



*School of Access
Community Learning Partnerships
ENGL 092 -017
Provincial English Composition
Course Outline – Fall 2014*



Instructor: Brenda Proctor	E-mail: proctorb@camosun.bc.ca	Phone #: 250-544-2192
Class Hours: Thursdays 1-4pm	Lab Hours: Weds/ Friday 9:30-12:30	
Office Hours: by appointment		

Calendar Description

This course provides practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares the student for college writing. ENGL 092 combined with ENGL 094/ENGL 096 is equivalent to Provincial English 12.

Prerequisite(s):

ENGL 050 or a "C" in English 10 or assessment.

Intended Learning Outcomes

Students will achieve the following:

- A. Critical and Creative Thinking.
 - evaluate argument for validity, reliability, currency, and objectivity; analyze diction in a variety of non-fiction texts
 - analyze and explain the organizational methods used to develop a topic or an argument
 - articulate the connections between purpose, audience, and style
- B. Reading and Reference.
 - access and use the resources of libraries, the Internet, and other electronic media, including CD-ROM files, to gather information for research
 - cite and document sources where necessary, following MLA conventions
- C. Written Communication.
 - plan and write a variety of types of paragraphs and essays
 - integrate research material into a research paper or report using MLA conventions
 - edit written work for content, structure, grammar, punctuation, and usage
 - choose words appropriate to style and audience
 - use transitions to connect main and supporting points
 - vary sentences
- D. Speaking and Listening Skills.
 - speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
 - give and respond to feedback during oral presentations
 - collaborate and consult with others in completing communications tasks
 - explain the value and limitations of collaborative work

English 092 Fall 2014 Tentative Schedule (due dates and content subject to change): Thursdays 1-4pm

Week	Course content	Class Activities & Readings	Due Dates
Week 1 Classroom Sept 4	Welcome & Cultural Connections Course Outline Course Expectations Why Write? Writing and Thinking Writing with a purpose	Poems: “Who Are You” by Rita Joe and “Box of Letters” by Lee Maracle	Weekly writing: Letter of intro Reading Assessment
	Cultural associations with writing Types of writing Getting Started— freewriting Clustering Mindmapping Listing Questioning	“Here are the News” by Edith Josie “Der Poop” by Louise Half “The Ethics of Courage” sample by Taiiaki Alfred	
Week 2 Classroom Sept 11	Welcome & Cultural Connections	<i>Half Boy</i> video Circle	Weekly writing: personal reflections about writing or about <i>Half Boy</i>
	Writing: structural tools <ul style="list-style-type: none"> • Basic paragraph structure • Process paragraph • Sentence variety 	Review Why Write Getting started: writing exercises	
Week 3 Classroom Sept 18	Reading Toolkit: A Novel Study Reading skills	<i>The Absolutely True Diary of a Part-Time Indian</i> Claremont, Lee. “Celebration” and “Raven Magic.”	Weekly writing: narrative/ descriptive writing practice, personal reflections about

	<p>VAPID Facts vs inferences</p> <p>Character, mood, tone and setting</p> <p>Writing: structural tools</p> <ul style="list-style-type: none"> • Narration • Description 		<p>reading</p> <p>Paragraph #1 due—Process paragraph (second person)</p>
	<p>The Art of Summary</p> <p>Summary vs Analysis</p>		<p>In class summary exercise</p>
<p>Week 4 Classroom Sept 25</p>	<p>Writing: structural tools</p> <ul style="list-style-type: none"> • Compare and contrast • Example/ illustration 	<p><i>The Absolutely True Diary of a Part Time Indian</i></p> <p>Essay: Gabor Mate 320-323 Taylor, Drew Hayden. "Recreational Cultural Appropriation."</p>	<p>Weekly writing: Analysis practice. How does Gabor's article shed light on or fail to shed light on <i>The Absolutely True Diary of a Part Time Indian</i>?; Or, How does Mate/Alexie use example/ illustration in his essay? Is it effective? Why? (use first or third person)</p>
		<p>Compare/ contrast group work</p>	<p>Paragraph #2 due: Summary Assignment</p>
<p>Week 5 Oct 2</p>	<p>Writing: structural tools</p> <p>The Art of Persuasion and Thesis Statements</p>	<p><i>The Absolutely True Diary of a Part Time Indian</i></p> <p>"Letter from Birmingham Jail" by Martin Luther King, Jr.</p>	<p>Weekly writing: what strategies do King and Alexie use to persuade readers?</p> <p>Paragraph #3 due: Compare/contrast two characters/ motifs from <i>The Absolutely True Diary of a Part Time Indian</i></p>
		<p>In class thesis statement exercise</p>	<p>Thesis statement assignment due</p>

