



CAMOSUN COLLEGE
School of Access
Community Learning Partnerships

ENGL 033 - S18
Academic Upgrading
Songhees Wellness Centre - SWC
Fall 2018

COURSE OUTLINE

The calendar description is available on the web @

<http://www.camosun.ca>

Instructor Information

(a) Instructor	Mark Kunen		
(b) Office hours	By appointment		
(c) Location	Songhees Wellness Centre - SWC		
(d) Phone	250-370-4961	Alternative:	250-386-1043 ext. 307 (SWC)
(e) E-mail	kunen@camosun.bc.ca		
(f) Website			

1. Intended Learning Outcomes

At the completion of the course, students will be able to:

Skills and Strategies for Learning

- Develop strategies reduce stress, manage time, and solve problems and problem solving
- Use critical thinking skills in a variety of tasks
- Establish purpose for listening and/or viewing
- Engage in a variety of strategies for studying and taking tests
- Give concise, clear 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 examine a variety of materials for cause and effect, purpose, logic, fact, opinion, character analysis, and point of view
 - Read and discuss or write about selected short stories, articles, poetry, songs
 - Draw inferences and conclusions
 - Summarize short stories and articles
 - Identify and discuss point of view and appraise validity of material
 - Be open to changing ideas by using critical thinking in response to new information.
 - Recognize comparison and contrast and process analysis methods of development
 - Use structural analysis (roots, affixes, syllabication, stress, compound words) to read and understand
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- Identify short and long term personal literacy goals

- Work with help and independently
- Move on to other tasks while waiting for help
- Attend to group discussions and activities
- Continue to develop awareness of personal learning strengths
- Build memory skills
- Use time management skills to meet assigned deadlines and complete homework

Computer skills (Recommended)

- Learn word processing skills to complete some writing assignments
- Name computer hardware components

Reading

Vocabulary and Phonic Development

- *Expand vocabulary*
- *Read and accurately sound out words, using a variety of word attack skills*
- *Demonstrate strategies for learning and remembering words*
- *Recognize and use antonyms, synonyms and homonyms*
- *Apply dictionary skills find meanings*

Comprehension Development

2. Required Materials

- Gage Canadian Dictionary
- Roget's Thesaurus
- Essential Reading Skills by Kathleen T. McWhorter (4th edition)
- Thinking and Writing: A guide to Paragraphs and Essays by Ray Bigauskas
- Instructor-selected reading materials
- Student-selected reading materials

3. Course Content and Schedule

Class Schedule:

SWC S18 Tuesdays and Thursdays 1:00 PM – 3:50 PM
 Start Date: Sept. 4, 2018 End Date: Dec. 12, 2018

4. Basis of Student Assessment (Weighting)

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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	Please write to your teach about what you would like him or her to know about you.
Reading log	10 entries	Record daily reading selections with comments.
Newspaper & Magazine Articles	2 - 6	Read & respond in writing to newspaper & magazine articles.
Literature	2 - 4	Read & share your written responses to works of literature.
Auto/Biographies	1 - 2	Read & respond in writing and /or discussion to autobiographies and biographies.
Paragraphs	4	Write different styles of paragraphs: descriptive, narrative & expository.

Letter	1	Write a business letter.
Specific reading skill development	As needed	
Standardized test(s)	1 or more	A grade level of 10.0 in vocabulary and comprehension is desired.
Other		The instructor may assign additional work to help students achieve required learning objectives.

Note: In order to assist students achieve the required learning outcomes, the instructor may require you to include additional items in your portfolio (e.g. vocabulary development work; reports of participation in other language activities such as reading stories to children; letter writing, etc.)

The first 45 to 60 minutes of each class is typically devoted to group activities. These include such things as free writing and reading, grammar and punctuation lessons, group discussions, vocabulary development, and proof reading practice. It is important that students attend and participate in the group activities. For the remainder of each class, students focus on their individual assignments.

5. 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

6. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary

Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

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

The following grading system is used for this course:

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.