



COURSE OUTLINE
ELD 092 - 002
PROVINCIAL ENGLISH COMPOSITION
Winter 2015

Instructor: Sandra Christensen
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Course location and times: January 5, 2015 – April 8, 2014
Mondays: 11:30 a.m. – 1:50 p.m. **F 216**
Wednesdays: 11:30 a.m. – 12:50 p.m. **F 306**
Wednesdays: 1:00 p.m. – 1:50 p.m. **E 110 (LAB)**

NO classes: Monday, February 9th (Family Day)
Monday, April 6th (Easter Monday)

Office hours: Posted on office door; or by appointment (ask in person or send request by email)

Class hours: 5 hours per week, including 1 hour of independent learning

Homework: Expect 2 hours homework (minimum) for each 1 hour of class time

Total Time Needed: **15-20 hours per week**

Prerequisites: ELD 072 or assessment

Pre- or Co-requisite: ELD 074

Required Text: Essay Writing Skills with Readings; Langan and Winstanley - 6th Edition
Recommended: English-English paper dictionary (such as Collins Cobuild Advanced Learners or Longman Dictionary of Contemporary English)
English Thesaurus in dictionary form (such as Gage Canadian or Roget's)
Required Materials: One 3 Ring binder with loose leaf paper & index tabs for note-taking, assignments, and homework
One 8 1/2 by 11 inch one-subject notebook (~80 pages), lined with margins for Journal Writing

Course description:

This course focuses on instruction and practice in the writing of paragraphs, summaries, and essays, and will prepare the non-native speakers of English for college-level writing. Through critical and analytical reading of selected texts by professional and successful student writers, the different basic essay styles or categories (rhetorical modes) and the methods of development within essays will be examined.

Students will develop strategies using these styles and methods to organize their own ideas into unified, coherent compositions that present and develop a thesis by working through a series of compositions of increasing length and complexity, using a variety of rhetorical modes and methods of development, to the sophisticated level of a major persuasive (argument) essay and a documented research paper.

In addition, certain recurring grammatical errors, especially those sentence-level errors common to second language students at this level, will be examined.

Active Participation and Independent Learning:

An important part of learning is to be actively engaged in the course. This means that students participate not only by attending classes, but also by being actively involved with the instructor and other students in the course.

In addition to in-class work with the instructor and homework completed outside of class, students will also work, independently of the instructor at times, in small groups or individually to carry

out writing-related activities and assignments, such as peer reviews of writing assignments. Instructors regularly schedule Independent Learning sessions during class hours, and participation in these sessions will form part of the final grade in the course.

The writing process

Good writing does not just happen. The best writers spend a great deal of time thinking, planning and organizing, writing, revising, re-writing, and editing. All of this requires time and attention. Therefore, much of the writing process will take place out of the classroom. However, since successful academic performance also requires thinking and writing effectively under time constraints, we will also do in-class, time controlled writing exercises in preparation for exam writing in future courses.

Reading

Extensive, critical reading is essential to good writing. Good readers are usually good writers. Reading a variety of challenging materials is essential to improve your writing in terms of content, language, and style. Practice in reading comprehension, both literal and inferential, along with exposure to various examples of writing will be provided through:

- Reading, evaluating, and discussing selected writing samples
- Peer review and peer evaluation of drafts of your own writing

Intended Learning Outcomes

1. Critical and Creative Thinking.

Students will

- 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

2. Reading and Reference.

Students will

- access and use the resources of libraries, the Internet, and other electronic media to gather information for research
- cite and document sources where necessary, following MLA conventions

3. Written Communication.

Students will

- 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

4. Speaking and Listening Skills.

Students will

- 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

Course objectives:

This course is specifically aimed at the development of advanced academic writing competence in students who are non-native speakers of English and who, at entry, are at a level equivalent to completion of Grade 10.

The goal of this course is the achievement of the specific structural and linguistic skills required to organize and develop effective writing at the college level. You will also learn the research and documentation strategies needed for college writing.

Upon achieving a sufficient level of achievement (minimum 60%), the student:

- Achieves Grade 12 English equivalency when ELD 094 is also completed, and meets the criteria of admission to English 150 (a minimum grade of C in both ELD 092 and 094)
- Demonstrates the ability to cope with the writing requirements of college-level academic courses including:
 - Long and short format answers used in test writing
 - Thesis-based compositions, using expository and persuasive modes and varied analytical methods of development
 - Research papers, including basic research strategies and proper documentation and citation of sources (MLA style)

Grading:

<u>Grade</u>	<u>Percentage</u>		
A+	90-100%	C+	65-69%
A	85-89%	C	60-64%
A-	80-84%	D	50-59%
			Minimum level of achievement for which credit is granted. A course with a "D" grade cannot be used as a prerequisite. (See Note 4)
B+	77-79%	F	0 -49%
B	73-76%		
B-	70-72%	I	Work is incomplete (See Note 3)

Evaluation:

In class Descriptive Essay	10
Grammar /Vocabulary Quizzes (3)	15
In Class Reading and Summary Assignment	15
In class Expository Essay	15
In class Persuasive Essay	15
Career Research Project	20
Independent Learning Activities/Homework	<u>10</u>
Total	<u>100</u> marks

All assignments must be completed to fulfill the requirements of this course.

Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates**, at the **beginning** of the class in which they are due.

Late assignments will not be accepted without a valid reason. If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must make arrangements for late submission with the instructor **before the due date**.

All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper. Essays completed out of class should be typed.

Length of Time in 092:

Because students vary widely in their abilities, it may take some students more than one term to complete the 092 level in order to meet the criteria for entry into English 150.

Notes:

1. The ELD Department has an Academic Progress and Attendance Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy.
2. Regular attendance of at least 80% is necessary to perform adequately in this course. If you attend regularly and work consistently at your English both in class and out of class, you will make progress. If you know that you will be absent due to family or health reasons, please inform the instructor by phone, e-mail, or through another student. Then, it may be possible to negotiate extensions for assignments if needed.
3. Please turn off all cell phone, iPhones, androids and hand-held devices. Please refrain from taking calls during class time. **Electronic or translation dictionaries are not permitted in the class.**
4. An "I" grade will be assigned when a student has been unable to complete the requirements of the course due to hardship or other circumstances such as illness or death in the family. Extension of deadlines may be negotiated, **provided the student has made every effort to keep the instructor informed.** Course requirements must be completed within 6 weeks or the "I" grade will be changed to an "F".
5. Students whose future career goals do not require a "C" standing may be awarded a "D" grade (Minimum passing grade to receive credit for this course). For students entering other programs or courses at the college, a minimum "C" grade in both ELD 092 and 094 is the usual prerequisite. Some programs may require a higher grade; therefore, students should ensure that they have the necessary prerequisites for entry to such programs.
6. Academic Honesty: All assignments must be written entirely by the student. Work that is copied from another person or source without proper citing of sources or done in whole or in part by another person is plagiarism – the theft of another person's ideas and work.
Plagiarized work will result in a zero grade for the assignment. In extreme cases, plagiarism will result in a failing grade for the course.
This policy is in accordance with the Camosun College Calendar – Student Conduct section – <<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>>
7. Students may not use recording devices in the classroom without the prior permission of the instructor. However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Students with Disabilities in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.