



- Expand the use of context clues
- Identify subject, main idea, details and sequence of a short passage
- Answer comprehension questions based on text
- Summarize longer passages
- Differentiate between literal and inferential meanings

#### *Literature*

- Analyze characters in text

### **Writing**

#### *Expression*

- Use compound words, contractions, possessives and plurals
- Use capitals for proper nouns
- Use commas in a series and in compound sentences
- Apply dictionary and thesaurus skills

#### *Grammar*

- Identify subjects and verbs in simple sentences
- Employ consistent verb tense
- Use most irregular verbs correctly
- Use modifiers effectively

#### *Communication*

- Complete a variety of forms and documents

#### *Writing Process and Paragraphs*

- Generate and organize ideas
- Write simple and compound sentences
- Write paragraphs: topic sentence, supporting details, concluding sentence
- Write short narrative and descriptive paragraphs with complete sentences

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

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Active Reader 4* by Linda Kita-Bradley
- *Vocabulary Boosters 2* by Susan Rogers
- Instructor-selected reading materials
- Student-selected reading materials

### **4. Course Content**

English 024 focuses on promoting literacy skills in reading by refining reading strategies, differentiating literal and inferential meanings, applying critical thinking skills to analyze literature, and identifying facts and opinions. Writing literacy is developed through writing narrative and descriptive paragraphs and by actively building vocabulary.

### **5. Schedule**

**Classes run from January, 10, 2012 to April 12, 2012**

6 in-class hours: Tuesday and Thursday: 1:00 – 3:20

## 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 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	Analyze 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.
Beginning Narrative and Descriptive Paragraphs	Write 4	Use the writing process to generate and organize ideas and to write beginning paragraphs that include topic, concluding and support sentences.
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.
Assessment	Complete 1 or more as needed	Achieve a score of level 6 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
<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.

## 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-2.5.1.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%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>