



School of Access  
Academic and Career Foundations Department

ENGL 033  
Fundamental English 6

COURSE OUTLINE

Winter 2013

---

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

*Students will achieve the following:*

### Skills and Strategies for Learning

- Develop strategies to enhance learner competence such as stress, time management & problem solving
- Manage time to set and meet goals
- Use critical thinking skills to determine validity of information
- Establish purpose for listening and/or viewing
- Engage a variety of test-taking strategies
- Employ inferential thinking skills
- Give concise, purposeful explanations
- Distinguish between conversational (colloquial) and formal (standard) spoken language

### *Recommended:*

- Word process a document: create, edit, save, retrieve, print
- Use a variety of search engines to find relevant information

### Reading

- Read & critically discuss a variety of material for cause/effect, purpose, logic, fact opinion
- Read and discuss selected short stories, articles, poetry, songs
- Draw inferences and conclusions
- Summarize short stories, articles, and audio material
- Identify and discuss point of view and appraise validity of material from own experience
- Evaluate comprehension through self-reflection & relate understanding to previous knowledge
- Recognize comparison and contrast and process analysis methods of development
- Use structural analysis (roots, affixes, syllabication, stress, compound words) to read & understand unfamiliar words

- Locate information using guide words, headings, glossary, table of contents, index, & computer menu
- Use common reference materials such as dictionary, thesaurus, atlas, & search engines

### Writing

- Use a variety of processes for organizing writing: brainstorming, outlining, mapping
- Write expanded coherent paragraphs, including giving opinions with more sophisticated detail & vocabulary
- Write business letters using standard format
- Respond in writing to selected material after reading, listening and discussing
- Summarize a writing sample: short story, article
- Use a variety of simple, compound and complex sentences
- Identify and fix fragments and run-on sentences
- Use subject/verb agreement and consistent verb tense
- Use standard pronoun reference and agreement
- Use commas and apostrophes correctly
- Use a broad range of punctuation including quotation marks and semi-colons
- Edit written work
- Use a dictionary as a spelling tool

### 3. Required and Recommended Materials

- Student and/or instructor selected reading materials and works of literature
- Resources to develop specific reading skills (from the Help Centre)
- *Essential Reading Skills* by Kathleen T. McWhorter (3<sup>rd</sup> or 4<sup>th</sup> ed.)
- *Web link: [http://wps.ablongman.com/long\\_mcwhorter\\_ers\\_3/](http://wps.ablongman.com/long_mcwhorter_ers_3/)*
- *Thinking and Writing: A Guide to Paragraphs and Essays* by Ray Bigauskas (provided)
- A dictionary and a thesaurus

### 4. Course Content

This course focuses on developing critical thinking skills to assess a range of readings. Students write and edit expository paragraphs using a variety of punctuation and grammatical structures. Students explore lifelong learning practices: goal setting, problem solving and internet searching.

### 5. Schedule

- **Classes run from January 7, 2013 until April 12, 2013**
- 6 in-class hours: morning, afternoon or evening (2 X 2hr & 50 min. classes)
- 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   |
|------------------------------------|------------|---|
| Write about yourself               | 1          | Choose your own topic.  |
| Reading log                        | 10 entries | Record daily reading selections with comments.  |
| Newspaper & Magazine Articles      | 2 - 6      | Read & respond in writing to newspaper & magazine articles.   |
| Literature                         | 2 - 4      | Read & share your written responses to works of literature.   |
| Auto/Biographies                   | 1 - 2      | Read & respond in writing &/or discussion to autobiographies and biographies.   |
| Paragraphs                         | 4          | Write descriptive, narrative and expository paragraphs,   |
| Letter                             | 1          | Write a business letter.  |
| Specific reading skill development | 3 chapters | Develop active reading, build vocabulary using context clues and locate main ideas from <i>Essential Reading Skills</i> . Discuss this assignment with your instructor. |
| Grammar Pack                       | as needed  | Discuss this assignment with your instructor.   |
| Standardized test(s)               | 1 or more  | Achieve a grade level of 10.0 in vocabulary and comprehension.  |

## 7. Grading System

Competency based grading system

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course.   |
| DST   | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course. |
| NC    | The student has not met the goals, criteria, or competencies established for this course.   |

### Progress

Students are expected to complete each course within 2 - 4 months. Students having difficulties meeting this goal should explore, with their instructor, additional supports that may be available. Students with a record of poor attendance and progress may not be permitted to re-register in Academic and Career Foundations Department courses.

## 8. Learning Support and Services to Promote Student Success

### ACADEMIC UPGRADING HELP CENTRE (CBA 109)

All Upgrading students have are strongly encouraged to make use of this service.

### LEARNING SUPPORT AND SERVICES FOR ALL STUDENTS

Planning your education, Getting your coursework done, Campus life, Personal support, Work and housing, Getting around Academic Advising. Assessment Testing, Calendar, Camlink: Registration, Class & Personal Info, Continuing Education, Co-op Education, Distance & Distributed Education, Education Funding Tips, Financial Aid & Awards, Forms, Graduation, Lockers, Tuition Fees & Payment, Student ID/Library Cards, Study Abroad, Transfer Credit AudioVisual Services & Equipment, Bookstore, Computer Labs, Help Centres (tutoring in English, ESL, Math), Learning Skills, Library, Photocopying & Printshop, Writing Centre Fitness & Recreation, Cafeterias & Restaurants, Camosun College Student Society, First Nations Student Association, Medical Coverage & Accident Insurance, Nexus Student Newspaper, Student Clubs, Village 900 radio, Wireless networking, Women's Centres Aboriginal Services (Education, Financial & Cultural), Campus Emergencies, Child Care, Counselling (Career, Educational, Personal & Cultural), Dental Clinic, Disability Resource Centre, International Counselling, Ombudsman, Personal Safety, Sexual Health Clinic Career Resource Centre, Housing Registry Online, Student Employment Services, Campuses & Maps, Parking & Transportation, U-Pass Student Bus Pass

Camosun services are here to help you succeed in and out of the classroom. Our goal is to provide you with the best learning experience possible. This information is available in the Registrar's Office or the College web site at: <http://camosun.ca/services/>

## 9. College Policies

### 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

The purpose of this policy is to ensure that grading and promotion are consistent and fair.

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

### ACADEMIC PROGRESS POLICY

The purpose of this policy is to enhance a learner's likelihood of success and to encourage the learner to use College resources effectively.

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>