



CAMOSUN COLLEGE
School of Access
ELD Department

Preparatory Academic Writing: ELD 103
Section 001

Winter 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: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Karyn Marczak
Office: Ewing 208
Phone: 370 - 3496 (24-Hour Voice Mail)
Email: marczak@camosun.bc.ca
Office Hours:

Class Hours and Room:

2. Pre-requisites: C in English 050, or English 11, or ELD 072, or assessment.

Pre/Co-requisite: ELD 074.

3. Required Materials: *Coursepack for ELD 103 - Karyn Marczak*

Important Note about this Course Outline

On the following pages, the course is explained in detail. Assignments, marking, and the method of determining final grades are covered. If you do not understand any part of this outline, or if you have any questions, **please ask the instructor** for clarification. The instructor will follow the course outline and students are expected to read and understand its contents.

4. 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 interculturalization and respect 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.

General Course Objectives:

This course focuses on the writing of paragraphs, summaries, essays, and a research paper. Through critical and analytical reading of selected texts by professional writers and successful student writers, students will examine the different basic essay styles or categories (rhetorical modes) and the methods of development within essays. Students will develop strategies to organize their own ideas into unified, coherent compositions that present and develop a thesis. They will write compositions of increasing length and complexity, moving from descriptive/narrative and expository writing to persuasive (argument) writing and a documented research paper.

Active Participation:

Students learn best by being actively involved with the instructor and other students in the course. This creates a supportive environment that encourages individual learning and enables each student to offer contributions and benefit from the experience and opinions of others. To be successful in college level work, students also need to be able to work independently. Therefore, 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 pairs, small groups, or individually, to prepare or carry out specific activities, such as peer editing, presentations, and journal writing. Participation in these activities 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, 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, you will also do in-class, time controlled writing exercises to prepare 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 exposes you to varied 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 writing

This course will challenge you, but it will also reward you. **Your success depends mainly on the effort you make.** Regular attendance, good time management, and a commitment to the writing process will provide you with the best chance of success in the course. If you commit yourself to taking a positive approach, participating actively in class, and putting in the necessary time and energy at home, I am convinced that you will feel a strong improvement in your writing ability. Moreover, you will get a lot of personal satisfaction from your accomplishments.

Evaluation:

Evaluation will be based on both in- and out-of-class performance. There is no final exam.

Assignment	Total number of marks	My Grade
Short Composition	15	
Reading & Summarizing (in-class) 2 assignments: each = 15 marks	30	
Expository Essay	25	
Persuasive Essay (in-class)	30	
Research Paper	40	
Grammar Quizzes / Editing Exercises (in-class)	20	
In-class Expository Essay	20	
Independent Learning / Journals	10	
Presentations	<u>10</u>	
TOTAL	200	

IMPORTANT INFORMATION:

- *Students must get a 60% average on in-class assignments to pass the course.
- Plagiarism:** All assignments must be written entirely by you. Work that is copied from another source, done in whole or in part by another person, or fixed and edited by another person is plagiarism – theft of another person’s ideas. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” stuff from the Internet. Be aware that your instructor will be familiar with your style and level of writing and knows how to use the Internet too. **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 follows the Camosun College Calendar – Student Conduct section. .

Evaluation / Grading: Standard Grading System:

Percentage	Grade	Description	Grade Point
90-100	A+	Superior level of achievement	9
85-89	A		8
80-84	A-		7
77-79	B+	High level of achievement	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory level of achievement	3
60-64	C	Sufficient level of achievement to proceed to next level of study	2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved	0
	I	Work is not complete, but instructor has granted an extension. Mark will become an "F" unless the work completed within six weeks	

Notes:

1. 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. If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must speak to the instructor **before the due date**.

All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper. Take-home assignments should be keyboarded.

2. Students) who have completed all major assignments and whose total mark for the term is between 50 - 59% will be awarded a "D" Grade (Pass). This is a passing grade; however, it is not a prerequisite. A "C" grade is the minimum prerequisite for higher level courses.

3. In cases where the total mark is below 50%, students will receive an "F" grade. Students who drop out of the course without officially withdrawing at Registration will receive an "F" grade.

4. Without good attendance, you will not be able to do well in this course. For most students, at least 80% attendance is required to perform adequately.

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: Camosun Academic Progress Policy:

The ELD Department also has specific **Academic Progress and Attendance Requirements**. See the attached handout.

If you are sick or have another valid reason for your absence, please telephone or email the instructor or relay a message through a friend or classmate regarding your absence. This will ensure that the instructor will be prepared to discuss opportunities to make up missed work or in-class assignments.

5. All assignments must be completed to fulfill the requirements of this course and receive a passing grade.

6. 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.

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



**ELD Department
Academic Progress and Attendance Requirements
Advanced and Provincial Levels¹**

Progress

In most cases, the ELD department expects students to be able to complete a level (Advanced or Provincial) in one four-month semester (hours shown are per week).

Advanced

- 072 (10 hours)
- 074 (5 hours)

Provincial

¹ See the Camosun College Academic Progress Policy at <http://www.camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>

- 092 (5 hours)
- 094 (5 hours)

Students are responsible for

- attending classes regularly (see “Attendance” below)
- speaking English in class
- doing assigned homework and in-class work
- participating in class activities

Instructors are committed to providing quality education in a learning-centered manner. They will monitor course prerequisites and student progress and endeavor to place students in courses where they can succeed. When progress is unsatisfactory, appropriate interventions will occur.

Satisfactory progress requires that a student maintain a Grade Point Average of 2.0 (C) on the four most recent courses. A student whose performance is unsatisfactory will be placed on academic probation for the next session attended². A student in this situation must consult with an Academic Advisor. A student who is on academic probation and who fails to obtain a sessional GPA of at least 2.0 (C) will be required to withdraw from the School for one year. The student will be also placed on academic probation for the next session attended. A student who is required to withdraw a second time will be refused registration for credit courses in the School of Access for two years. The student will be placed on academic probation for the next session attended. A student will be denied registration in any School of Access credit course for at least one year after twice receiving an F grade in that course. A student who is on academic probation may appeal this decision to the Dean.

Attendance

It is each student’s responsibility to attend the first class meeting of each course. If a student does not attend the first class and does not contact the instructor, an ELDD instructional assistant, or an international education advisor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied.

If a student does not attend classes and does not officially withdraw (via Camlink or Student Services) prior to fee deadlines, he or she will be required to pay all outstanding, fees, will receive no further service until the fees are paid and may receive an “F”/“IP” grade.

During the term, if a student misses one week of class(es) without official documentation, s/he will first meet with the instructor to resolve the problem. If no

² Spring and Summer are considered as one session.

resolution can be made, then the student will meet with the Chair of the department who may recommend the following:

- attend Help Centre
- counseling
- program changes
- withdrawal
- discussion with an academic or an International Student Advisor (where appropriate)

At the end of term, if a student has missed 50% of class after having received departmental support, a letter will be sent to the student's local and permanent address regarding his or her absence in the course. A student with an attendance problem may not be allowed to register for the following term.

Students in any level who are receiving funding for their courses are expected to attend classes regularly. If the student is unable to attend classes, s/he is expected to contact his/her instructor(s) or an ELDD instructional assistant. Official documentation to justify absences (e.g. doctor's note) is expected.