



**CAMOSUN COLLEGE**  
**School**  
**Department**

**English 092-003**

**Winter 2018**

**COURSE OUTLINE**

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The calendar description is available on the web @ \_\_\_\_\_

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Margaret Fast	_____
(b) Office hours	Wed. 10-11 and 2:15-3:15	_____
(c) Location	Paul 331	_____
(d) Phone	250-370-3356	Alternative: _____
(e) E-mail	FastM@camosun.bc.ca	_____
(f) Website		_____

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

**Learning Outcomes**

Upon successful completion of this course, students will have demonstrated proficiency in the following areas:

**1. Critical and Creative Thinking**

- a) Evaluate argument for validity, reliability, currency, and objectivity
- b) Articulate the connections between purpose, audience, and style
- c) Analyze diction in a variety of non-fiction texts
- d) Analyze and explain the organizational methods used to develop a topic or an argument
- e) Recognize elements of clear communication
- f) Demonstrate organizational thought processes to solve problems
- g) Demonstrate an awareness of how communication formats influence language choices and usage
- h) Record, organize and store information read, heard or viewed
- i) Support a position by citing specific details from what has been read, heard or viewed

- j) Explore diverse perspectives to develop or modify one's point of view
- k) Assess one's own knowledge and use of language
- l) Assess information for completeness, accuracy, currency, relevance, balance or perspective and bias
- m) Analyze different presentations of the same information to reconsider positions
- n) Assess ways in which language reflects and influences values and behaviour

## **2. Reading and Reference**

- a) Cite and document sources where necessary, following MLA conventions
- a) 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 of intended purpose and audience; attention to detail
- b) Summarize, make inferences, draw conclusions and critically evaluate
- c) Paraphrase main ideas in written material
- d) Distinguish between implicit and explicit messages
- e) Apply prior knowledge and experience to assist understanding of new material
- f) Use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet
- g) Interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
- h) 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)

## **3. Written Communication**

- a) Plan and write a variety of types of paragraphs and essays,
- b) Integrate research material into a research paper or report using MLA conventions,
- c) Gather information and organize it into functional writing assignments
- d) Edit own work fully for coherence and accuracy
- e) Monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- f) Write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- g) Organize information and ideas to clarify thinking and achieve desired effect
- h) Understand and avoid plagiarism
- i) Produce writing on demand (e.g. essays, exams)

## **4. Speaking and Listening Skills**

- a) Speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- b) Give and respond to feedback during oral presentations
- c) Collaborate and consult with others in completing communication tasks
- d) Explain the value and limitations of collaborative work
- e) Use effective presentation aids to enhance communications

### 3. Required Materials

(a) Texts

1. *Essay Essentials: With Readings* (6<sup>th</sup> edition), Norton, Green and Dynes

(b) Other

Paper and pen for writing activities

You will also need access to a computer since all out-of-class assignments must be typed (double-spaced, standard font, 12 point type, one inch margins, MLA-style documentation). Please keep a backup of your submitted work.

### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

English 092 provides practice and instruction in critical reading and in planning, writing, and revising paragraphs and essays. The course prepares students for college writing. English 092, combined with English 094, is equivalent to Provincial English 12.

**English 092 Schedule** \*This schedule is subject to change, and additional readings will be assigned most weeks.

Wednesday, January 10	Welcome! introduction, Richard Lederer "How I Write"(283),
Friday, January 12	have read Part 1 and Cracking the Sentence Code <i>Essay Essentials</i> <b>submit journal entry #1</b>
Wednesday, January 17	have read Part 2 and Solving Sentence-Fragment Problems <i>Essay Essentials</i> , <b>submit journal entry #2, submit tentative research essay topic</b>
Friday, January 19	have read Argumentation (Chapter 16) and Solving Run-On Problems <i>Essay Essentials</i> <b>in-class summary, submit argumentation essay topic</b>
Wednesday, January 24	have read Part 3 and Solving Modifier Problems <i>Essay Essentials</i> , <b>submit journal entry #3</b>
Friday, January 26	<b>library session</b> , have read The Parallelism Principle <i>Essay Essentials</i>
Wednesday, January 31	have read Solving Pronoun Problems <i>Essay Essentials</i> , <b>journal entry #4</b>

Friday, February 2	<b>argumentative essay due</b> have read Mastering Subject-Verb Agreement
Wednesday, February 7	have read Chapter 15 Comparison and Contrast and Using Verbs Effectively <i>Essay Essentials</i> , <b>journal entry #5</b> , <b>submit comparison essay topic</b>
Friday, February 9	<b>submit comparison essay outline</b> grammar quiz #1
Wednesday, February 14	<b>reading break – no class</b> read Chapters 17-19 <i>Essay Essentials</i> , <b>journal entry #6</b>
Friday, February 16	<b>reading break – no class</b>
Wednesday, February 21	<b>in-class comparison essay</b>
Friday, February 23	<b>journal entry #7</b>
Wednesday, February 28	have read The Comma <i>Essay Essentials</i>
Friday, March 2	<b>research essay draft due (2 copies)</b> have read The Semicolon <i>Essay Essentials</i>
Wednesday, March 7	<b>presentations</b> , have read The Colon <i>Essay Essentials</i> , <b>journal entry #8</b>
Friday, March 9	<b>presentations</b> , have read Quotation Marks <i>Essay Essentials</i>
Wednesday, March 14	<b>presentations</b> , have read The Question Mark, The Exclamation Mark, and Dashes and Parentheses <i>Essay Essentials</i> ,
Friday, March 16	<b>research essay due, presentations</b>
Wednesday, March 21	<b>presentations</b>
Friday, March 23	Read Part 6 and The Hyphen Read Capital Letters and Numbers <i>Essay Essentials</i> , <b>journal entry #9</b> .
Wednesday, March 28	Read The Apostrophe <i>Essay Essentials</i>
Friday, March 30	<b>Good Friday – college closed</b>
Wednesday, April 4	Punctuation Quiz
Friday, April 6	have read Hazardous Homonyms <i>Essay Essentials</i> , <b>journal entry #10</b> .
Wednesday, April 11	<b>in-class writing</b>
Friday, April 13	revisions and conclusion All done!

## 5. Basis of Student Assessment (Weighting)

*(Should be directly linked to learning outcomes.)*

### (a) Assignments

Journal 10%

Summary 5%

Argumentative Essay 15%

Research paper 20%

Oral presentation 10%

### (b) Quizzes

Short grammar quizzes 10%

### (c) Exams

In-class essay midterm 15%

In-class essay final exam 10%

### (d) Other (e.g. Project, Attendance, Group Work)

Presence and participation 5%

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

## 7. 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, 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>

## A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

### 1. 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

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

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

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.