



Preparatory Academic Writing: ELD 092-001 Winter 2018

Course Outline

Calendar Description: This course prepares non-native English speakers for the demands of academic writing through reading, the writing process and research. The course includes instruction and practice in critical reading, thinking and writing; planning, composing, and revising essays; clarity and coherence of written ideas. Students will focus on correct grammatical and lexical usage.

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

1. Instructor Information

Instructor: Patrick Maguire

Office: Ewing 222

Phone: 250 370 3384

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Office Hours: Mondays and Wednesdays from 11:30 to 2:00 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 (John Hampton)

5. Course Content and Schedule

Week 1	Jan 8 ~	Course Introduction Writing and Reading Diagnostics // Grammar and Vocab Diagnostics
Week 2	Jan 15 ~	Writing Focus: Brainstorming & Controlling Ideas Reading Focus: Body Paragraphs // Types of Support Language Focus: AWL // Sentence Elements & Sentence Building
Week 3	Jan 22 ~	Writing Focus: Outlining // Development and Support Reading Focus: Analyzing Essay Structure Language Focus: AWL // Sentence Types & Sentence Combining
Week 4	Jan 29 ~	Writing Focus: Essay Composition Process Reading Focus: Expository Essays Language Focus: AWL // Run-ons; Fragments; Comma Splices Assessment: Essay Test
Week 5	Feb 5 ~	Reading and Writing Focus: Summarizing and Paraphrasing Language Focus: AWL // Verb Forms
Week 6(IL)	Feb 12 ~	Reading and Writing Focus: Summarizing and Paraphrasing Reading and Writing Focus: Comparison & Contrast Essays Language Focus: AWL // Verb Forms
Week 7	Feb 19 ~	Writing Focus: Comparison & Contrast Essay Language Focus: AWL // Parallelism & Correlative Conjunctions Assessments: Summary 1 // Grammar and Vocab Tests 1
Week 8	Feb 26 ~	Reading Focus: Persuasive essays Language Focus: AWL // Dangling and Misplaced Modifiers Assessment: Expository Essay
Week 9	Mar 5 ~	Reading and Writing Focus: Persuasive Essays Language Focus: AWL // Gerunds & Infinitives
Week 10	Mar 12 ~	Writing Focus: Persuasive Essay Reading Focus: Introducing the Research Project Language Focus: AWL // Pronoun and Subject-Verb Agreement

Week 11	Mar 19 ~	Research Project – Topic; Question; Sources Assessment: Persuasive Essay
Week 12	Mar 26 ~	Research Project – Sources; Outline
Week 13	April 4 ~	Research Project – Draft Assessment: Grammar and Vocab Tests 2 Assessment: Summary 2
Week 14	April 9 ~	Research Project – Final Draft; Presentations

6. Evaluation

* In-class essay test	10%
* In-class expository essay	10%
* 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-programming-&-instruction/e-1.5.pdf>

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