



**School of Access  
Community Learning Partnerships Department**

**ENGL 033 S29  
Fundamental English 6  
COURSE OUTLINE – Fall 2017 S29**

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

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## **1. Instructor Information**

Instructor: Jennifer Bennett _____	Office location: Lansdowne campus, Ewing 220
Office Hours: by appointment _____	Class time: Mon, Wed 9 – 11:50 at ICMHA
Phone: (250) 370-3489 _____	Email: bennettj@camosun.bc.ca

## **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 and critically discuss a variety of material for cause and effect, purpose, logic, fact opinion, character analysis, & point of view
- 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 own comprehension through self-reflection and 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 opinion 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. 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	#	Description
Write about yourself	1	Choose your own topic.
Reading log	10 entries	Record daily reading selections with comments.
Newspaper & Magazine Articles	2	Read & respond in writing to newspaper & magazine articles.
Literature	2	Read & share your written responses to works of literature.
Auto/Biographies	1	Read & respond in writing &/or discussion to autobiographies and biographies.
Paragraphs	4	Write descriptive, narrative and expository paragraphs,
Letter	1	Write a business letter.
Specific reading skill development	3 chapters	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.
Standardized test(s)	1 or more	Achieve a grade level of 10.0 in vocabulary and comprehension.

## 7. Grading System

Competency based grading system

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

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

### 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, Student Services or the College web site at <http://www.camosun.bc.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 in the Policy Section. <http://www.camosun.bc.ca/policies/policies.html>