Week 6 Classroom Oct 9	Writing: structural tools <ul style="list-style-type: none"> • Classification/ division • Quote integration 	<i>The Absolutely True Diary of a Part Time Indian</i> “Toothpaste” by David Bodanis 308-310 Paul, Philip Kevin. “Your Lover Brings You.”	Weekly writing: How does Alexie use classification or division in his writing? Is it effective?; Or: What did you make of Bodanis’s use of division? Why?
	In class group work on persuasive essay writing		In class group work
Week 7 Classroom Oct 16	Midterm		Midterm
	Research Essay: Getting started		Weekly writing: research ideas
Week 8 Oct. 23	Finding Treasures and Evidence: Research Skills	Research Librarian Visit	Research proposal due Library research assignment due
	MLA and APA	Game and assignment	APA/ MLA assignment due in class Weekly writing: describe someone you love as closely and as descriptively as possible. Include all the senses in your writing
Week 9 Oct. 30	Essay Writing: the first draft More quote integration	The Dogrib Midnight Runners by Richard Van Camp	Quote integration group assignment due in class Weekly writing: more quote integration practice. Write about your favourite song lyrics. Follow APA or MLA quote integration rules precisely.

			Outline and Bibliography assignment due
	The adventures of George and Gloria: Sentence structure		
Week 10 Nov 6	Essay Writing: the highs and lows	Examine rhetorical strategies of the following essays: Alfred, Taiaiake. "Restitution is the Real Pathway to Justice for Indigenous Peoples." Wagamese, Richard. "Returning to Harmony."	Weekly writing: personal report—how are you doing? Are you behind in any work? Check your grades on D2L and let me know your study plan Essay: Complete First Draft Due
	Writing Workshop: individual meetings		
Week 11 Nov. 13	TBA	Dumont, Marilyn. "Popular Images of Nativeness." Dumont, Marilyn. "Circle the Wagons."	Research Essay Final Due (1000 words) Weekly writing: reflect on the process of research essay writing. How did it go? What are you still unsure about?
	TBA		
Week 12 Nov. 20	Presentations Public speaking skills	The Secret Structure of Great Talks The Value of Orature Read: Susan B. Anthony "On Women's Right to Vote"	Weekly writing: reflections on public speaking OR practice a style of writing that you've never tried before—a poem, a division/classification paragraph, dialogue between two characters, a rant
		Presentation practice exercise	

Week 13 Nov. 27			Presentations Weekly writing: reflect on presentations, or check in—how's it going?
			Presentations
Week 14 Dec 4		Presentations and exam prep/ course wrap up	Presentations Weekly writing: Reflections on the course. What worked? Suggestions for improvement? Overall experience?
(Dec 8 exam period begins)			In class grammar quiz and essay

Assignments and Due Dates

Assignments	Description	%	Due Date
Weekly Writing Assignments	<p>Every week write something. This assignment is designed to make writing a habit. Although the assignment may be marked-up for the benefit of the student, the grade will be based on handing in the assignment on time. Please see the class schedule for guidelines.</p> <p>In order to receive the full 10% on this assignment, the student must hand in 10 of the 14 possible assignments.</p> <p><u>Late assignments will not be accepted</u></p> <p>Length 150-250 words, handwritten okay.</p>	10 %	Every Thursday
Homework, attendance, participation, and in-class work	<p>Group work is an important part of this class, and your regular attendance and participation will benefit the class as a community.</p>	15 %	Ongoing

