** hlady@camosun.bc.ca (This is the best way to contact me.)

**Office Hours:** Mon/Wed 11:30-12:30; Tues/Thurs 4:00-5:00; or by appointment

### **2. Intended Learning Outcomes**

#### **1. Reading, Informational Literary and Research Skills**

Students will:

- a) Use critical thinking skills to evaluate readings and essays for content, quality and logical development;
- b) Use a variety of sources, which may include personal knowledge, interview, print, and web-based media to support their writing;
- c) Use various kinds of evidence, such as statistics, quotations, and anecdotes;
- d) Recognize the difference between opinions, generalizations and facts;
- e) Summarize, make inferences, draw conclusions and evaluate reading material critically;
- f) Integrate source material smoothly, using appropriate signal phrases and punctuation;
- g) Cite and document quotations, paraphrases and summaries, following MLA conventions.

#### **2. Writing Skills**

Students will:

- a) Learn the elements of well-written paragraphs (topic sentences, details, evidence, examples, transitions);
- b) Organize and develop outlines for essays;
- c) Learn and use correct punctuation, grammar and sentence structure;
- d) Identify purpose and audience, and choose suitable rhetorical styles and language;
- e) Construct a workable thesis for an essay;
- f) Practice the process of composition, including brainstorming, drafting, editing and proofreading.

### 3. Oral Communication Skills

Students will:

- a) Present material using language effectively and appropriately in both formal and informal situations;
- b) Select and use effective visual and/or auditory presentation aids;
- c) Give and respond to feedback respectfully and appropriately;
- d) Collaborate with others in completing tasks;
- e) Recognize and respect diversity and individual differences.

### 4. Media Literacy

Students will:

- a) Critically compare treatments of a theme, topic and content from a variety of media and/or sources;
- b) Recognize the importance of media literacy and exhibit a critical awareness of media messages.

### 5. Computer Literacy

Students will:

- a) Use word processing software effectively in the production of written assignments;
- b) Use information from a variety of applications in the production and presentation of assignments (e.g. Internet websites, *Powerpoint* presentations, *Word* documents, video);
- c) Communicate effectively using e-mail.

## 3. Required Materials

**Text** (Required): Ideas & Details: A Guide to College Writing by M. Garrett Bauman

## 4. Course Hours/Location

Tuesdays (Young 220) & Thursdays (Paul 109), 2:30-3:50

## 5. Basis of Student Assessment (Weighting)

Assignment/Grading Item	Percentage of Final Grade
Grammar Tests	20
1 <sup>st</sup> Essay (in-class)	10
Summary	10
Final Essay (in-class)	10
Research Assignment:	
Email Proposal	2
Peer Edit	3
Annotated Bibliography	10
Essay	15
Oral Presentation	10
Participation/Professionalism	10

**\*Note!!** All work must be completed to pass the course! Students who do not hand in ALL assignments can expect an "F" grade. Students with documented medical/compassionate issues will be dealt with on a case-by-case basis.

## 6. Grading System

Standard Grading System (GPA)

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### 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, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student 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://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/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.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

#### A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

##### 1. Standard Grading System (GPA)

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		1
0-49	F	Minimum level has not been achieved.	0

##### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

### Use of Recording Devices in Classrooms

The lectures and materials delivered or provided in this course are subject to copyright owned by Debbie Hlady. It is prohibited to record or copy by any means, in any format, in whole or in part, in the absence of express written permission from the instructor, any of the lectures or materials provided or published in any form during or from this course.

### Classroom Rules

- Please do not be late for class, as it is disruptive. Students arriving late may be denied permission to enter the classroom.
- **Cell phones or other personal electronic devices (iPods, etc) are not allowed in the classroom. Students texting/checking messages/listening to music/etc. may be asked to leave, and will lose marks for Participation. The 1<sup>st</sup> incident will result in a 1 point deduction, followed by a 2 point deduction, then 4, then 8 and so on. If the Participation mark has been reduced to zero, marks will be deducted from the next graded assignment.**
- Come prepared. Read the assigned chapters before class. You will have to spend time with the textbook outside of class if you want to succeed in college.
- **Personal computers are not permitted, except for documented medical reasons.**
- Please respect the ideas and opinions of others, and we will respect yours.

### Attendance

Regular attendance is necessary for success in this course. Many of the concepts may be new to you, and you will be expected to know material from the lectures and class discussions. It seems obvious, but students who attend all classes, read the material, and participate actively in the class tend to do better.

### Assignment Submission and Format

- All out-of-class assignments must be typed (double-spaced, using a reasonable font with one-inch margins). Hand-written papers or single-spaced papers will **not** be accepted. Do not use title pages. E-mailed assignments will only be accepted in rare and special circumstances.

