



**School of Access
Community Learning Partnerships Department**

**ENGL 023 – S17
Fundamental English 3
Winter 2015**

COURSE OUTLINE

The Approved Course Description is available on the College website
<http://www.camosun.bc.ca/learn/calendar/index.html>

1. Instructor Information

Instructor: Jennifer Bennett

Office Location: E 220

Class Hours: Mon, Wed 12:30 – 3:20 Office hours: By appointment

Phone: 250-370-3489

Email: bennettj@camosun.bc.ca

2. 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
- Move on to other tasks while waiting for help
- Attend to and participate in group discussions and activities
- Continue to develop some awareness of personal learning strengths
- Use mnemonic strategies
- Use time management skills to meet assigned deadlines and complete homework

Computer Skills (*Recommended*)

- Learn word processing skills to complete some writing assignments
- Name computer hardware components

Reading

Vocabulary and Phonic Development

- Expand sight and functional vocabulary
- Read and accurately sound out words using a variety of word attack skills
- Demonstrate strategies for learning and remembering words
- Recognize and use antonyms, synonyms and homonyms
- Apply dictionary skills to find meanings

Comprehension Development

- Pre-read and self-question: Do I understand?
- Begin to use context clues
- Identify subject, main idea, details and sequence of a short passage
- Summarize short passages
- Apply critical thinking skills to identify fact versus opinion

Writing

Communication

- Copy short messages and text (phone, class notes) accurately
- Complete a variety of simple forms and documents

Grammar and Expression

- Identify subject and verb in a simple sentence
- Correctly use simple past, continuous, present and future verb tenses in simple sentences and paragraphs
- Write capitals for proper nouns
- Use compound words and contractions
- Apply dictionary skills to find spelling

Writing Process and Paragraphs

- Generate, organize and write ideas
- Write complete simple sentences
- Use paragraphs format: topic sentence, supporting details and conclusion

3. Required & Recommended Materials

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Active Reader 3* by Linda Kita-Bradley
- *Vocabulary Boosters 1* by Susan Rogers
- Instructor-selected reading materials
- Student-selected reading materials

4. Course Content

English 023 focuses on promoting literacy skills in reading by developing purposeful reading strategies, using context clues, and employing critical thinking skills. Writing literacy is developed through using paragraph format and practicing strategies to learn new words.

5. 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 use strategies to learn new words.
Dictionary Skills	On-going	Use a dictionary for finding meanings and for locating spellings.
Stories and Passages	6 responses	Give written and oral responses to readings of stories and passages, including identifying main idea, details, sequence and fact versus opinions.
Forms and documents	Complete 2	Complete forms and documents.
Beginning Paragraphs	Write 4	Use the writing process to generate and organize ideas and to write beginning paragraphs.
Punctuation and Capitalization	In exercises and/or in writing	Use end punctuation and capitalization in writing.
Vocabulary	In exercises and/or in writing	Use compound words and contractions in writing.
Grammar	In exercises and/or in writing	Use a variety of verb tenses in writing Identify subjects and verbs in simple sentences.

6. 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.

Students with a record of poor attendance, OR poor progress may be restricted from re-registering in Academic and Career Foundations Department courses.

7. 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>