



"We need mystery," she said. "Creator in her wisdom knew this. Mystery fills us with awe and wonder. They are the foundations of humility, and humility, grandson, is the foundation of all learning. So we do not seek to unravel this. We honour it by letting it be that way forever"

– Richard Wagamese In Indian Horse.

School of Access: Academic and Career Foundations Department

ENGL 021 S01 Fundamental English 1 Course Outline FALL 2018

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

1. Instructor and Course Information

Instructor: Mice Albano
Office: CBA 110
Phone: (250) 370-4915
E-mail: albano@camosun.bc.ca
Office Hours: Tuesdays and Thursdays from 8:00 to 8:30
Other days and times by appointment

Class Hours: 6 hours instruction per week, plus 4 hours in the Help Centre

Course location and times: September 4th to December 7th

Classroom: CBA 106
Tuesday and Thursdays 8:30 am - 11:20 am

No classes: - October 8 - Thanksgiving Holiday
November 11 - Remembrance Day
November 12 - College closed

Important Note about this Course Outline:

On the following pages, the course is explained in detail. Assignments, marking, and the method of determining final grades are covered. If any part of this outline is not understood, or if you have any questions, please ask the instructor for clarification. The instructor will abide by the course outline and students are expected to read and understand its contents.

2. Course Description

This course focuses on sound and letter patterns; developing sight, personal and functional reading vocabulary; reading stories and practicing beginning sentence writing skills to promote the advancement of literacy.

3. Pre requisites

Assessment

4. Course Type

All our classes are **Self Paced**: Students complete the course outcomes at a pace that best suits their lifestyle. This means:

1. We will start the class with a group lesson that will help students reach the course outcomes.
2. Students are working at different parts of many different courses, all at the same time,
3. Instructors will connect with students often and see how they are doing. Also, students ask for help when they need it. Students use the Help Centre to support their learning.
4. Students have the responsibility to attend class every day, work hard, and ask for support when needed.

Instructors meet each student in the first class or two, and over time, they learn how best to support student's learning.

5. Intended Learning Outcomes

At completion of the course students will be able to:

Skills and Strategies for Learning

- Identify short and long term personal literacy goals
- Work with help and independently
- Receive and respond to feedback
- Participate in group discussions and activities
- Develop some awareness of personal learning strengths
- Organize work for ready access, with help

Pre-Reading

- Recognize, count and sequence individual sounds in a carefully spoken word
- Identify rhyming words
- Name the letters in alphabetical order
- Recognize/give the sounds of the letters
- Recall and name initial consonant sounds in words
- Name some common symbols such as &, \$

Pre-Writing

- Hold/use pencil/pen comfortably and adjust paper as needed
- Orient on page: left to right, top to bottom, lines, margin, double-spacing, indentation

Reading

Phonics Development

Hear and read short vowel sounds
Read regular consonant-vowel-consonant (CVC) words including some with endings
Read some long vowel words, CVC and e
Read simple consonant blends

Vocabulary Development

Read 100-150 basic and personal sight words, including some functional words
Read simple sentences, experience stories and paragraphs with common sight and CVC words

Comprehension Development

Describe the sequence of a simple story
Answer literal questions about a simple story
State opinions on readings

Writing

Letter and Word Sense

Print the alphabet: upper and lower case letters
Print or write own name, address and phone number
Print or write CVC words and 50-75 sight words

Sentence Sense

Copy short sentences
Complete sentences by adding subject or verb
Recognize and use period and question mark
Use capitals for beginning a sentence or copying names
Give sentence answers to questions and use words and phrases in the questions
Dictate and copy language experience stories

6. Required and Recommended Materials

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *The Active Reader by Linda Kita-Bradley*
- Instructor-selected materials
- Student-selected materials
- three ring binder and loose paper

7. Basis of Student Assessment

Students will build a portfolio as a tool in the assessment of their progress in the course.

Portfolio Activity	#	Description
Alphabet		Read letters, sounds, short vowel sounds, consonant blends.
Reading Vocabulary		Read up to 150 words.
Stories and Paragraphs	4	Read and describe the sequence and details of a simple story or paragraph. Give opinions on readings.
Personal Stories	4	Dictate and then copy language experience stories.
Alphabet		Write upper and lower case letters.
Vocabulary		Write up to 75 words.
Sentences	Varies	Develop sentence writing skills and sentence awareness with cloze exercises and writing sentence answers.
Punctuation	Varies	Use periods and question marks in writing.
Capitalization	Varies	Use capitals for beginning sentences and for names.

8. Grading System

Competency based grading system

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course.
IP	In progress. The student has not yet met the goals, criteria, or competencies established for this course.

Progress

Students are expected to complete each course within 2 - 4 months. Students having difficulties meeting this goal should explore, with their instructor, additional supports that may be available.

9. Learning Support and Services to Promote Student Success

ACADEMIC UPGRADING HELP CENTRE (CBA 109)

Coursework support, reference and support materials, printer, quiet testing and study areas

Aboriginal Services (Education, Financial & Cultural),
Academic Advising
Assessment Testing
AudioVisual Services & Equipment
Bookstore
Cafeterias & Restaurants
Camosun College Student Society
Career Resource Centre
Center for Accessible Learning
Child Care
Computer Labs
Counselling (Career, Educational, Personal & Cultural)
Dental Clinic
Center for Accessible Learning
Financial Aid & Awards
First Nations Student Association

Fitness & Recreation

Help Centres (tutoring in English, ESL, Math)
Housing Registry Online
Library
Lockers
Medical Coverage & Accident Insurance
Nexus Student Newspaper
Ombudsman
Personal Safety
Photocopying & Printshop
Sexual Health Clinic
Student Clubs
Student Employment Services
Student ID/Library Cards/U-Pass Student Bus Pass
Wireless networking
Women's Centres

Camosun services are here to help you succeed in and out of the classroom. Our goal is to provide you with the best learning experience possible. This information is available in the Registrar's Office or the College web site at: <http://camosun.ca/services/>

10. College Policies

STUDENT CONDUCT

The purpose of this policy is to provide clear expectations of appropriate academic and non-academic student conduct and to establish processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct.

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

STUDENT GRADING POLICY

The purpose of this policy is to ensure that grading and promotion are consistent and fair.

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

ACADEMIC PROGRESS POLICY

The purpose of this policy is to enhance a learner's likelihood of success and to encourage the learner to use College resources effectively. <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>