



School of Access
Community Learning Partnerships

English 058
Fall 2015
COURSE OUTLINE

Instructor Information

Instructor: Mark Kunen
Location: Songhees Wellness Centre
Office hours: By appointment
Email: kunen@camosun.ca
Phone: 250 370 4961

Class Information

Class Schedule: Tuesdays and Thursdays, 9:00 a.m. – 11:50 a.m.
Start Date: September 8, 2015 End Date: December 15, 2015

1. 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 11 level.
- Use various skills and strategies to build vocabulary and will be able to understand vocabulary in context to approximately the grade 11 level.
- 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, summaries, cover letters, business letters, resumes, reading logs, and reports or business plans or proposals.
- Learn various student-success strategies, including note-taking.
- Learn strategies to distinguish distracters from answers on multiple-choice tests.

2. Required and Recommended Materials

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *Essential Reading Skills*, 4th edition by Kathleen McWhorter
- Instructor selected reading materials
- Student selected reading materials

3. Course Content

A focus on reading comprehension, vocabulary development and writing skills prepares students for the Trades (*Carpentry, Horticulture, Auto-mechanics, Heavy Duty, Diesel, Plumbing, Gas-Fitting, Sheet Metal, Aircraft Sheet Metal, and Welding.*)

4. English 058 Essential Skills based on learning outcomes, coursework and classroom interaction.

Reading

- Scan for key information and skim for meaning
- Read and correctly follow written directions
- Read a full text to understand, learn or evaluate (both literally and inferentially)
- 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
- Use glossaries and compile one which is career-related

Writing

- Organize, record and document
- Write notes in point form
- 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, multiple choice quiz)
- 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

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, contrast, interpret and critically evaluate multiple pieces of info. while reading, listening &/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)

5. Schedule:

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

4 Lab hours (arranged by the student)

6. 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
Critical Reading	Read textbook and complete 5 chapters	20	Work from <i>Essential Reading Skills: Chapters 1, 2, 3 & 4</i> (4 th ed.)
Reading Log & Reflective Paragraph	2 week reading log & reflective paragraph	10	Maintain a 2 week reading log & write a reflective paragraph on that experience
Glossary	20 – 30 terms	10	Create a career-related glossary

Category	Assignment	% of Grade	Description
Multiple-Choice Quiz	5 question quiz	5	Design a 5 question multiple-choice quiz
Quiz Pilot	Pilot & mark quiz	5	Pilot quiz with instructor and IA
Note-taking & Summary Writing	Study notes and write 150-200 words	10	Take notes and summarize a career-related article
Research Report	Use sources and organize ideas	20	Research and write a career-related report

7. 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.

8. 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 at

<http://camosun.ca/about/policies/policies.html>

GRADING POLICY

A student grading policy applies to all Camosun students enrolled in courses for which they will be granted credit. This information is available in the College Calendar, Registrar's Office or the College web site at

<http://camosun.ca/about/policies/policies.html>

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 at

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