

	<b>School of Access</b> <b>Department of English</b> <b>ENGL 142 (001) WINTER 2016</b> <b>COURSE OUTLINE</b>
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<b><u>Instructor Information</u></b> Instructor: Neil Stubbs E-mail: StubbsN@camosun.bc.ca Office: Paul 320 Office Hours: Monday and Wednesday, 10:30-11:30 a.m. Phone: 250-370-3348	<b><u>Class Times &amp; Location</u></b> Monday: 8:30-10:20 Fisher 214 Wednesday: 8:30-10:20 Ewing 344
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### **Course Description**

This course prepares students to write high-quality documents, including summaries, correspondence, reports, and essays, and prepare presentations for professional and academic purposes. Students gain reading, writing, listening, and presentation skills essential to workplace success and occupational situations, plus develop skills essential for reading, writing, informational literacy, as well as critical analysis of texts. Students practice a process-based approach to writing documents, including research, documentation, and editing. They learn how to communicate sensitively with a variety of audiences, and gain experience working as a team.

### **Course Overview**

English 142 will help students prepare for the reading and writing demands of career programs at Camosun College. They will develop knowledge, skills, and strategies relevant to the world of academic, technical, and professional reading, writing, speaking and listening. The course will cover the basics of grammar and style as a foundation for clear and fluent written communication in college and business.

Throughout the course, students will write paragraphs, summaries, emails, business letters, essays and reports to develop their skills both for writing clearly and for organizing information appropriately. Readings throughout the course will include a variety of non-fiction prose for analysis and discussion in addition to sample essays and business documents to be used as models for student writing. Students are expected to participate in group work, projects and presentations.

### **Materials**

- (a) Norton, Sarah, Brian Green, and Rhonda Dynes. *Essay Essentials*. (6<sup>th</sup> Ed.) Toronto: Nelson, 2015.
- (b) Other course materials will be made available as handouts or may be accessed on-line
- (c) A good, compact English dictionary will be useful to bring to this class.

### **Intended Learning Outcomes**

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

1. Use an effective writing process including research, drafting, revising and editing to create audience-focused documents;
2. Read, critically analyze and produce written and/or oral interpretations of texts;
3. Write expository and persuasive documents, such as paragraphs, correspondence, essays, summaries, and research reports;
4. Use structural and cultural conventions and formats appropriate to various communicative documents and situations;
5. Analyze audiences and construct documents appropriate to the intended audience;
6. Use grammar, diction, tone, idiom and sentence structure correctly for both academic and professional purposes;
7. Edit to identify and correct writing errors, as well as improve the organization, transitions, and readability of documents;
8. Demonstrate effective presentation skills and an ability to listen;
9. Demonstrate relationship-building through collaborative teamwork on workplace communication tasks;
10. Determine what research resources are needed, and how to evaluate them for effective use;

11. Incorporate and integrate research through correct use of summary, paraphrase and quotation;
12. Document sources fully and ethically, according to specified bibliographic conventions;
13. Demonstrate self-awareness as an academic and professional writer.

### Basis of Student Assessment (Weighting)

TESTS AND ASSIGNMENTS	DUE DATE	ASSIGNMENT VALUE
Introduction Assignment	January 20	2%
Business Email Assignment	January 27	8%
Technical Description	February 10	10%
Persuasive Text Analysis (reading critically)	February 17	10%
New Technology Report (Research Paper #1 - group) Article summary (10%) In-the-field Presentation (10%)	February 24 February 24 & 29	20%
Business Report (Research Paper #2) Proposal (5%) Detailed Outline (5%) Presentation (15%) Report write-up (15%)	March 19 March 21 March 30-April 6 April 15	40%
In-Class Assignments and Quizzes		5%
Attendance and Participation		5%
<b>TOTAL</b>		<b>100%</b>

### IMPORTANT NOTE:

All assignments must be handed in to the instructor **IN CLASS on the due date**. Any work handed in **AFTER the start of class on the due date will be considered late**. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. The instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class. Quizzes and in-class work may **NOT** be “made up” at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

## Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	3
60-64	C		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

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<b>Compulsory Withdrawal:</b> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 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, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### 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 and on the Camosun College website in the Policy Section. <http://camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section. <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

### Decorum

Students and instructors at Camosun College have a right to work in an environment that is free from harassment and intimidation. Disrespectful conduct and improper behaviour will not be tolerated.

Please refrain from using any electronic devices (such as cellphones or texting devices) to send or receive text messages during class. The use of lap-top computers is only permitted to students who have provided documentation of medical circumstances and/or who have supplied a documented request for accommodation through the Disability Resource Centre. **Any use of electronic devices (without a documented medical cause or Letter of Accommodation) during class time will result in a mark of 0% on the Participation Grade.** Unpermitted use of electronic devices during an exam or in-class assignment constitutes a breach of the Student Conduct Policy and will result in a grade of 0% on the assignment.

Similarly, all discussion between individuals in the classroom should be directed towards relevant material. Students should not distract others and interrupt lectures with "table talk" (that is, conversations about personal matters that have no relevance to classroom discussion.) Students who need to sleep or to eat large meals are advised not to use the classroom for such purposes. Professional behaviour is a key expectation in this course: students who continually engage in inappropriate behaviour will be asked to leave the classroom.

### Professional Responsibility

Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. However, he is **not available** outside of office hours (unless an appointment has been agreed upon beforehand), and he **will not** be in his office during weekends. Any phone messages or e-mail messages left for him during the weekend will not be received until the next business day.

