

The Approved Course Description is available on the College website at: <http://camosun.ca/learn/calendar/current/web/engl.html>

## 1. Instructor Information

Instructor: Karen Lightbody

Phone: 250-588-8277

Office Hours: By appointment

email: [lightbodyk@camosun.bc.ca](mailto:lightbodyk@camosun.bc.ca)

Location: Saanich Adult Education Centre, CELASET (Moving Forward) Program

Class Schedule: Monday and Wednesday, 9:30 - 12:20 pm

## 2. Intended Learning Outcomes

*Students will achieve the following:*

- Read a variety of materials for a variety of purposes: including literal and inferential comprehension; skimming and scanning; summarizing; interpretation and evaluation; research and study to approximately the grade 10 level for Culinary Arts.
- Use various skills and strategies to build vocabulary and be able to understand vocabulary in context to approximately the grade 10 level for Culinary Arts.
- Revise and edit work to improve content, organization, word choice, phrasing, sentence and paragraph structure, spelling, punctuation, and grammar.
- Compose focused, organized, well-supported types of compositions for a variety of purposes, including expository paragraphs, summary, cover letter, business letter, resume, and research report.
- Learn various student-success strategies, including note-taking.
- Learn strategies to distinguish distracters from answers on multiple-choice tests.
- Orally describe to a small group or an instructor how to perform some type of process activity.

## 3. Required and Recommended Materials

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Essential Reading Skills*, 3<sup>rd</sup> or 4<sup>th</sup> edition by Kathleen McWhorter
- Instructor selected reading materials
- Student selected reading materials

## 4. Course Content

A focus on reading comprehension, vocabulary development and writing skills prepares students for the Culinary Arts.

## 5. English 057 Essential Skills based on learning outcomes, coursework and classroom interaction.

## **Reading**

- Scan for key information
- Skim for meaning
- Read and correctly follow written directions
- Read a full text to understand, learn or evaluate
- Integrate and synthesize information from multiple sources
- Read a variety of documents to compare information
- Refer to appropriate written resources when experiencing difficulty

## **Document Use**

- Use a portfolio checklist to keep track of assignments and manage time
- Use headings and subheadings to find information in a document
- Use a table of contents or index to find specific information

## **Writing**

- Organize, record and document
- Write notes in point form
- Create a career related glossary
- Edit assignments to correspond to correct grammar and spelling
- Edit assignments for clarity, accuracy and flow
- Write a brief career related summary based on a larger text
- Prepare written materials using a template (business letter, resume)
- Inform or persuade using supporting details or examples
- Present an analysis or a comparison in the form of a research report

## **Oral Communication**

- Follow oral instructions and explanations
- Seek or obtain information from peers and instructor
- Give a well-organized and informative oral description of a career related process

## **Working with Others**

- work independently alongside others
- use appropriate and respectful communication with peers and others
- receive and apply relevant feedback

## **Thinking Skills**

- Apply prior learning to facilitate effective study and to integrate information from a text with background knowledge from outside the text
- Identify learning strengths
- Identify and set short and long term goals
- Maintain a personalized learning plan within an individualized educational setting
- Identify key facts and issues related to a problem
- Identify the pros and cons of potential solutions
- Evaluate how well a solution worked
- Build strategies for successfully writing multiple choice tests
- Understand choices and explain why they were made

- Prioritize tasks
- Use tools (calendars, agendas, portfolio checklists) to help organize tasks and for time management
- Identify, compare, contrasts and critically evaluate multiple pieces of information while reading, listening and/or viewing

### Digital Technology

- May use word processor and printer to write, edit, save, retrieve and print documents
- May use online sources and tools (e.g. search engines) for career related research
- May use pre-existing templates for business letter and resume assignments
- May perform simple formatting of texts as well as download and manage electronic files

### Continuous Learning

- Know where and how to find learning materials
- Deepen understanding of skill strengths and areas in need of improvement
- Recognize preferred learning styles (learning by seeing, hearing or doing)

## 6. Schedule

6 in-class hours (2x 2 hr, 50 min classes)

4 Help Centre hours (arranged by the student)

## 7. Basis of Student Assessment

Category	Assignment	% of Grade	Description
Paragraphs	3 practice; 1 timed	10	Practice with a variety of writing patterns
Business Writing	1 letter; 1 resume	10	Produce a resume, cover & or business letter
Glossary	20-30 terms	10	Create a career-related glossary
Process	Oral Presentation	10	Give an oral description of a cooking process
Menu	Complete meal menu	10	Design a menu for a workplace setting
Note-taking & Summary Writing	200-250 Words	10	From selected readings
Critical Reading	Read textbook and complete 5 chapters	20	Work from <i>Essential Reading Skills</i> : Chapters 1, 3, 4, 5 & 8 (3 <sup>rd</sup> ed.) Chapters 1, 2, 3 & 4 (4 <sup>th</sup> ed.)
Research Report	Use sources and organize ideas	20	Research and write a career-related report

## 8. Grading System

A+	90 - 100%	B+	77 - 79%	C+	65 - 69%		
A	85 - 89%	B	73 - 76%	C	60 - 64%		
A-	80 - 84%	B-	70 - 72%	D*	50 - 59%	F	0 - 49%

*\*Minimum level of achievement for which credit is granted; a course with a 'D' grade cannot be used as a prerequisite.*

### 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 Community Learning Partnerships Department courses.

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

### ACADEMIC UPGRADING HELP CENTRE - INTERURBAN CAMPUS (CBA 109)

Coursework support, reference and support materials, printer, quiet testing and study areas

Aboriginal Services (Education, Financial & Cultural)  
Academic Advising  
Assessment Testing  
AudioVisual Services & Equipment  
Bookstore  
Cafeterias & Restaurants  
Camosun College Student Society  
Career Resource Centre  
Child Care  
Computer Labs  
Counselling (Career, Educational, Personal & Cultural)  
Dental Clinic  
Disability Resource Centre  
Financial Aid & Awards  
First Nations Student Association  
Fitness & Recreation

Help Centres (tutoring in English, ESL, Math)  
Housing Registry Online  
Library  
Lockers  
Medical Coverage & Accident Insurance  
Nexus Student Newspaper  
Ombudsman  
Personal Safety  
Photocopying & Printshop  
Sexual Health Clinic  
Student Clubs  
Student Employment Services  
Student ID/Library Cards/U-Pass Student Bus Pass  
Wireless networking  
Women's Centres

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/>

## 10. 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.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>