

"We approach our lives on different trajectories, each of us spinning in our own separate, shining orbits. What gives this life its resonance is when those trajectories cross and we become engaged with each other, for as long or as fleetingly as we do. There's a shared energy then, and it can feel as though the whole universe is in the process of coming together. I live for those times. No one is truly ever "just passing through." Every encounter has within it the power of enchantment, if we're willing to look for it."  
– Richard Wagamese, *Embers: One Ojibway's Meditations*



## School of Access: Academic and Career Foundations Department

ENGL 050: *Intermediate English*

### Course Outline

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 at Interurban or Ewing 324 M/W 8:30-11:00  
**Phone:** (250) 370-3469  
**E-mail:** [albano@camosun.bc.ca](mailto:albano@camosun.bc.ca)  
**Office Hours:** Wednesdays from 9:00 to 11:00  
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 7<sup>th</sup> to December 14<sup>th</sup>

**Classroom:** Mondays: 8:30 am - 09:50 pm Ewing 342

Fridays: 8:30 am - 11:20 am Ewing 342

**Computer Lab** Monday: 10:00 am - 11:20 am Ewing 200

**No classes:** - October 8 - Thanksgiving Holiday

November 11 - Remembrance Day

November 12 - College closed

#### Important Note about this Course Outline:

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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:

The Intermediate English course concentrates on the development of critical thinking, reading, formal writing skills, and introductory literature analysis. Students will practice organizing, writing, and revising paragraphs, essays, and business documents. Reading assignments help develop grammar, punctuation, and composition skills while improving reading, reading comprehension, vocabulary, and study skills.

### 3. Pre-requisites

English 033 or 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

*Upon successful completion of this course a student will be able to:*

#### **Critical and Creative Thinking**

- summarize and paraphrase written and verbal resources
- make inferences; distinguish fact from opinion
- create, identify, and modify solutions
- establish viable schedule of work, classes, and study time

#### **Reading, Research, and Reference**

- identify bias, tone, purpose, audience, and point of view
- identify subject/topic, main and supporting ideas, and logical structure
- use skimming and scanning techniques
- use context clues and word structure analysis to identify meaning
- use dictionary, thesaurus, and other resources to build vocabulary
- use resources: library, encyclopedia, manuals, CD-ROMS, Internet

#### **Written Communication**

- brainstorm ideas; narrow the topic
- create paragraphs, essays, (research & expository), summaries, resumes, business letters
- revise and edit work to improve word choice, sentence and paragraph structure, spelling, punctuation, and grammar
- produce writing on demand: paragraphs and essays

#### **Speaking and Listening Skills**

- participate in conversations and group discussions
- provide oral feedback: peer editing, group discussions
- recall and interpret information

## 6. Required and Recommended Materials

- Bigauskas, R. Thinking and Writing: A Guide to Paragraphs and Essays (provided)
- Langan, J & Goldstein J. English Brushup (3<sup>rd</sup> or 4<sup>th</sup> ed.)
- Langan, John. The Reading and Writing Connection
- Dictionary and Thesaurus
- Loose leaf paper ( a notebook is provided for Free writing exercises)
- 3 ring binder
- USB to store your writing

## 7. Basis of Student Assessment

| Category           | Assignment   | % of Grade | Description  |
|--------------------|--|------------|--|
| Paragraphs         | 2 - 4 practice @150 words<br>plus one exit paragraph | 10         | Practice with a variety of writing patterns<br>Exit paragraph is written independently |
| Grammar            | Written work   | 10         | Practice based on student needs  |
| Expository Essay   | 1 @ 500 words  | 15         | Practice with essay development  |
| Business Writing   | 1  | 5          | Produce a letter   |
| Critical Reading   | 10 selections  | 15         | Work from <i>Structured Reading</i>  |
| Summary Writing    | 1 @ 250 words  | 5          | From selected readings   |
| Research Essay     | 1 @ 500 words  | 20         | Incorporate outside sources  |
| Exit Essay (Timed) | 1 @ 500 words  | 20         | Produce a successful essay   |

## 8. Grading System

|    |           |    |          |    |          |       |               |
|----|-----------|----|----------|----|----------|-------|---------------|
| A+ | 90 - 100% | B+ | 77 - 79% | C+ | 65 - 69% |       |               |
| A  | 85 - 89%  | B  | 73 - 76% | C  | 60 - 64% |       |               |
| A- | 80 - 84%  | B- | 70 - 72% | D* | 50 - 59% | IP ** | Less than 50% |

*\*Minimum level of achievement for which credit is granted; a course with a 'D' grade cannot be used as a prerequisite. \*\* In progress*

## 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  
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 Navigators  
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>