Paragraph #1	Write a process paragraph on a topic of your choice. Length 1 paragraph. <u>This assignment requires a rough draft that will be read by another student.</u>	5%	Final: Sept. 18
Paragraph #2	Write a paragraph or two (1 page max) that summarizes one chapter of <i>The Absolutely True Diary of a Part Time Indian</i> . Length 1 or 2 paragraphs. This assignment requires an edited rough draft that will be <u>handed in with your final copy</u>	5%	Final: Sept. 25
Paragraph #3	Write a paragraph or two that compares two settings/ characters/ motifs in <i>The Absolutely True Diary of a Part Time Indian</i> . Length 500 words max. This assignment requires an edited rough draft that will be <u>handed in with your final copy</u>	5%	Final: Oct. 2
Midterm: PERSUASIVE ESSAY	Write an in-class persuasive essay. The student will be required to provide a clear thesis statement, quote directly from <i>The Absolutely True Diary of a Part Time Indian</i> in the essay, and to integrate the quotations properly into a well organized composition. Length 500-700 words. <u>This assignment requires attendance at our persuasive writing group workshop</u>	10 %	Midterm: Oct. 16
BIBLIOGRAPHY	Please hand in a correctly formatted bibliography in MLA (three sources per individual/ six sources per pair).	2%	Bibliography: Oct. 30
RESEARCH ESSAY ⊕	Research Essay Length (1000 words OR if you choose to work in pairs with assigned roles, 1500 words). <u>This assignment requires frequent check-ins with your instructor as well as the submission of a research proposal and a rough draft that's been read and critiqued by the instructor</u>	18 %	Research proposal: Oct 23 Outline: Oct. 30 Draft: Nov. 18 Final: Nov. 25
PRESENTATION	Presentations will be on research essay topics	10 %	Nov. 27 & Dec. 4
IN-CLASS FINALS	In-class essay and grammar quiz	20 %	TBA

Required Materials

- USB Memory Stick -- 1 GB or bigger
- Textbook: *English Brushup* 5th edition, Langan and Goldstein
- The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- English 092 Course Pack* instructor Brenda Proctor

Additional Instructions

Please be present mentally, not just physically, and contribute to an atmosphere of mutual respect and collaboration.

If you do not understand something, or if you find yourself stuck, **seek help right away**. In addition to the website and texts listed above, resources include your instructor (Brenda will be glad to meet with you), your I.A. (Wendy will also be glad to help), your family, and your friends. Please also make use of supports that are available on campus: the English Help Centre, research librarians, counseling services, the AECC office, and the Disability Resource Centre.

Please turn off all cellular devices and leave them off when in the classroom. If you need to have one on for personal reasons (such as a sick child or potential job interview) please let your instructor know.

For optimal results, plan on spending 10-20 hours per week on school work outside of class. Complete readings ahead of time and make notes of any thoughts or questions that arise. If you know you need to work on grammar, use the textbook as a resource and complete relevant exercises on a weekly basis throughout the term.

IMPORTANT: MOST OUT-OF-CLASS ASSIGNMENTS MUST BE TYPED, DOUBLE-SPACED, USING A STANDARD FONT SUCH AS TIMES NEW ROMAN, 12 POINT TYPE, WITH ONE-INCH MARGINS.

All assignments must include the student's name, the title of the assignment, the name of the course, the instructor's name, and the date in the upper left corner of the first page or on a title page.

Grading System

Percentage	Grade	Grade Point Equivalency
90-100%	A+	9
85-89%	A	8
80-84%	A-	7
77-79%	B+	6
73-76%	B	5
70-72%	B-	4
65-69%	C+	3
60-64%	C	2
50-59%	D	1
<50%	F	0

In Progress	IP	N/A
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For information on Camosun College's grading policy, see the webpage <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

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 in the Policy Section, or the College web site at:
<http://camosun.ca/about/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://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 in the Policy Section or the College web site at:
<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

PLAGIARISM POLICY

There is a plagiarism policy at Camosun College. 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 or the College web site at: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

