CAMOSUN COLLEGE

School of Access
Academic and Career Foundations Department

ENGL 021- S01
Fundamental English 1
Winter 2013
COURSE OUTLINE

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*
- *Active Reader F and Active Reader 1* by Linda Kita-Bradley
- 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 7, 2012 to April 12, 2013

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.

Portfolio Activity	#	Description
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
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.

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