



**Camosun College Course Outline Fall - 2016
ELD 072 (Section 02) - Advanced English**

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D2L (Desire to Learn) site: <http://online.camosun.ca>

Course Time & Location(s):

Monday – 11:30 to 1:50 in Paul 109

Tuesday - 11:30 to 12:20 in Fisher 306

Tuesday – 12:30 to 1:50 in Ewing 112 (LAB)

Wednesday – 11:30 to 1:50 in Paul 109

Thursday – 11:30 to 1:50 in Paul 109

Office Hours: In Ewing 210 as follows:

Monday and Tuesday: 2:00 to 3:00 p.m.

Wednesday and Thursday: 2:00 to 2:30 p.m.

Friday: 10:00 to 11:00 by appointment only

Friday: Help Centre opens at 9 a.m. NOTE: Provided that students obtain 60% in Reading and 60% in Writing through tests and assignments, those who spend at least two complete hours every week working in the Help Centre throughout the week from Week 2 to Week 12 will receive an additional 3% bonus in 072. There will be a sign-in/out sheet based on the honour system; partial attendance will be pro-rated.

Credit Value: 3

Prerequisite: ESL 050 or ELD 062 or assessment

Texts and Materials:

Required: ELD 072 Advanced English Coursepack – Bruce McCormack (in the bookstore)

Required: ELD 072 Appendix (will be provided on D2L and through some handouts)

Required: *Up at the Villa* – W. Somerset Maugham (**You will be loaned this book** – please be sure to return it.)

Recommended: A (**non-electronic**) English-English Dictionary of your choice

If you do not yet have one, Longman Dictionary of Contemporary English (new or used in the bookstore) is **recommended**.

(Note: If you already have another English-English dictionary, that will do.

Electronic dictionaries are very useful but **only a paper copy English-English dictionary can be used on some in-class writing tests.**)

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 abide by this course outline and students are expected to read and understand its contents.



Course Description

This course, designed for non-native speakers of English, focuses on reading strategies and on the writing process. It is designed to prepare the student for further academic study. This course provides instruction and practice in the fundamentals of reading comprehension and academic writing.

Learning Outcomes

Express a basic ability to organize thinking through writing.

- A. Writing and Organization
 - a. Plan, write, and revise simple paragraphs and essays using accurate vocabulary.
 - b. Choose topics that go beyond personal experience and reflect general world knowledge.
 - c. Write descriptive narrative, and expository prose.
 - d. Present logical and unified thought in paragraphs and essays.
 - e. Demonstrate an ability to link ideas.
 - f. Locate, access, and select appropriate information from a variety of sources.
 - g. Acknowledge sources of information.
- B. Grammar and Mechanics
 - a. Identify and use accurate grammar and sentence structure.
 - b. Use correct spelling and punctuation.
- C. Read and Comprehend selected texts:
 - a. Find and use information and ideas from a variety of texts.
 - b. Identify the main points and supporting details in assigned texts.
 - c. Compare and contrast specific aspects of assigned texts.
 - d. Comprehend assignments and exam questions.
 - e. Prepare simple summaries and paraphrases from written sources.
 - f. Use beginning strategies to cope with the amount and variety of new vocabulary presented in college and university level courses.
- D. Understand and function within the culture of a Canadian post-secondary classroom:
 - a. Prepare and present an organized oral presentation relevant to purpose and audience using appropriate audiovisual supports.
 - b. Demonstrate respect for learner colleagues, including those from differing cultural and linguistic backgrounds.
 - c. Collaborate with others in group tasks and discussions.
 - d. Abide by the concept of academic honesty.
 - e. Perform basic word processing and formatting.



Class Structure

In ELD 072, you will participate in a variety of learning activities: classroom instruction, pair and small-group activities, discussions, audiovisual learning, individual assignments and computer lab work. The combination of individual, small group and class work is designed to help improve specific skills, while encouraging you to learn together and from each other.

