

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

## 1. Instructor Information

Instructor: Jill Auchinachie

Office Location: CBA 149

Office Hours: Tuesday & Thursday 8 – 8:30, 11:30 – 12, 3:20 – 4:00;

Wednesday 8:00 – 9:30, 10:30 – 11:20, 12:30 – 1:30 and Help Centre 9:30 – 10:30 CBA 109; Friday 1<sup>st</sup> and 3<sup>rd</sup> of the month for meetings and events 1 – 4

Phone: 250-370-4953

Email: [auchinachie@camosun.bc.ca](mailto:auchinachie@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
- Ask for help when needed and shift to other tasks while waiting for help
- Participate in group discussions and activities
- Begin to employ strategies for learning and remembering
- Identify and implement time management practices to complete work
- Look up words for spelling and meaning in dictionary and glossary

### ***Computer Skills (Recommended)***

- Perform basic word processing skills: open program, type, and save documents
- Name computer hardware components

### ***Reading***

- Vocabulary and Phonic Development
- Read 150-300 personal and functional words
- Use phonics to decode unknown words
- Use phonics and context clues in reading simple passages

### ***Comprehension Development***

- Read simple passages and stories with some fluency
- Read and follow simple written directions
- Identify main idea, character(s) and events from readings
- State opinion on readings

### ***Writing***

#### ***Word Sense***

- Write some consonant-vowel-consonant (CVC) words with basic suffixes
- Write CVC and e words
- Write approximately 150 sight words

#### ***Sentence Sense***

- Print or write complete sentences
- Use end punctuation
- Use capitals for proper nouns
- Use assigned vocabulary in sentences
- Write sentence answers to questions about readings: who, what, when, where and why

#### ***Ideas and Beginning Paragraphs***

- Participate in brainstorming to generate writing

- Print or write short messages and paragraphs

### 3. Required & Recommended Materials

- Gage Canadian Dictionary*
- Roget's Thesaurus*
- Vocabulary Boosters 1 by Susan Rogers
- Active Reader 2 by Linda Kita-Bradley
- Instructor-selected reading materials
- Student-selected reading materials

### 4. Course Content

English 022 focuses on expanding vocabulary, developing reading fluency, giving opinions about readings, brainstorming to generate ideas and writing sentences, short messages and paragraphs to promote the advancement of literacy.

### 5. Schedule

- 6 hours in-class on Tuesday & Thursday 8:30 - 11:20
- 4 lab hours in the Help Centre (arranged by the student)

### 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.

## 7. 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.

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

### ACADEMIC UPGRADING HELP CENTRE (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/>

## 9. 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-2.5.1.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-1.5.1.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>