

Literature

- Detect tone of story and emotional reactions of character

Meta-cognitive Strategies

- Employ strategies for learning and remembering
- Use pre-reading strategies
- Read and self-monitor for comprehension
- Begin to recognize different purposes for reading

Writing

Writing Process

- Organize writing using the writing process
- Edit written work

Paragraphs, Summaries and Letters

- Produce coherent descriptive, narrative and expository 8-10 sentence paragraphs
- Recognize and write simple, compound and complex sentences
- Summarize main ideas after reading and discussion
- Write personal letters using standard format

Expression

- Use a broad range of punctuation including quotation marks
- Apply comma rules
- Identify and correct fragments and run-on sentences
- Use effective spelling strategies including dictionary skills to check spelling during proof-reading stage of writing
- Spell a variety of homonyms, and common irregularly spelled words
- Identify synonyms and antonyms

Grammar

- Use subject-verb agreement and consistent verb tense

3. Materials

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Breakthroughs in Critical Reading*, Jamestown Publishers, by P.A. Benner
- Instructor-selected reading materials
- Student-selected reading materials

4. Course Content

English 025 focuses on promoting literacy skills by refining reading fluency through using longer text and exploring critical reading strategies including making inferences and drawing conclusions. Writing literacy is developed through writing narrative, descriptive and expository paragraphs and actively building vocabulary.

5. Schedule

6 in-class hours; Tuesday and Thursday: 8:30 – 11:20
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	In exercises and/or writing	Complete vocabulary exercises, including dictionary and thesaurus work.
Literature	In discussion and/or writing	Analyze characters and tone of story.
Stories and Passages	6 responses	Give written and oral responses to readings including identifying main idea, details and sequence; answering comprehension questions including inferential interpretations; summarizing text
Forms and Documents	Complete 2	Complete forms and/or documents.
Letters	Complete 2	Write 2 personal letters using standard format.
Narrative, Descriptive, and Expository Paragraphs	Write 4	Use the writing process to generate and organize ideas and to write paragraphs that include topic, concluding and support sentences.
Punctuation and Capitalization	In exercises and/or writing	Apply capitalization and comma rules and a range of punctuation including quotation marks.
Grammar	In exercises and/or writing	In writing and exercises use consistent verb tense and subject verb agreement.
Assessment	Complete 1 or more, as needed	Achieve a score of level 7 or higher on the Canadian Adult Reading Assessment (CARA) or an equivalent score on a standardized reading test.

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://www.camosun.bc.ca/toolkit/>

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://www.camosun.bc.ca/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.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>