



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

**ENGL 022- S01  
Fundamental English 2  
Winter 2013**

**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
- Ask for help when needed and shift to other tasks while waiting for help
- Participate in group discussions and activities
- Begin to employ strategies for learning and remembering
- Identify and implement time management practices to complete work
- Look up words for spelling and meaning in dictionary and glossary

***Computer Skills (Recommended)***

- Perform basic word processing skills: open program, type, and save documents
- Name computer hardware components

## **Reading**

- Vocabulary and Phonic Development
- Read 150-300 personal and functional words
- Use phonics to decode unknown words
- Use phonics and context clues in reading simple passages

## **Comprehension Development**

- Read simple passages and stories with some fluency
- Read and follow simple written directions
- Identify main idea, character(s) and events from readings
- State opinion on readings

## **Writing**

### *Word Sense*

- Write some consonant-vowel-consonant (CVC) words with basic suffixes
- Write CVC and e words
- Write approximately 150 sight words

### *Sentence Sense*

- Print or write complete sentences
- Use end punctuation
- Use capitals for proper nouns
- Use assigned vocabulary in sentences
- Write sentence answers to questions about readings: who, what, when, where and why

### *Ideas and Beginning Paragraphs*

- Participate in brainstorming to generate writing
- Print or write short messages and paragraphs

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

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Vocabulary Boosters 1* by Susan Rogers
- *Active Reader 2* by Linda Kita-Bradley
- Instructor selected reading materials
- Student selected reading materials

## **4. Course Content**

A focus on expanding vocabulary, developing reading fluency, giving opinions about readings, brainstorming to generate ideas and writing sentences and short messages and paragraphs promotes the advancement of literacy.

## **5. Schedule**

**Classes run from January 7, 2013 to April 12, 2013**

6 in-class hours: Tuesday and Thursday: 8:30 – 11:20 a.m.

4 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   |
|-----------------------------------|---|---|
| Reading Vocabulary                |   | Read up to 300 personal and functional words.   |
| Stories and Passages              | 6 | Read and describe the main idea, details and character(s) of stories and passages. Give opinions on readings. |
| Beginning Paragraphs and Messages | 6 | Brainstorm to generate short messages and beginning paragraphs.   |
| Vocabulary                        |   | Write up to 75 words including words with basic suffixes and silent e. Use assigned vocabulary in writing.    |
| Sentences                         |   | Write sentence answers to questions about readings: who, what, when, where, why.                              |
| Punctuation                       |   | Use periods, question marks and exclamation marks in writing.   |
| Capitalization                    |   | Use capitals for proper nouns.  |

## 6. 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.

## 7. 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-2.5.1.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%202006%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>