



## **Camosun College Provincial English Composition Course Outline: ELD 092 (Section 004) Fall 2017**

### **Instructor and Contact Information**

**Instructor:** Aleah Gustafson, M.Ed.

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**Office:** Room 203, Ewing Building

**Office Hours:** Monday and Wednesday 8:00-8:30 or by appointment

**Course Times:** Monday and Wednesday: 8:30-10:50

**Class Location:** Wilna Thomas 201 (Monday 8:30-9:50 and Wednesday 8:30-10:50)  
and Ewing 110 (Monday 10-10:50)

**Course Duration:** September 5<sup>th</sup> to December 9<sup>th</sup> 2017.

**Lab Time & Location:** Monday: 10-10:50 Ewing 110

**Prerequisites:** ELD 072 & 074 or assessment

**Out-of-class Workload:** minimum 5 hours/week

**Required Texts:** *Course pack ELD 092 Created by Karyn Marczak*

**Recommended:** English-English paper dictionary (such as *Longman Dictionary of Contemporary English*)  
English Thesaurus in dictionary form (such as *Gage Canadian* or *Roget's*)

### **Course description:**

This course focuses on instruction and practice in the writing of paragraphs, summaries, and essays, and will prepare non-native speakers of English for college-level writing. The different basic essay styles or categories (rhetorical modes) and the methods of development within essays will be examined through critical and analytical reading of selected texts by professional and successful student writers. Students will use these essay styles and methods of development to develop strategies to organize their own ideas into unified, coherent compositions which present and develop a thesis. Ultimately students will produce a major persuasive (argument) essay and a documented research paper. In addition to the study of rhetorical modes, certain recurring grammatical errors, especially those sentence-level errors common to second language students at this level, will be examined.

## **Active participation and Independent Learning**

An important part of learning is to be actively engaged in the course. This means that students participate not only by attending classes, but also by being actively involved with the instructor and other students in the course.

In addition to in-class work with the instructor and homework completed outside of class, students will also work in small groups or individually to carry out writing-related activities and assignments, such as peer reviews of writing assignments. Instructors regularly schedule Independent Learning sessions during class hours, and participation in these sessions will form part of the final grade in the course.

## **The writing process**

Good writing does not just happen. The best writers spend a great deal of time thinking, planning and organizing, writing, revising, re-writing, and editing. All of this requires time and attention. Therefore, much of the writing process will take place out of the classroom. However, since successful academic performance also requires thinking and writing effectively under time constraints, we will also do in-class, time controlled writing exercises in preparation for exam writing in future courses.

## **Reading**

Extensive, critical reading is essential to good writing. Good readers are usually good writers. Reading a variety of challenging materials is essential to improve your writing in terms of content, language, and style. Practice in reading comprehension, both literal and inferential, along with exposure to various examples of writing will be provided through:

- Reading, evaluating, and discussing selected writing samples
- Peer review and peer evaluation of drafts of your own writing

## **Intended Learning Outcomes**

**1. Critical and Creative Thinking.** Students will:

- evaluate argument for validity, reliability, currency, and objectivity
- analyze diction in a variety of non-fiction texts
- analyze and explain the organizational methods used to develop a topic or an argument
- articulate the connections between purpose, audience, and style

**2. Reading and Reference.** Students will:

- access and use the resources of libraries, the Internet, and other electronic media to gather information for research
- cite and document sources where necessary, following MLA conventions

**3. Written Communication.** Students will:

- plan and write a variety of types of paragraphs and essays
- integrate research material into a research paper or report using MLA conventions
- edit written work for content, structure, grammar, punctuation, and usage
- choose words appropriate to style and audience
- use transitions to connect main and supporting points
- vary sentences

#### 4. Speaking and Listening Skills. Students will:

- 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

#### Course objectives

This course is specifically aimed at the development of advanced academic writing competence in students who are non-native speakers of English and who, at entry, are at a level equivalent to completion of Grade 10. The goal of this course is the achievement of the specific structural and linguistic skills required to organize and develop effective writing at the college level. You will also learn the research and documentation strategies needed for college writing.

Upon achieving a sufficient level of achievement (minimum 60%), the student:

- Achieves Grade 12 English equivalency when ELD 094 is also completed, and meets the criteria of admission to English 150 (a minimum grade of C in both ELD 092 and 094)
- Demonstrates the ability to cope with the writing requirements of college-level academic courses including:
  - Long and short format answers used in test writing
  - Thesis-based compositions, using expository and persuasive modes and varied analytical methods of development
  - Research papers, including basic research strategies and proper documentation and citation of sources (MLA style)

#### Grading - Final Letter Grades

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%	
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%	Work is incomplete

## Evaluation

In-class Descriptive Essay	/15
Grammar Tests (2-3 tests)	/30
In-class Expository Essay	/30
In-class Reading and Summary Assignment	/25
In-class Persuasive Essay	/30
Research Project	/45
Independent Learning Assignments	/25

## Total

**200 marks**

**All assignments must be completed** to fulfill the requirements of this course. Except in cases of verified illness and other legitimate reasons, **all assignments must be handed in on the due dates** at the **beginning** of class in which they are due.

**Late assignments will not be accepted without a valid reason.** If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must decide for late submission with the instructor **before the due date**.

