

	<b>School of Access</b> <b>Department of English</b> <b>Provincial English Composition</b> <b>ENGL 092 (003) FALL 2012</b> <b>COURSE OUTLINE</b>
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<b><u>Instructor Information</u></b> Instructor: Sharon Quigley E-mail: quigley@camosun.bc.ca Telephone: 250-370-3358 Lansdowne Office: Paul 339 Interurban Office: CBA 156 Office Hours: after each class as needed, and by appointment	<b><u>Dates, Times &amp; Location</u></b> 6:00 pm—8:50 pm September 5-December 5 Wednesday Fisher 210
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### **Course Description**

This course provides practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares students for college writing. English 092 (or ELD 092) combined with English 094 (ELD 094) is equivalent to Provincial English 12.

### **Materials**

- Coursepack.
- Hacker, Diana. *A Pocket Style Manual 5<sup>th</sup> ed. with 2009 MLA*. Bedford/St. Martin's, 2010.
- USB memory stick, stapler, binder, time management book.

### **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 essay 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

## How to be Successful in This Course

This course is designed to help you develop your ability to read, think, discuss, and write critically, creatively and analytically. You will get the most benefit from this course if you view it as a way of improving skills essential to success in college and your future career, rather than as a series of assignment to be minimally completed. Consistent effort is critical to success. If you complete all the assignments on time and to the best of your ability, attend all or most classes, and participate constructively in class activities, you will likely be successful in this course and gain personal satisfaction, confidence, and enjoyment from your accomplishments.

*Writing.* Developing your writing skills is an important component of this course. Because good writing requires time, persistent effort, thinking, planning, organizing, revising, and editing, most of your writing will take place out of the classroom. The most effective way to improve your writing is to (1) always ask others (eg. a friend, fellow student, or instructional assistant in one of the Help Centres) to give you feedback on your writing well before the due date; and (2) revise and edit carefully before submitting it for grading.

*Reading.* Developing your reading skills is also an important component of this course. Careful reading takes time and will therefore take place out of the classroom. Analyzing, discussing, and writing about selected texts helps improve not only your reading skills but also your writing, oral, and critical thinking abilities.

## Lansdowne Help Centres

The English Help Centre (Lansdowne, Ewing 202) and Writing Centre (Lansdowne Library) are available to support all English Access students. Instructional assistants offer one-on-one assistance with writing assignments. Resource books and computer help are available. Check their websites or offices for schedules.

## Grading

A+	90-100%	B+	77-79%	C+	65-69%	F	0-49%
A	85-89%	B	73-78%	C	60-64%		
A-	80-84%	B-	70-72%	D	50-59%		

## Course Evaluation

ASSIGNMENTS	VALUE	Record your grades/notes here:
2 oral presentations (grammar 4%; research 4%)	8%	
20 grammar quizzes** (see below)	10%	
4 reading quizzes	8%	
2 paragraphs (6% each)	12%	
essay one (600 words)	12%	
essay two (700 words)	15%	
summary	5%	
research essay proposal	10%	
research essay (900 words)	20%	

\*\*Do a minimum of 20 online grammar quizzes on the following topics—and those of your choice. Record your marks here:

Parts of Speech (eg. prepositions)	Run-on Sentences	Sent. Fragments	Comma Splices	Subject Verb Agreement	Commas	Semicolons
Colons	Apostrophes	Parallelism	Modifiers	Pronoun Case	Pronoun Agreement	Pronoun Comparison