In addition to doing in-class activities with the instructor, students also work independently, in small groups and on their own. Instructors schedule some Independent learning sessions during class hours, some of which will extend into homework assignments. **These so-called independent learning sessions, made up of activities completed independently (i.e. without the teacher's assistance), either inside or outside of class, count for 10% of the final grade in the course, so they are important in determining your final grade.** The main purpose of 'Independent Learning' sessions is to help students develop the confidence and ability to work independently and effectively, often in response to topics not assigned in advance, as this is such a necessary skill for passing in-class writing and reading tests and succeeding in college.

Assignments: Some assignments will be done completely in class. You will also be expected to do or finish other assignments at home. It is your responsibility to complete all assignments and hand them in on time. If for some reason you are having difficulty meeting a deadline (i.e. the day and time when an assignment is due), you need to discuss this with your instructor before the deadline. Communicate with your teacher!

Homework / Independent Study: Being disciplined about doing homework is very important. A good guideline is to set aside an hour per day, on average, for your English homework. By establishing a study routine, you will become a strong independent learner. Studying in the Help Centre (Ewing 201) will be very beneficial!

Attendance: Regular attendance is extremely important. If you attend regularly, come prepared, speak English only in class, make a consistent effort and always do your best, you will make progress and most likely succeed in the course. In our department, we know from years of experience that regular attendance is essential in order to do well in this course. In fact, our statistics show that there is a very strong correlation between regular attendance and good grades. If you cannot attend a class because of illness or for some other valid reason, please contact the teacher. This will ensure that there is a possibility to negotiate extensions for assignments if needed. Also, you will make an arrangement with another student (to be your **study buddy**) to share notes in the event that either of you is absent.



Length of Time in ELD 072 & Completion Requirements

Because students vary widely in their abilities, it may take some students more than one term to reach the 072 level and meet the criteria for entry into ELD 092 / 094 or ELD 103 / 104.

Students must achieve an adequate level of competency C (60%) in both reading and writing (approximately equivalent to grade 11) to complete this course successfully. This means that students must attain a C (60%) in reading, and a C (60%) in writing in order to pass ELD 072. **Additionally, if a student fails *both* the Reading Final *and* the in-class portion of the Final Research Essay, he or she will need to repeat ELD 072.**

Note: Completion of both ELD 072 and ELD 074 is required in order to take ELD 092 and EDL 094 at the same time. Students who succeed in ELD 072 but not ELD 074 may only take ELD 092 (not ELD 094) until they have passed ELD 074.

Weekly Schedule (Tentative) and Important Dates

- Week 1: Intro Questionnaires / Assessments / Readings & Uninterrupted Sustained Silent Readings (**USSR**)
Read and Retell / Sentence Types
- Week 2: Grammar / USSR / Sentence Types / Essay Writing / Walking Dictation
WEEKLY PATTERN: Mondays: Grammar Groups to start + Reading + Vocabulary Pairs & AWL / **Tuesdays:** Walking Dictation & Read and Retell in Fisher 306 / LAB at 12:30 in Ewing 112: Vocabulary Pairs & AWL / Writing Tasks / **Wednesdays:** Reading + Writing – Summarizing, Essays; **Thursdays:** USSR – Reading, Discussion & Summarizing
- Week 3: Walking Dictations / Grammar / USSR / Essay Structure
In-class body paragraph – Wednesday, May 18
- Week 4: **Tuesday – September 27 – Library in Room 136 – 12:30 to 2:00 p.m.**
Tuesday - Oral Summary Presentations and Discussions introduced (For Weeks 6/7 and 9/10) – using Camosun databases
Library Orientation (Tuesday, May 24 – Room 136 – Library @ 12 to 1:30)
Focus on several Camosun databases / effective use of advanced search + using several key words / samples re: number of hits with one key word / reduced number of hits with narrowed search / articles with listening component / library exercise sheet
Practice Summary Test – Wednesday, May 25
First Reading Test – Thursday, May 26
- Week 5: **First Grammar Quiz (including a paragraph) - Monday, May 30**
Practice Summary Test – Tuesday, May 31
First in-class Writing Test – Essay: Introductory Paragraph + Body One - Thursday, June 2
- Week 6: Monday October 10th (Thanksgiving Day) – COLLEGE CLOSED



