

The Approved Course Description is available on the College website <http://www.camosun.ca/learn/calendar/index.html>

## 1. Instructor Information

Instructor\_\_Jessica Michalofsky IHCA, January 3-June 9, 2017

Phone\_\_370-3131\_\_\_\_\_

Office Hours\_\_Friday 9-11am\_\_Songhees Learning Centre

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## 2. Intended Learning Outcomes

*Students will achieve the following:*

### Skills and Strategies for Learning

- Develop strategies to enhance learner competence such as stress, time management & problem solving
- Manage time to set and meet goals
- Use critical thinking skills to determine validity of information
- Establish purpose for listening and/or viewing
- Engage a variety of test-taking strategies
- Employ inferential thinking skills
- Give concise, purposeful explanations
- Distinguish between conversational (colloquial) and formal (standard) spoken language

### *Recommended:*

- Word process a document: create, edit, save, retrieve, print
- Use a variety of search engines to find relevant information

### Reading

- Read & critically discuss a variety of material for cause/effect, purpose, logic, fact opinion
- Read and discuss selected short stories, articles, poetry, songs
- Draw inferences and conclusions
- Summarize short stories, articles, and audio material
- Identify and discuss point of view and appraise validity of material from own experience
- Evaluate comprehension through self-reflection & relate understanding to previous knowledge
- Recognize comparison and contrast and process analysis methods of development
- Use structural analysis (roots, affixes, syllabication, stress, compound words) to read & understand unfamiliar words
- Locate information using guide words, headings, glossary, table of contents, index, & computer menu
- Use common reference materials such as dictionary, thesaurus, atlas, & search engines



## Writing

- Use a variety of processes for organizing writing: brainstorming, outlining, mapping
- Write expanded coherent paragraphs, including giving opinions with more sophisticated detail & vocabulary
- Write business letters using standard format
- Respond in writing to selected material after reading, listening and discussing
- Summarize a writing sample: short story, article
- Use a variety of simple, compound and complex sentences
- Identify and fix fragments and run-on sentences
- Use subject/verb agreement and consistent verb tense
- Use standard pronoun reference and agreement
- Use commas and apostrophes correctly
- Use a broad range of punctuation including quotation marks and semi-colons
- Edit written work
- Use a dictionary as a spelling tool

### 3. Required and Recommended Materials

- Student and/or instructor selected reading materials and works of literature
- Resources to develop specific reading skills (from the Help Centre)
- *Essential Reading Skills* by Kathleen T. McWhorter (3<sup>rd</sup> or 4<sup>th</sup> ed.)
- *Web link:* [http://wps.ablongman.com/long\\_mcwhorter\\_ers\\_3/](http://wps.ablongman.com/long_mcwhorter_ers_3/)
- *Thinking and Writing: A Guide to Paragraphs and Essays* by Ray Bigauskas (provided)
- A dictionary and a thesaurus

### 4. Course Content

This course focuses on developing critical thinking skills to assess a range of readings. Students write and edit expository paragraphs using a variety of punctuation and grammatical structures. Students explore lifelong learning practices: goal setting, problem solving and internet searching.

### 5. Schedule

6 in-class hours (2x 2 hr, 50 min classes)

4 Help Centre hours (arranged by the student)

## 6. Basis of Student Assessment

Students will build a portfolio of their work to be used as an evaluative tool in the assessment of their progress in the course.

Portfolio Activity	Minimum #	Description
Write about yourself	1	Choose your own topic.
Reading log	10 entries	Record daily reading selections with comments.
Newspaper & Magazine Articles	2	Read & summarize, in writing, a newspaper & magazine article.
Literature	1	Read & share your written responses to works of literature.
Auto/Biographies	1	Read & respond in writing &/or discussion to autobiographies and biographies.
Paragraphs	3	Write descriptive, narrative and process paragraphs,
Letter	1	Write a business letter.
Specific reading skill development	chapters 1, 2, 3	Develop active reading, build vocabulary using context clues and locate main ideas from <i>Essential Reading Skills</i> . Discuss this assignment with your instructor.
Grammar Pack	as needed	Discuss this assignment with your instructor.
Reading Assessment	1 or more	Achieve a grade level of 10.0 in vocabulary and comprehension.

