



Course Outline - Winter 2013
English (ELD) 075-002: Grammar for Composition
January 17 - March 28, 2013

Instructor:	Rowena Hill
Time:	3:30 - 5:20 (Tuesday and Thursday)
Classroom:	WT 203 - Tuesday, WT 204 - Thursday
Office:	WT 101A (2:45 - 3:30 T/Th)
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Required Texts: A Commonsense Guide to Grammar and Usage by Beason & Lester – 6th Edition
(Available in the Lansdowne Bookstore)

Recommended Reading: *Eats, Shoots and Leaves: The Zero Tolerance to Punctuation* by Lynne Truss (available in the English Help Centre – Ewing 202)

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 abide by this course outline and students are expected to read and understand its contents.

Course Description:

This course focuses on grammar for college level writing. Offered in a workshop format, it will help students whose first language is other than English to express analytical and critical thought in clear, grammatically correct sentences. Written and oral assignments will both serve to build and reinforce the student's ability to use English grammar correctly and effectively.

Intended Learning Outcomes:

On completion, the successful student will be able to demonstrate an understanding of the form and function of English grammatical structures:

- (a) By applying self-monitoring techniques to identify and correct errors during the revision process.
- (b) By demonstrating an accurate application of grammatical rules with minimal assistance from texts or teachers

How to Benefit from English (ELD) 075:

There are two approaches to mastering the grammar of English or any other language. The first approach is to understand the grammar and grammatical rules of the language; the second approach is to apply those rules to your use of the language and to learn to recognize errors and error patterns. Consequently, students in this course will do two things: They will study the rules of English grammar and also apply those rules to their own writing. However,



research into student writing demonstrates that the second approach is the more important of the two approaches, so we will focus most of our energy on error detection and correction.

Experience has shown us that your success in this course depends primarily on the effort you make. If you do all the assignments, attend all or most of the classes, and actively participate in class activities, it is very likely that you will do well in this course. Moreover, you will not only gain a lot of personal satisfaction and enjoyment from your accomplishment, but also develop much greater confidence in your ability to write grammatically correct English compositions.

Evaluation: **Quiz 1 (Feb. 21) 40%**
 Quiz 2 (Mar. 14) 20%
 Quiz 3 (Mar. 28) 40%

Final course grades will be posted on Camlink approximately one week after the course ends.

Note: When it comes to grammar, each student has his or her own strengths and weaknesses.

With a given grammar point, student A has a clear understanding of how to correctly apply a given grammar point in his or her writing, but student B needs more practice. On another grammar point, the situation is reversed. **Therefore**, students will be encouraged to monitor themselves, i.e. to learn to recognize when they need more practice on a particular grammar point and then to do follow-up work, using the exercises in our textbook as needed.

Week-by-week Textbook References for In-class & Follow-up Work

Jan. 27:	Understanding the Four Sentence Types - Editing Checklist Abbreviations handout - Learning about common error types
Jan. 22/24:	How to make the best use of the textbook - Unit 1: Understanding the Basic Sentence - The Four Sentence Types - Fragments - Run-ons. Unit 2: Making Subjects and Verbs Agree
Jan. 29/31:	Unit 2 (continued). Unit 3: Using Correct Verb Tenses
Feb. 5/7:	Unit 3 (continued). Unit 10: Using Verbs Correctly
Feb. 12/14:	Unit 11 (continued). Unit 5: Using Commas Correctly. Unit 9: Choosing the Right Article
Feb. 19	Unit 9 (continued) Quiz 1
Feb. 26/28	Unit 7: Using Other Punctuation and Capitalizing Words. Unit 8: Writing Clear Sentences - Parallelism
Mar. 5/7	Unit 8 (continued). Unit 4: Understanding Pronouns. Unit 5: Using Commas Correctly
Mar. 12/14	Unit 4 (continued). Unit 11: Documenting Sources and Avoiding Plagiarism. Quiz 2 (Mar. 14)
Mar. 19/21	Unit 11 (continued). Unit 12: A Commonsense Writing Guide
Mar. 26/28	Unit 12 (continued). Review. Quiz 3 (Mar. 28)



Important Information about Grades:

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	

**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)

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>



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 endeavor 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.

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:

² Spring and Summer are considered as one session.



- attend Help Centre
- counseling
- 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.