



CAMOSUN COLLEGE
School of Access
Community Learning Partnerships

English 022
Fall 2014

COURSE OUTLINE

Instructor Information

Instructor: Karen Lightbody
Location: Victoria Native Friendship Centre
Office hours: By appointment
Email: lightbodyk@camosun.bc.ca
Phone: 250-588-8277

Class Information

Class Schedule: Monday and Wednesday 1:00 p.m. – 3:50 p.m.
Start Date: October 22, 2014 End Date: December 12, 2014

1. 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

2. 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*

3. Course Content

English 022 focuses on expanding vocabulary, developing reading fluency, giving opinions about readings, brainstorming to generate ideas and writing sentences, short messages and paragraphs to promote the advancement of literacy.

4. 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 in writing	Read and use antonyms, synonyms and homonyms and complete vocabulary building exercises, including dictionary and thesaurus work.
Literature	In discussion and/or writing	Discuss characters.
Stories and Passages	6 responses	Give written and oral responses to readings of stories and passages, including identifying main idea, details and sequence; answering comprehension questions; summarizing text.
Forms and Documents	Complete 2	Complete forms and documents.
Write in complete sentences and form paragraphs	Write 4	Use the writing process to generate and organize ideas.
Punctuation and Capitalization	In exercises and/or writing	Use commas in a list and in compound sentences and apply capitalization rules.
Grammar	In exercises and/or writing	In writing activities and exercises use consistent verb tense and identify subjects and verbs.

5. 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.

Note: Extra credit may be available for excellent attendance and for the completion of certain voluntary activities, to be explained by the instructor.

Students with a record of poor attendance or poor progress may be restricted from re-registering in Community Learning Partnerships Department courses.

6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site at

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

GRADING POLICY

A student grading policy applies to all Camosun students enrolled in courses for which they will be granted credit. This information is available in the College Calendar, Registrar's Office or the College web site at

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

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