**All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper.** Essays completed out of class should be typed.

## Length of Time in 092

Because students vary widely in their abilities, it may take some students more than one term to complete the 092 level in order to meet the criteria for entry into English 150.

## Notes

1. The ELD Department has an Academic Progress and Attendance Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy.
2. Regular attendance of at least 80% is necessary to perform adequately in this course. If you attend regularly and work consistently at your English both in class and out of class, you will make progress.  
If you know that you will be absent due to family or health reasons, please inform the instructor by phone, e-mail, or through another student. Then, it may be possible to negotiate extensions for assignments if needed.
3. An "I" grade will be assigned when a student has been unable to complete the requirements of the course due to hardship or other circumstances such as illness or death in the family. Extension of deadlines may be negotiated, **provided the student has made every effort to keep the instructor informed.** Course requirements must be completed within 6 weeks or the "I" grade will be changed to an "F".

4. Students whose future career goals do not require a "C" standing may be awarded a "D" grade (Minimum passing grade to receive credit for this course). For students entering other programs or courses at the college, a minimum "C" grade in both ELD 092 and 094 is the usual prerequisite. Some programs may require a higher grade; therefore, students should ensure that they have the necessary prerequisites for entry to such programs.
5. Except in cases of verified illness or other legitimate reasons, all assignments must be handed in when due and all in-class assignments must be done on the specified date. Failure to complete assignments on time during the term will result in a loss of up to 10% of the grade per late day per assignment.
6. Academic Honesty: All assignments must be written entirely by the student. Work that is copied from another person or source without proper citing of sources or done in whole or in part by another person is plagiarism – the theft of another person's ideas and work.  
**Plagiarized work will result in a zero grade for the assignment. In extreme cases, plagiarism will result in a failing grade for the course.**  
This policy is in accordance with the Camosun College Calendar –Student Conduct section <http://camosun.ca/about/policies/policies.html>.

### **How to be successful in ELD 092**

1. **Come to class on time. Attend class and participate** in group and class discussions to the best of your ability.
2. **Be prepared** for class. You are still **responsible for homework** when you miss a class.
3. **Ask questions** frequently. Learn to ask questions, think critically, develop opinions and express them, both in your writing and in your discussions in class.
4. Keep an eye on the weekly schedule in the **Tentative Course Plan**.
5. Find a student in the class and make them your '**Study Buddy**'.
6. **If you know you will be absent** from class:
  - Let me know, preferably by email.
  - Ask your Study Buddy to collect handouts and tell you about the homework.



## ELD Department Academic Progress and Attendance Requirements Advanced and Provincial Levels<sup>1</sup>

### Progress

In most cases, the ELD department expects students to be able to complete a level (Advanced or Provincial) in one four-month semester (hours shown are per week).

#### Advanced

- 072 (10 hours)
- 074 (5 hours)

#### Provincial

- 092 (5 hours)
- 094 (5 hours)

Students are responsible for

- attending classes regularly (see “Attendance” below)
- speaking English in class
- doing assigned homework and in-class work
- participating in class activities

Instructors are committed to providing quality education in a learning-centered manner. They will monitor course prerequisites and student progress and endeavor to place students in courses where they can succeed. When progress is unsatisfactory, appropriate interventions will occur.

Satisfactory progress requires that a student maintain a Grade Point Average of 2.0 (C) on the four most recent courses. A student whose performance is unsatisfactory will be placed on academic probation for the next session attended<sup>2</sup>. A student in this situation must consult with an Academic Advisor. A student who is on academic probation and who fails to obtain a sessional GPA of at least 2.0 (C) will be required to withdraw from the School for one year. The student will be also placed on academic probation for the next session attended.

A student who is required to withdraw a second time will be refused registration for credit courses in the School of Access for two years. The student will be placed on academic probation for the next session attended. A student will be denied registration

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<sup>1</sup> See the Camosun College Academic Progress Policy at <http://www.camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.1.pdf>

<sup>2</sup> Spring and Summer are considered as one session.

in any School of Access credit course for at least one year after twice receiving an F grade in that course. A student who is on academic probation may appeal this decision to the Dean.

### **Attendance**

It is each student's responsibility to attend the first class meeting of each course. If a student does not attend the first class and does not contact the instructor, an ELDD instructional assistant, or an international education advisor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied.

If a student does not attend classes and does not officially withdraw (via Camlink or Student Services) prior to fee deadlines, he or she will be required to pay all outstanding fees, will receive no further service until the fees are paid and may receive an "F"/"IP" grade.

During the term, if a student misses one week of class(es) without official documentation, s/he will first meet with the instructor to resolve the problem. If no resolution can be made, then the student will meet with the Chair of the department who may recommend the following:

- attend Help Centre
- counselling
- program changes
- withdrawal
- discussion with an academic or an International Student Advisor (where appropriate)

At the end of term, if a student has missed 50% of class after having received departmental support, a letter will be sent to the student's local and permanent address regarding his or her absence in the course. A student with an attendance problem may not be allowed to register for the following term.

Students in any level who are receiving funding for their courses are expected to attend classes regularly. If the student is unable to attend classes, s/he is expected to contact his/her instructor(s) or an ELDD instructional assistant. Official documentation to justify absences (e.g. doctor's note) is expected.