



## ***Preparatory Academic Writing: ELD 092-006 W17***

### **Course Outline**

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**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.

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

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#### **1. Instructor Information**

**Instructor:** Patrick Maguire

**Office:** Ewing 222

**Phone:** 250 370 3384

**Email:** patrick.maguire22@online.camosun.ca

**Office Hours:** Mon & Wed: 10:30 – 11:15 Tues & Thurs 4:30 – 5:45 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. Critically evaluate academic readings and literary 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 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

- Give and respond to feedback respectfully and appropriately
- Collaborate with others in completing tasks
- Recognize and respect intercultural diversity and individual differences
- Select and use effective visual and/or auditory presentation aids

#### 4. Required Materials

ELD 092 Course Pack (Hampton)

#### 5. Course Content and Schedule

Week 1	Jan 9~	Course Introduction Writing Focus: Paragraph review Language Focus: Sentence Basics/Types
Week 2	Jan 16~	Writing Focus: Narrative paragraphs Reading Focus: Student narrative essays Language Focus: Verb Tenses AWL 1~3
Week 3	Jan 23~	Writing Focus: Narrative essay structure Reading Focus: Student narrative essays Language Focus: Verb Tenses; Chronological pattern
Week 4	Jan 30~	Writing Focus: Narrative composition process Reading Focus: Student narrative essays <b>Assessment:</b> In-Class Narrative Essay
Week 5	Feb 6~	Writing Focus: Exposition - Comparison & Contrast Writing Focus: Summaries/Paraphrase/Plagiarism Language Focus: Run-ons; Fragments; Comma Splices
Week 6	Feb 13~	Writing Focus: Exposition/Comparison & Contrast Writing Focus: Paraphrasing/Summarizing Reading Focus: Student Comparison-Contrast essays
Week 7	Feb 20~	<b>Assessment:</b> In-Class Summary <b>Assessment:</b> Grammar and Vocab Tests 1 Language Focus: Parallelism & Correlative Conjunctions
Week 8	Feb 27~	Writing Focus: Persuasive Essay Reading Focus: Student Persuasive essays Language Focus: Dangling and Misplaced Modifiers <b>Assessment:</b> In-Class Expository Essay

Week 9	Mar 6~	Writing Focus: Persuasive Essay Reading Focus: Student Persuasive essays Language Focus: Gerunds & Infinitives
Week 10	Mar 13~	Writing Focus: Persuasive Essay Reading Focus: Introducing the Research Project Language Focus: Pronoun and Subject-Verb Agreement <b>Assessment:</b> In-Class Persuasive Essay
Week 11	Mar 20~	Research Project – Topic; Question; Sources
Week 12	Mar 27~	Research Project – Sources; Outline <b>Assessment:</b> Grammar and Vocab Tests 2 <b>Assessment:</b> In-Class Summary 2
Week 13	Apr 3~	Research Project – Outline; Draft
Week 14	Apr 10~	Research Project – Final Draft; Presentations

## 6. Evaluation

*In-class narrative essay	10%
*In-class expository essay	15%
*In-class persuasive essay	15%
*In-class summaries	10%
*Quizzes: grammar; vocab	20%
Research Project	25%
Independent Learning; peer editing	10%

**\* 60% average on in-class assessments is required to pass ELD 092**

**\* Only in-class assessments > 5% qualify for an excused medical absence**

## 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-1-1-programming-&-instruction/e-1.5.pdf>

\*Camosun Academic progress policy at <http://camosun.ca/about/policies/education-academic/e-1-1-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)