



CAMOSUN COLLEGE
School
Department

English 142-001
Winter 2018

COURSE OUTLINE

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.

1. Instructor Information

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|-------------------------|--------------------------|---------------------------|
| (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.)

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

1. Use an effective writing process including research, drafting, revising and editing to create audience-focused documents;
2. Read, critically analyze and produce written and/or oral interpretations of texts;
3. Write expository and persuasive documents, such as paragraphs, correspondence, essays, summaries, and research reports;
4. Use structural and cultural conventions and formats appropriate to various communicative documents and situations;
5. Analyze audiences and construct documents appropriate to the intended audience;
6. Use grammar, diction, tone, idiom and sentence structure correctly for both academic and professional purposes;
7. Edit to identify and correct writing errors, as well as improve the organization, transitions, and readability of documents;
8. Demonstrate effective presentation skills and an ability to listen;
9. Demonstrate relationship-building through collaborative teamwork on workplace communication tasks;
10. Determine what research resources are needed, and how to evaluate them for effective use;

11. Incorporate and integrate research through correct use of summary, paraphrase and quotation;
12. Document sources fully and ethically, according to specified bibliographic conventions;
13. Demonstrate self-awareness as an academic and professional writer.

3. Required Materials

Texts

- (a) Norton, Sarah, Brian Green, and Rhonda Dynes. *Essay Essentials*. (6th Ed.) Nelson, 2015.

(b) Other

- Other course materials will be made available as handouts
- A compact English dictionary will be useful for home and class use

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.)

Course Description

This course prepares students to write high-quality documents, including summaries, correspondence, reports, and essays, and to prepare presentations for professional and academic purposes. Students gain reading, writing, listening, and presentation skills essential to workplace success and occupational situations, plus develop skills essential for reading, writing, informational literacy, as well as critical analysis of texts. Students practice a process-based approach to writing documents, including research, documentation, and editing. They learn how to communicate sensitively with a variety of audiences, and gain experience working as a team.

Course Overview

English 142 will help students prepare for the reading and writing demands of career programs at Camosun College. They will develop knowledge, skills, and strategies relevant to the world of academic, technical, and professional reading, writing, speaking and listening. The course will cover the basics of grammar and style as a foundation for clear and fluent written communication in college and business. Throughout the course, students will write paragraphs, summaries, emails, business letters, essays and reports to develop their skills both for writing clearly and for organizing information appropriately. Readings throughout the course will include a variety of non-fiction prose for analysis and discussion in addition to sample essays and business documents to be used as models for student writing. Students are expected to participate in group work, projects and presentations.

Course Schedule (subject to change)

	Monday	Wednesday
Week 1: January 8, 10	Course Outline and Schedule Critical Reading Writing Exercise (in-class writing—no mark given)	Academic Writing and Professional Writing Audience (ch. 1) “On the Job Training” (176) <i>Grammar</i> : Subject and Verbs
Week 2: January 15, 17	Business Letter Format 6 Cs of Professional Writing <i>Grammar</i> : Independent and Dependent Clauses	Introductory Letter Due Emails Paragraph Structure (ch. 7) <i>Grammar</i> : Sentence Errors, Colons and

		Semi-colons
Week 3: January 22, 24	Summary and Paraphrasing (ch. 9) "Your Brain on Fiction"	Business E-mail due Unity and Coherence (ch. 10) "The Slender Trap" (171) How to Give a Professional Presentation <i>Grammar</i> : Modifier Problems
Week 4: January 29, 31	Essay Structure Thesis Statements (ch. 6) "A City for Students" (198) <i>Grammar</i> : Parallelism	Persuasion and Argument (chs. 14 & 16) Rebuttals "Of Pain, Predators, and Pleasure" (200) <i>Grammar</i> : Subject-Verb Agreement Compare and Contrast (ch.15)
Week 5: February 5, 7	Summary Due Team Presentations (Round 1)	Team Presentations (Round 2)
Week 6: Family Day, Reading Break February 12, 14	Family Day - college closed	Reading Break – no class
Week 7: February 19, 21	Library Orientation - Tentative	Persuasive / Comparison Assignment Due Long Reports – SIDCRA Cause and Effect (ch. 13) <i>Grammar</i> : The Comma
Week 8: February 26, 28	Short Reports "The Gas-Electric Hybrid Demystified" (291) Proofreading and Editing <i>Style</i> : Refining by Combining, Transitions	Choosing the Right Words (ch. 11) Language Specificity "Little Red Riding Hood Revisited" (157) <i>Style</i> : Word Choice Proposal Writing Quiz#1
Week 9: March 5, 7	"No Sweat?" (301) Research Proposals Due Professional Research Papers	"For Minorities Timing is Everything" (294) Writing a Detailed Outline One-on-one consults of proposals

Week 10: March 12, 14	Integrating Quotations In-text Citations	Logical Fallacies Detailed Outline of Research Project Due Bibliography
Week 11: March 19, 21	<i>Grammar:</i> Quotation, Question, Exclamation Marks and Dashes and Parentheses.	Research Project Draft Due Peer Editing Workshop Research Presentations (Round 1) Quiz#2
Week 12: March 26, 28	Research Presentations (Round 2) Technical Description Divisions and Classifications Process Analysis (ch. 13)	Research Presentations (Round 3) Research Paper Due
Week 13: Easter Monday April 2, 4	Easter Monday	Research Presentations (Round 4)
Week 14: April 9, 11	Technical Description / Process in-class writing	Technical Description / Process in-class writing

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

(a) Assignments **Assignments and Weighting**

Introductory Assignment	2%
Business Email Assignment	8%
Persuasive or Comparison Assignment	15%
Summary Report	15%
Written Summary (5%)	
Presentation (10%)	
Business Report	30%
Proposal (2%)	
Outline (3%)	
Presentation (10%)	
Write-up (15%)	

(b) Quizzes

Quizzes	10%
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(c) Exams

(d) Technical Description or Process 15%

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

Professionalism 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.