Work begins on the novella - *Up at the Villa*

- First in-class Summary – Monday, June 6**
- Oral Summary Presentations & Group Discussions: Wedn. Thurs**
- Week 7: **Oral Summary Presentations & Group Discussions: Mon. Tues. & Wedn (if needed)**
Up at the Villa
- Week 8: **Midterm Grammar Test & Summary Test – Monday, June 20**
Midterm Reading Test - Wednesday, June 22
Midterm In-class Essay – Thursday, June 23
Up at the Villa
- Week 9: **Monday – Preparing to choose Research Topics for final essay**
Tuesday, November 1 – Room 136 – Library @ 12:30 – 2:00)
Review of the key parts of the above + research sites on the library website for in-text citations / works cited entries – their research starts this week
Wednesday, June 29 – Essay Practice Task: Surprise topic
Up at the Villa
Thursday: Read / retell work on Narrative Essays
FRIDAY, JULY 1 – Canada Day – College Closed – long weekend
- Week 10: **Oral Summary Presentations & Group Discussions - Wedn. Thurs.**
Second in-class Reading Test (Wedn. July 6) / Up at the Villa
Read / retell work on Narrative Essays
Narrative Essays – Thursday, July 7 – begun in class / finished at home
Friday November 11th – Remembrance Day – COLLEGE CLOSED
- Week 11: **Oral Summary Presentations & Group Discussions Concluded**
Mon. Tues., Wedn.
In-class summary Test - Monday, July 11
In-class Essay Writing Test – Thurs. July 14
- Week 12: **Novel quiz – ‘Up at the Villa’ - Wedn. July 20**
- Week 13: **Final In-class Essay – First Draft of Research Essay - Mon. July 25**
Reading Final – Wednesday, July 27
- Week 14: **Sunday, July 31 – Symphony Splash in the Inner Harbour! Recommended**
Monday, August 1 – BC Day – College Closed
Final Grammar Quiz - Wednesday, August 3
Thursday – Thurs. - Final Class (Research Project due)
Friday, August 5 – lunch at *Nar Café Bistro* for any who wish to attend!

072 Tests & Assignments – Keep track of your grades by recording them:

Writing:

In-class – Writing Test (Week 5)	/	10 points
Midterm In-class Essay (Week 8)	/	15 points
In-class Essay Writing Test (Week 11)	/	15 points
Final Research Essay – In-Class First Draft (Week 13)	/	10 points



Research Essay – Final Draft – (Week 14)	/	10 points
Grammar Quiz (Week 5)	/	5 points
Grammar Quiz (Week 8)	/	5 points
Final Grammar Quiz (Week 14)	/	10 points
Participation (in English), supported by attendance & punctuality		
– Weeks 1 to 7	/	5 points
- Weeks 8 to 14	/	5 points
Independent Learning Tasks** / 600 =	/	<u>10 points</u>
** Single Paragraph (Week 3)	/	100
** Essay Practice Task – Surprise Topic (Wk 9)	/	200
** Week 9 – Revision of Midterm Essay –	/	100
** Week 10/11 – Narrative	/	200
Total	/	100 points

072 Tests & Assignments – Keep track of your grades by recording them:

Reading:

