



**CAMOSUN COLLEGE**  
**School of Access**  
**Community Learning Partnerships**  
**English 092**

**Winter 2017**

**COURSE OUTLINE**

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This course provides practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares the student for college writing. English 092 with English 094 is equivalent to Provincial English 12.

**Instructor Information**

Instructor: Mark Kunen  
Location: Victoria Native Friendship Centre  
Office hours: By appointment  
Email: Kunen@camosun.ca  
Phone: 250 370 4961

**Class Information**

Class Schedule: Monday and Wednesday, 9:00 a.m. – 11:50 a.m.  
Start Date: January 9, 2017    End Date: April 19, 2017

**1. Intended Learning Outcomes**

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

**a) Critical and Creative Thinking.**

- evaluate argument for validity, reliability, currency, and objectivity
- articulate the connections between purpose, audience, and style
- analyze diction in a variety of non-fiction texts
- analyze and explain the organizational methods used to develop a topic or an argument
- recognize elements of clear communication
- demonstrate organizational thought processes to solve problems
- demonstrate an awareness of how communication formats influence language choices and usage
- record, organize and store information read, heard or viewed
- support a position by citing specific details from what has been read, heard or viewed
- explore diverse perspectives to develop or modify one's point of view
- assess one's own knowledge and use of language
- assess information for completeness, accuracy, currency, relevance, balance or perspectives and bias
- analyze different presentations of the same information to reconsider positions
- assess ways in which language reflects and influences values and behaviour

**b) Reading and Reference.**

- cite and document sources where necessary, following MLA conventions
- evaluate the effectiveness of one's own and others' written material using criteria that include the following: plain language; coherence and organization; consistency in the application of usage conventions; relevance to argument of supporting evidence and examples; appropriateness to intended purpose and audience; attention to detail
- summarize, make inferences, draw conclusions and critically evaluate
- paraphrase main ideas in written material
- distinguish between implicit and explicit messages
- apply prior knowledge and experience to assist understanding of new material
- use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet
- interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
- gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)

**c) Written Communication.**

- plan and write a variety of types of paragraphs and essays
- integrate research material into a research paper or report using MLA conventions
- gather information and organize it into functional writing assignments
- edit own work fully for coherence and accuracy
- monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- organize information and ideas to clarify thinking and achieve desired effect
- understand and avoid plagiarism
- produce writing on demand (e.g. essays, exams)

**d) Speaking and Listening Skills.**

- speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- give and respond to feedback during oral presentations
- collaborate and consult with others in completing communications tasks
- explain the value and limitations of collaborative work
- use effective presentation aids to enhance communications

**2. Required Materials**

*Essay Essentials with Readings* by Sarah Norton and Brian Green, 5<sup>th</sup> ed.

### 3. Assigned Work and Assessment

Students will be assigned a variety of work to help them achieve the learning outcomes for the course. Marks will be assigned in five key areas.

Area of Assessment	WEIGHT
Essay writing	50%
Research	20%
Summaries	10%
Grammar	10%
In-class work/presentations	10%

**Note:** The instructor may require additional assignments, such as frequent periods of free writing, to assist the student to achieve the required learning outcomes. Also, bonus marks will be available for excellent attendance and for the completion of certain voluntary activities. The instructor will explain the nature of the activities in class.

The first 45 to 60 minutes of each class is typically devoted to group activities. These include such things as free writing and reading, grammar and punctuation lessons, group discussions, vocabulary development, and proof reading practice. It is important that students attend and participate in the group activities. For the remainder of each class, students focus on their individual assignments.

### 4. General Information

- Regular attendance is essential to success in this course. Students are expected to attend all classes. If you are unable to attend a class, please let the instructor or instructional assistant know by voice or e-mail.
- All assignments must be typed and double-spaced.
- Students are expected to actively participate in class activities such as discussions and vocabulary building exercises.
- Be sure to keep a photocopy or electronic copy of all the assignments you submit in case your work is lost, damaged or misplaced.

### 5. Grading System

Percentage	Grade	Grade Point Equivalency
95-100	A+	9
90-94	A	8
85-89	A-	7
80-84	B+	6
75-79	B	5
70-74	B-	4
65-69	C+	3
60-64	C	2
50-59	D	1
0-49	F	0 (Minimum level has not been achieved)

## **6. 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, Registrar's Office or the College web site at <http://www.camosun.ca>

### **STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site at

<http://camosun.ca/about/policies/policies.html>

### **GRADING POLICY**

A student grading policy applies to all Camosun students enrolled in courses for which they will be granted credit. This information is available in the College Calendar, Registrar's Office or the College web site at

<http://camosun.ca/about/policies/policies.html>

### **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, Registration, and on the College web site at

<http://camosun.ca/about/policies/policies.html>