CAMOSUN COLLEGE
School of Access
ELD Department

Preparatory Academic Writing: ELD 103-002

Spring 2016

Course Outline

Calendar Description: This course prepares non-native English speakers for the demands of academic writing courses through reading, writing and research. It includes instruction and practice in critical writing, reading and thinking; planning, writing, and revision of paragraphs/essays; clarity and coherency of written ideas. Students will focus on correct grammatical usage and informational/media literacy skills.

✸ *Please note: Keep this outline for your records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Patrick McGuire
Office: Ewing 222
Phone: 250 370 3384
Email: patrick.mcguire22@online.camosun.ca
Office Hours: Monday and Wednesday: 12:30 – 2:15 or by appointment

2. Pre-requisites: C in ENGL 050, or English 11, or ELD 072, or assessment
Pre/Co-requisite: ELD 074

3. Intended Learning Outcomes:

Upon successful completion of this course a student will be able to:

1. Think critically in evaluating first-year level readings and essays for content, quality and logical development.
- Evaluate argument for validity, reliability, and objectivity
- Recognize the organizational methods used to develop a topic or an argument
- Examine the connections between purpose, audience, and style in a variety of readings
- Recognize the difference between facts and opinions
- Recognize the difference between ideas and support
- Summarize, make inferences, draw conclusions and evaluate readings critically
- Select relevant sources of information for research purposes

2. Produce academic assignments suited to a first-year Canadian academic setting using the writing process, including brainstorming, outlining, drafting, revising, and editing
- Identify purpose and audience in order to choose suitable language and organizational styles
- Write various types of paragraphs and essays in and out of class
- Use concrete evidence such as statistics, quotations, and anecdotes in writing
- Edit written work for content, structure, grammar, punctuation, and usage

- Connect ideas coherently
- Access, evaluate and use a variety of sources, which may include personal knowledge, interviews, print, and electronic based-media
- Integrate research into an essay or report
- Cite and document sources where necessary using MLA style

3. Present information and ideas orally using effective language in both formal and informal situations as expected in first-year Canadian academic settings.
- Give and respond to feedback respectfully and appropriately
- Collaborate with others in completing tasks
- Recognize and respect internationalization, diversity and individual differences
- Select and use effective visual and/or auditory presentation aids
- Demonstrate an understanding of media literacy in the Canadian academic context
- Critically compare treatments of a theme, topic and content from a variety of media and/or sources;
- Recognize the importance of media literacy and exhibit a critical awareness of media messages.

4. Use a variety of computer applications successfully in a Canadian academic context
- Use word processing software effectively in the production of written assignments;
- Use information from a variety of applications in the production and presentation of assignments (e.g. Internet websites, electronic presentations, *Word* documents, video)

5. Demonstrate an understanding of the culture of Canadian academic expectations in the context of a university-level course.

4. Required Materials   ELD 092 Course Pack

5. Course Content and Schedule

| Week 1 | May 2~ | *Course Introduction/Paragraph review* |

Week 2	May 9~	*Writing Focus: Summarizing*
		Reading Focus: Plagiarism/Summarizing
		Language Focus: Sentence Basics/Types;

Week 3	May 16~	*Writing Focus: Narrative*
		Reading Focus: Narrative essays
		Language Focus: Process/Chronology Language

| Week 4 | May 24~ | *Writing Focus: Narrative Composition* |
| | | *Writing Focus: Pre-writing; Outlining; Essay structure* |

Week 5	May 30~	*Writing Focus: Exposition/Comparison & Contrast*
		Reading Focus: Gender Gap/Summarizing
		Language Focus: Pronoun Agreement

Week 6	June 6~	*Writing Focus: Exposition/Comparison & Contrast*
		Reading Focus: Sample essays: C & C
		Language Focus: Subject-Verb Agreement

Week 7	June 13~	*Writing Focus: Exposition/Cause & Effect*
		Reading Focus: Sample essays: C & E
		Language Focus: Gerunds & Infinitives

Week 8	June 20~	*Writing Focus: Exposition/Cause & Effect*
		Reading Focus: Careers and Education
		Language Focus: Parallelism

Week 9	June 27~	*Writing Focus: Persuasion*
		Reading Focus: Persuasive essays
		Language Focus: Modifiers

Week 10	July 4~	*Writing Focus: Persuasion;*
		Language Focus: Articles & Prepositions

Week 11   July 11~   *Writing Focus: Research Project*

Week 12   July 18~   *Writing Focus: Research Project*

Week 13   July 25~   *Writing Focus: Research Project*

Week 14   Aug 2~   *Research Paper Presentations*

6. Evaluation

*In class narrative essay	10%
*In class expository essay	15%
*In class persuasive essay	15%
*In class summaries (2)	10%
*Quizzes: grammar; vocab (4)	20%
Research Project	20%
Independent Learning; peer editing	10%

7. Grading System

Below is the standard grading system used for this course.

Standard Grading System (GPA)

Percentage	Grade	Description	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
0-49	F	Minimum level has not been achieved.	0

*Attendance:
Attendance is very important. If you attend regularly and work consistently at your English, you will make progress. Regular attendance is essential in order to do well in this course.   A minimum of 80% attendance is recommended.

*see ELD academic progress policy at   http://faculty.camosun.ca/johnhampton

*Camosun Student grading policy at http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf

*Camosun Academic progress policy at http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf

*Camosun Student conduct at http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf

Plagiarism: The Camosun definition of plagiarism:

 Representing the work of others as your own is plagiarism. Quote and cite sources in a way that gives proper credit and avoids plagiarism. When in doubt about how to acknowledge a source, consult your instructor. Plagiarism includes, but is not limited to, the following:

1. Submitting an entire assignment (e.g., paragraph, essay, report, lab report, technical drawing, exam, etc.) written by someone else. This is plagiarism even if you make revisions to the original work.

2. Submitting an assignment in which you have copied or cut and pasted one or more passages from one or more other works or an internet site without enclosing those passages in quotation marks *and* providing clear, correct citations for those passages.

3. Submitting an assignment in which you take one or more ideas from another work(s) without citing them, even when you reword or put those ideas in your own words (that is, paraphrasing them). You *must* provide clear, correct citations for theories, arguments, facts, stories, or other information that you did not come up with on your own.

4. Submitting an assignment that an editor or tutor, whether amateur or professional, has partially or entirely rewritten for you. A tutor is not a copy editor. A tutor's role is to explain general principles of writing, grammar, syntax, punctuation, and spelling.

5. Submitting a group project which contains plagiarism. It is the responsibility of all members of the group to monitor the progress of the work to ensure that plagiarism does not occur.

Electronics

Students may not use recording devices in classroom without prior permission of instructor. However, the instructor's permission is not required when 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.

No electronic devices (electronic dictionaries, cell phones, etc.) can be used during tests and some in-class assignments (at the discretion of the instructor)