## **Student Responsibilities**

1. **Read, understand, and abide by this course outline.** Instructors are obliged to follow their course outlines, so read this one very carefully and ask for clarification if there's anything you don't understand.
2. **Seek appropriate, timely help.** Students are ultimately responsible for their own learning and for taking initiative to get appropriate, timely support. The College offers a spectrum of resources to support students' learning. For more information, check the College website. I am available to help you individually during office hours, by appointment, or by email.
3. **Familiarize yourself with and comply with official College requirements and policies.** You are responsible for informing yourself about policies for deadlines, prerequisites, fees, withdrawal, student conduct and standards for academic progress. See <http://camosun.ca/learn/becoming/policies.html>
4. **Be honest. Do not plagiarize.** Plagiarism is a serious offence because it is considered theft and dishonesty. The College *Student Conduct Policy* defines plagiarism as the "presentation of another person's or source's words and/or ideas as one's own...rang[ing] from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement."
  - ❑ In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. More serious consequences may be imposed as per the *College Student Conduct Policy*.
  - ❑ Getting too much help from others is also plagiarism. Others may give feedback on your writing, so long as they are doing it in a way in which you learn and do your own original work. Your helper may give you feedback, but may not change any of your words or ideas or tell you what to write.
  - ❑ It is your responsibility to be able to "prove" that your work is entirely your own. If I suspect you didn't write part or all of your assignment, I will ask you to produce all your drafts and notes. Failure to produce drafts may be considered evidence of plagiarism. If working with a helper, you may use the "Track Changes" option on Word for revisions and use "Save As" to keep several drafts so I can see the progress of your writing, and so you can prove someone else didn't help you too much.
  - ❑ If you are unsure about the line between using your original work and incorporating other people's feedback, bring your revised draft to a Help Centre listed above, or to me, for clarification. Doing this shows your desire for academic honesty and to learn. If you have used too much of someone else's words or ideas, we'll help you adjust it.
  - ❑ Speaking to a classmate or using electronic equipment during a test is considered cheating. Any questions or requests must be addressed to the instructor, not other students.
5. **NEVER use electronic devices in the classroom without prior permission.** Answering calls, playing games, texting, watching phones, using headphones, etc. is comparable to chatting in class, which distracts others and is therefore disrespectful. Ensure electronic devices are *always* shut off and placed inside your purse or backpack. If you are expecting an important message, let me know at the beginning of class, place your phone on a silent answer setting, and then leave the class to answer the call or message. If you wish to use your phone to help you with class learning (eg. to google an unfamiliar term), please ask me first.
6. **Attend each class.** Close to 100% attendance is crucial for successful completion of this course. All attendance is recorded.
  - ❑ Students who are absent are responsible for all material covered during class and for meeting all assignment deadlines.
  - ❑ I am unable to individually re-teach missed classes or inform students of material missed during their absence.
  - ❑ At the beginning of the course, be sure to exchange email addresses and phone numbers with several other classmates to help one other in the event of absences.
7. **Be prompt.** Since lateness interrupts the class and is therefore disrespectful to fellow students, make every effort to arrive on time. I will speak privately with students who habitually arrive late. Please let me know whenever your circumstances will cause you to be unavoidably late.

8. **Prepare for class and participate cooperatively.** Everyone is responsible for co-creating a collaborative, respectful, enjoyable, supportive, productive learning environment; therefore, students are expected to

- ❑ prepare for class and participate fully and cooperatively;
- ❑ speak and act with integrity, sensitive to how one's words, actions, and attitudes affect others;
- ❑ listen carefully with full attention and an open mind, valuing differing viewpoints.

Students who have not properly prepared for class or assigned group work—or who behave in a manner that detracts from a positive learning environment—place an unfair burden on their classmates and may be asked to leave the class or the group.

9. **Carefully read and follow all assignment guidelines exactly.** Be sure to get help well before the due date if you do not understand guidelines. Assignments that do not follow the assignment guidelines will receive a grade of D or F (see revision policy in #10 below).

10. **(Optional) Revise and re-submit certain assignments for a possible higher grade.** You may revise Paragraph 1 and 2, and Essay 1 and 2. Hand in revisions no later than *one week* after I return your original graded assignment. Attach the original essay that I graded so I can remember the feedback I gave you; otherwise, your revised essay will be returned unread, and you may resubmit within *one week*.

11. **Submit all assignments at the beginning of class on the due date.** Unless you submit legitimate documentation from an appropriate professional (eg. a doctor's note) verifying extenuating circumstances, the following will apply:

- ❑ Missed in-class quizzes cannot be made up as they are marks for class preparedness and participation.
- ❑ Assignments will not be considered submitted until I receive your *printed* copy.
  - Email submissions will not be accepted, except in exceptional circumstances with prior permission.
  - If you deliver an assignment to my office when I'm not there, ask a faculty member to legibly sign his/her name on the assignment, as well as the time and date he/she signed it, and then slide it under my door. If you cannot find a faculty member, or if I doubt the authenticity of the signature and time, I will consider your assignment accepted once I return to my office.
- ❑ Late assignments will be penalized 5% per day (weekends and holidays not included).
- ❑ Assignments received more than 1 week after the due date will not be accepted and will receive a grade of zero.
- ❑ Computer problems or lost or damaged copies are never valid excuses for late assignments.
- ❑ No assignments will be accepted after 5 pm on the Friday immediately following the last day of class.