Students should only communicate with the instructor via e-mail for serious matters. Please do not send copies of papers in progress, or inquire about grades or missed lecture material via e-mail. E-mail may be used to inform the instructor of an upcoming absence, but the e-mail message itself **DOES NOT** constitute official documentation of the absence.

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student's performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she "needs" or "expects" from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment's due date. However, instructors can make no guarantee that students will get the grades that they want. **Therefore, please be advised that grades are NOT negotiable.**

Students are also responsible for taking notes in class. This skill is a necessity in the post-secondary classroom, and business professionals greatly value any employee who is able to listen carefully and to record information accurately. For this reason (and since much classroom discussion is generated spontaneously, rather than from a script), **the instructor refrains from publishing lecture notes or from making them available as photocopies or as e-mailed slides.** Students who are absent from a class should make their own arrangements to receive the missing material from a trusted colleague. **Please avoid asking the instructor for copies of his notes or slides.**

### Assignment Format

Take-home assignments must be submitted as word-processed documents. Please format your assignments as MS Word documents.

**Paper copies of assignments must be handed in to the instructor AT THE BEGINNING OF CLASS on the day they are due.** (Please do not ask the instructor to print a copy of your work for you.)

**Students must also submit ELECTRONIC COPIES of the major assignments AS E-MAIL ATTACHMENTS on the due date for each respective assignment.** Paper copies that are submitted without an accompanying electronic copy will **NOT** be marked. Electronic copies that are sent without an accompanying paper copy will **NOT BE ACCEPTED** as submitted assignments, unless the instructor has given permission to the student to do so.

Assignments must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.) All assignments submitted to the instructor should be bound together with a staple attached to the upper-left corner. Please do not use vinyl folders or binders for your submitted work.

Hand-written work is **ONLY** acceptable for in-class assignments, quizzes, and exams.

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a "last-minute" effort). Either Canadian/British or American spelling is acceptable for written assignments, but whatever form is chosen should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.

## Course Content and Schedule

The instructor reserves the right to make changes to this reading list or to the due dates. Students will be given advance notice IN CLASS of any changes to the content or the schedule.

Monday, January 11:	Introduction
Wednesday, January 13:	Modes of Expression Academic Writing and Professional Writing Diagnostic Exercise (In-class Writing; no mark given)
Monday, January 18:	6 Cs of Professional Writing AIDA Business Letters
Wednesday, January 20:	<b>Introductory Letter Due (2%)</b> Essay and Paragraph Structure Thesis Statements Parts of a Sentence
Monday, January 23:	Sentence Patterns: S-V, S-V-DO, S-V-C (Pred. Adj.), S-V-C (Pred. Noun) Subject and Predicate Essay and Paragraph Structure “The Gas/Electric Hybrid De-Mystified”
Wednesday, January 27:	<b>Business E-mails Due (8%)</b> Command (Imperative) Pattern Sentence Types (Simple, Compound, Complex) Independent and Subordinate Clauses Co-ordinating and Subordinating Conjunctions Definition Comparison/Contrast “The Canadian Climate” and “Shopping Around”
Monday, February 1:	Short Reports SIDCRA Division/Classification “On the Job Training” Punctuation The Comma
Wednesday, February 3:	Longer Reports Commas (continued) Colons and Semi-Colons
Monday, February 8:	FAMILY DAY: COLLEGE CLOSED
Wednesday, February 10:	<b>Technical Description Report Due (10%)</b> Summary Cause and Effect “Stupid Jobs are Good to Relax With” “The Heady Thrill of Having Nothing to Do” Sentence Errors (Comma Splices, Run-on Sentences, Incomplete Sentences)

Monday, February 15:	Summary Sentence Errors (Misplaced Modifiers, Dangling Modifiers)
Wednesday, February 17:	Library Research Session (Tentative)
Monday, February 22:	Passive and Active Voice Process Analysis “How to Be A Success” How to Give a Professional Presentation
Wednesday, February 24:	<b>Article Summary Due (10%)</b> <b>Team Presentations (10%): Round One</b>
Monday, February 29 :	<b>Team Presentations (10%): Round Two</b>
Wednesday, March 2:	Proposal Writing Persuasion and Argumentation Subject-Verb Agreement
Monday, March 7:	Aristotelian (Classical) Persuasion “Is Creativity Sexy? The Evolutionary Advantage of Artistic Thinking” Subject-Verb Agreement
Wednesday, March 9:	<b>Research Proposals Due (5%)</b> Argumentation “Online Freedom Will Depend on Deeper Forms of Web Literacy” Pronoun-Antecedent Agreement
Monday, March 14:	Logical Fallacies “No Sweat?” Writing an Outline
Wednesday, March 16:	<b>Persuasive Text Analysis Due (10%)</b> Professional Research Papers
Monday, March 21:	<b>Detailed Outline of Research Project Due (5%)</b> Professional Research Papers
Wednesday, March 23:	Workshop on Research Presentations
Monday, March 28:	EASTER MONDAY: COLLEGE CLOSED
Wednesday, March 30:	<b>Research Presentations (15%): Round One</b>
Monday, April 4:	<b>Research Presentations (15%): Round Two</b>
Wednesday, April 6:	<b>Research Presentations (15%): Round Three</b>
Monday, April 11:	Integrating Quotations
Wednesday, April 13:	Citation and Bibliography
Friday, April 15:	<b>Research Essay/Report Due (15%):</b> To be handed in at instructor’s office