



**School of Access  
Academic and Career Foundations Department**

**ENGL 021- S01  
Fundamental English 1  
Fall 2012  
COURSE OUTLINE**

---

The Approved Course Description is available on the College website  
<http://www.camosun.bc.ca/learn/calendar/index.html>

---

### **1. Instructor Information**

Instructor: Faith Shields Office Location: CBA 108  
Office Hours: T 3:30-4:30, Th 1:30-4:00, F 1:30-4:30 Please arrange appointments in advance.  
Phone: 250-370-4489 Email: shieldsf@camosun.bc.ca

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

*At completion of the course students will be able to:*

#### ***Skills and Strategies for Learning***

- Identify short and long term personal literacy goals
- Work with help and independently
- Receive and respond to feedback
- Participate in group discussions and activities
- Develop some awareness of personal learning strengths
- Organize work for ready access, with help

#### ***Pre-Reading***

- Recognize, count and sequence individual sounds in a carefully spoken word
- Identify rhyming words
- Name the letters in alphabetical order
- Recognize/give the sounds of the letters
- Recall and name initial consonant sounds in words  
Name some common symbols such as &, \$

#### ***Pre-Writing***

- Hold/use pencil/pen comfortably and adjust paper as needed
- Orient on page: left to right, top to bottom, lines, margin, double-spacing, indentation

#### ***Reading***

#### ***Phonics Development***

- 
- Hear and read short vowel sounds
  - Read regular consonant-vowel-consonant (CVC) words including some with endings
  - Read some long vowel words, CVC and e
  - Read simple consonant blends

### ***Vocabulary Development***

- Read 100-150 basic and personal sight words, including some functional words
- Read simple sentences, experience stories and paragraphs with common sight and CVC words

### ***Comprehension Development***

- Describe the sequence of a simple story
- Answer literal questions about a simple story
- State opinions on readings

### ***Writing***

#### ***Letter and Word Sense***

- Print the alphabet: upper and lower case letters
- Print or write own name, address and phone number
- Print or write CVC words and 50-75 sight words

#### ***Sentence Sense***

- Copy short sentences
- Complete sentences by adding subject or verb
- Recognize and use period and question mark
- Use capitals for beginning a sentence or copying names
- Give sentence answers to questions and use words and phrases in the questions
- Dictate and copy language experience stories

### **3. Required & Recommended Materials**

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- Instructor-selected materials
- Student-selected materials

---

#### 4. Course Content

A focus on sound and letter patterns; developing sight, personal and functional reading vocabulary; reading stories and practicing beginning sentence writing skills promotes the advancement of literacy.

#### 5. Schedule

**Classes run from January 10, 2012 to April 12, 2012**

Six in-class hours: Tuesday and Thursday: 8:30 – 11:20 a. m.  
Four Help Centre hours, arranged by the student

#### 6 Basis of Student Assessment

Students will build a portfolio of their work to be used as an evaluative tool in the assessment of their progress in the course.

<b>Portfolio Activity</b>	<b>#</b>	<b>Description</b>
Alphabet		Read letters, sounds, short vowel sounds, consonant blends.
Reading Vocabulary		Read up to 150 words.
Stories and Paragraphs	4	Read and describe the sequence and details of a simple story or paragraph. Give opinions on readings.
Personal Stories	4	Dictate and then copy language experience stories.
Alphabet		Write upper and lower case letters.
Vocabulary		Write up to 75 words.
Sentences	Varies	Develop sentence writing skills and sentence awareness with cloze exercises and writing sentence answers.
Punctuation	Varies	Use periods and question marks in writing.
Capitalization	Varies	Use capitals for beginning sentences and for names.

## 7 Grading System

Competency based grading system

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

Students with a record of poor attendance, OR poor progress may be restricted from re-registering in Academic and Career Foundations Department courses.

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

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

#### SUPPORT LEADS TO SUCCESS

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://camosun.ca/services/>

#### STUDENT CONDUCT

The purpose of this policy is to provide clear expectations of appropriate academic and non-academic student conduct and to establish processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

#### STUDENT GRADING POLICY

A new student grading policy is in effect for students in the School of Access. This information is available in the College Calendar, Registrar's Office or the College web site at . . .

<http://www.camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.5%20Grading%20Sept%2006%20Implementation.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>