- Late assignments will lose 5 marks out of 100 per day of lateness, including weekends. For example, if an essay receives an "A-" (80/100) but is handed in 2 days late, the grade will become "B-" (70/100).
- Assignments must be handed in by 4:30 pm on the due date for daytime classes, and by 9 pm for evening classes, or the late penalty will be applied. (Printing problems are not an excuse.)
- Assignments dropped off at my office must be signed & dated/timed by a faculty member in the Paul Building before being slid under my office door.
- Please do not use binders/plastic folders to submit assignments, but do ensure they are stapled.
- If you miss an in-class assignment or test, you must inform your instructor **BEFORE** the class. You will need a doctor's note in order to be granted permission to write a test at a later date, or to hand in an assignment late without penalty. Without medical documentation, you will receive a zero on tests you miss, and late marks will be deducted on assignments.
- Medical notes must be from a licensed medical doctor. A note from a professional counselor (psychologist, psychiatrist, Camosun counselor) is also acceptable. I do not need to know the details of your issues; I just need documentation if you miss a test/assignment.
- It is your responsibility to catch up on work missed due to an absence. The instructor will not re-teach the class for you, or hand out her lecture notes.

## Plagiarism

- In all assignments, students are expected to do their own writing. You are encouraged to get feedback on your writing from the English Help Centre (Ewing 202). However, copying another person's writing (even 1 sentence) without acknowledgement, or having someone else write all or part of your composition is **plagiarism** and will incur any or all of the penalties as stated in the college calendar. (Editors should only offer advice or suggestions on how to improve your writing; they may not correct your work!)
- **Any student found to have cheated on any assignment will automatically receive a mark of "0" on that assignment.**
- Subsequent instances of plagiarism may incur more severe penalties, as outlined in the College calendar. Instructors may report instances of plagiarism, and this information could become part of a student's permanent college record. Students could also be removed from a course, or from the college.

## Contacting Your Instructor

- You are encouraged to come to my office during posted office hours. Please make an appointment for other times.
- In person is usually better than email. I will respond to all emails, but depending on the volume of email I get, the response might take a while.
- Please use email for short and simple questions. I will not comment on drafts of your assignments over email, or review an entire lesson that you have missed.
- Emails will be answered during regular working hours, not weekends and evenings.
- If you email any college professor (especially an English professor), please check your message for spelling and grammar. Good writing makes a good impression. Always include your name and the specific class you are in.

## Tentative Course Schedule

(This is subject to change according to the needs of the class.)

<b>Dates</b>	<b>Topic/Readings</b>	<b>Graded Work</b>
<b>Week One</b> January 10 & 12	Course Introduction; Critical Thinking; Visual Rhetoric Chapters 1 & 2	
<b>Week Two</b> January 17 & 19	Ideas vs. Details; Basic Grammar; Brain Teasers Chapters 2 & 3	<b>Grammar Test #1</b>
<b>Week Three</b> January 24 & 26	Basic Grammar; Paragraphs; Topic Sentences; Thesis Statements Chapters 4 & 5	
<b>Week Four</b> January 31 & February 2	Writing Introductions & Conclusions; Intro to Research Chapter 6 & 15	<b>Grammar Test #2</b>
<b>Week Five</b> February 7 & 9	Fragments & Run-ons; Paraphrasing; Summaries; Informative Writing Chapter 12	
<b>Week Six</b> February 14 (Reading Break is Feb. 15/16)	Summary Writing; Informative Writing	<b>Research Proposal Due</b>
<b>Week Seven</b> February 21 & 23	Mid-terms	<b>Summary Test Mid-term In-Class Essay</b>
<b>Week Eight</b> February 28 & March 1	College library research; MLA Documentation Chapter 15	<b>Grammar Test #3</b>
<b>Week Nine</b> March 6 & 8	Using Quotations; Persuasive Essays; Punctuation Chapters 12 & 13	<b>Annotated Bibliography Due</b>
<b>Week Ten</b> March 13 & 15	Persuasive Essays; Research; Punctuation Chapters 13 & 15	<b>Grammar Test #4</b>
<b>Week Eleven</b> March 20 & 22	Research; Pronouns; Powerpoint Presentations Chapter 15	
<b>Week Twelve</b> March 27 & 29	Oral Presentations; Research; Plagiarism; Pronouns	<b>Peer Edit</b>
<b>Week Thirteen</b> April 3 & 5	In-class Oral Presentations	<b>Oral Presentations Research Assignment Due</b>
<b>Week Fourteen</b> April 10 & 12	In-class Essay (Informative or Persuasive)	<b>In-Class Essay Grammar Test #5</b>