## 7. Grading System

Competency based grading system

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course.
NC	The student has not met the goals, criteria, or competencies established for this course.

### Progress

Students are expected to complete each course within 2 - 4 months. Students having difficulties meeting this goal should explore, with their instructor, additional supports that may be available. Students with a record of poor attendance and progress may not be permitted to re-register in Academic and Career Foundations Department courses.

## 8. Learning Support and Services to Promote Student Success

### ACADEMIC UPGRADING HELP CENTRE (CBA 109)

All Upgrading students have are strongly encouraged to make use of this service.

Aboriginal Services (Education, Financial & Cultural),  
Academic Advising  
Assessment Testing  
AudioVisual Services & Equipment  
Bookstore  
Cafeterias & Restaurants  
Camosun College Student Society  
Career Resource Centre  
Child Care  
Computer Labs  
Counselling (Career, Educational, Personal & Cultural)  
Dental Clinic  
Disability Resource Centre  
Financial Aid & Awards  
First Nations Student Association  
Fitness & Recreation

Help Centres (tutoring in English, ESL, Math)  
Housing Registry Online  
Library  
Lockers  
Medical Coverage & Accident Insurance  
Nexus Student Newspaper  
Ombudsman  
Personal Safety  
Photocopying & Printshop  
Sexual Health Clinic  
Student Clubs  
Student Employment Services  
Student ID/Library Cards/U-Pass Student Bus Pass  
Wireless networking  
Women's Centres

Camosun services are here to help you succeed in and out of the classroom. Our goal is to provide you with the best learning experience possible. This information is available in the Registrar's Office or the College web site at: <http://camosun.ca/services/>

## 9. College Policies

### STUDENT CONDUCT

The purpose of this policy is to provide clear expectations of appropriate academic and non-academic student conduct and to establish processes for resolution of conduct issues or the imposition of sanctions for inappropriate

conduct. <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

### STUDENT GRADING POLICY

The purpose of this policy is to ensure that grading and promotion are consistent and

fair. <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

### ACADEMIC PROGRESS POLICY

The purpose of this policy is to enhance a learner's likelihood of success and to encourage the

learner to use College resources effectively. <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

## Essential Skills based on learning outcomes, coursework and classroom interaction.

### Reading

- Scan for key information and skim for meaning
- Read and correctly follow written directions
- Read a full text to understand, learn or evaluate (both literally and inferentially)
- Integrate and synthesize information from multiple sources
- Read a variety of documents to compare information, purpose and genre
- Refer to appropriate written resources when experiencing difficulty

### Document Use

- Use a portfolio checklist to keep track of assignments and manage time
- Use headings and subheadings to find information in a document
- Use a table of contents or index to find specific information

### Writing

- Organize, record and document
- Write notes in point form
- Edit assignments to correspond to correct grammar and spelling
- Edit assignments for clarity, accuracy and flow
- Write brief synopsis' based on larger texts
- Prepare written materials using a template (business letter)
- Inform or persuade using supporting details or examples
- Present an analysis or a comparison using various paragraph types

### Oral Communication

- Follow oral instructions and explanations
- Seek or obtain information from peers and instructor

### Working with Others

- Work independently alongside others
- Use appropriate and respectful communication with peers and others
- Receive and apply relevant feedback

### Thinking Skills

- Apply prior learning to facilitate effective study and to integrate information from a text with background knowledge from outside the text
- Identify learning strengths
- Identify and set short and long term goals
- Maintain a personalized learning plan within an individualized educational setting
- Identify key facts and issues related to a problem
- Identify the pros and cons of potential solutions
- Evaluate how well a solution worked
- Build strategies for successfully writing multiple choice tests
- Understand choices and explain why they were made
- Prioritize tasks
- Use tools (calendars, agendas, portfolio checklists) to help organize tasks and time
- Identify, compare, contrast, interpret and critically evaluate multiple pieces of information while reading, listening and/or viewing

### Digital Technology

- May use word processor and printer to write, edit, save, retrieve and print documents
- May use online sources and tools (e.g. search engines) for career related research
- May use pre-existing templates for business letter assignment
- May perform simple formatting of texts as well as download and manage electronic files

### Continuous Learning

- Know where and how to find learning materials
- Deepen understanding of skill strengths and areas in need of improvement
- Recognize preferred learning styles (learning by seeing, hearing or doing)