Reading Test (Week 4)	/	10 points
First Written Summary (Week 6)	/	5 points
Midterm Reading Test (Week 8)	/	10 points
Second Written Summary (Week 8)	/	5 points
Reading Test (Week 10)	/	10 points
In-class Summary (Week 11)	/	10 points
Novel Quiz (Week 12)	/	10 points
*Reading Final (Week 13)	/	20 points
Participation (in English), supported by attendance & punctuality		
– Weeks 1 to 7	/	5 points
- Weeks 8 to 14	/	5 points
Independent Learning Tasks** / 600 =	/	<u>10 points</u>
**Several Short Reading Quizzes	/	100
**Oral summary presentation on an article (Weeks 6 or 7)	/	200
**Oral summary presentation on an article (Weeks 9 or 10)	/	200
**Written answers to questions on the novel, 'Up at the Villa'	/	100
Total	/	100 points

IMPORTANT INFORMATION:

1. Except in cases of verified illness or other legitimate reasons, **all assignments must be handed in on the due dates, on the day of the class in which they are due.** Late



assignments may not be accepted – students need to learn to be accountable. If you have a valid reason for not being able to hand in an assignment on time, you must speak to the instructor **BEFORE** the due date.

All take-home assignments must be neatly done, typed, double-spaced, stapled and with a HEADER. Take-home assignments should be typed unless otherwise indicated by the instructor.

2. There are no make-up tests in ELD 072 except in the case of verifiable medical issues or other circumstances which the instructor accepts. If you are sick, please telephone or email the instructor before the class 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. Depending on the circumstances, students may be allowed one 'grace' late assignment (1 week maximum extension). This is in keeping with the truth expressed in the superb Japanese proverb, "Even monkeys fall from trees" (i.e. even the teacher might be late sometime). That said, make-up tests **will only take place at the end of the semester for students who have** – with one or two exceptions - demonstrated a commitment to the course in terms of attendance, speaking English in class and a regular pattern of meeting deadlines.

3. Without consistent attendance, you will likely not do well in this course. Our experience has shown us that most of our students who receive a B, B+, A -, A or A + in the course have attended all or almost all of the classes. In other words, there is direct correlation (link) between attendance and good grades.

The ELD Department has an **Academic Progress and Attendance Policy** (see the link near the end of the Course Outline) designed to enhance a learner's likelihood of success. Students are encouraged to become familiar with the content of this policy.

4. 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 for students planning on continuing into University Transfer courses or Technology / Business courses. A "C" grade is the minimum prerequisite for higher level courses.

5. 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.



6. ALL tests listed under ‘Tests and Assignments’ must be completed to fulfill the requirements of this course and receive a passing grade. Exceptions to this are at the teacher’s discretion.

7. 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.

8. Electronic devices (electronic dictionaries, smart phones, etc.) **cannot** be used during tests or other in-class assignments without the permission of the instructor. **The instructor may request that all smart phones be placed at the front of the class while a test is being written as well as when it is determined that they will be a distraction.**

9. 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 / effort / writing. To avoid plagiarism, don’t get a “tutor” to edit your work and don’t “borrow” material from the Internet. Be aware that your instructor will be familiar with your style and level of writing from your in-class work and knows how to use the Internet, too. **A first instance of plagiarized work will result in a reduced or zero grade for the assignment. A recurrence of plagiarism will likely result in a failing grade for the course and a required visit to the Dean.** This policy follows the Camosun College Calendar – Student Conduct section.

Important Dates:

May 2 (Monday) to August 4 (Thursday) – our course dates

Final letter grades will be posted on Camlink by Wednesday, August 10th



Evaluation / Grading:

<i>Grade</i>	<i>Percentage</i>	<i>Description</i>
A+	90 - 100%	Superior level of achievement
A	85 - 89%	
A-	80 - 84%	
B+	77 - 79%	High level of achievement
B	73 - 76%	
B-	70 - 72%	
C+	65 - 69%	Satisfactory level of achievement
C	60 - 64%	Sufficient level of achievement to proceed to the next level of study
D	50 - 59%	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.
F	0-49	Student did not complete course work required but did not formally withdraw or achieved a percentage of 49% or below.
I		Work is not complete, but instructor has granted an extension. Mark will become an "F" unless the work is completed within six weeks.

***Final Reminder about 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.

Important Links:

*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: This is Camosun College's 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.

