

"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 033: *Fundamentals 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 (by appointment)
Phone: (250) 370-4519
E-mail: albano@camosun.bc.ca
Office Hours: Wednesdays from 11:00 am to 12:00 noon
Other days and times by appointment

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

Course location and times: May 6th to August 14th
Classroom: Mondays: 12:30 pm - 03:50 pm CBA 118
Wednesdays: 12:30 pm - 03:50 pm CBA 118
No classes: - Canada Day - July 1st
BC day - August 5th -

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 the basic rules of writing sentences and paragraphs. Attention is also paid to developing reading comprehension and vocabulary and to fostering interest in reading.

3. Pre-requisites

English 025 with COM 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

Students will achieve the following:

Skills and Strategies for Learning

- Develop strategies to enhance learner competence such as stress, time management & problem solving
- Manage time to set and meet goals
- Use critical thinking skills to determine validity of information
- Establish purpose for listening and/or viewing
- Engage a variety of test-taking strategies
- Employ inferential thinking skills
- Give concise, purposeful 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 & critically discuss a variety of material for cause/effect, purpose, logic, fact opinion
- Read and discuss selected short stories, articles, poetry, songs
- Draw inferences and conclusions
- Summarize short stories, articles, and audio material
- Identify and discuss point of view and appraise validity of material from own experience
- Evaluate comprehension through self-reflection & relate understanding to previous knowledge
- Recognize comparison and contrast and process analysis methods of development
- Use structural analysis (roots, affixes, syllabication, stress, compound words) to read & understand unfamiliar words
- Locate information using guide words, headings, glossary, table of contents, index, & computer menu

- Use common reference materials such as dictionary, thesaurus, atlas, & search engines

Writing

- Use a variety of processes for organizing writing: brainstorming, outlining, mapping
- Write expanded coherent paragraphs, including giving opinions with more sophisticated detail & vocabulary
- Write business letters using standard format
- Respond in writing to selected material after reading, listening and discussing
- Summarize a writing sample: short story, article
- Use a variety of simple, compound and complex sentences
- Identify and fix fragments and run-on sentences
- Use subject/verb agreement and consistent verb tense
- Use standard pronoun reference and agreement
- Use commas and apostrophes correctly
- Use a broad range of punctuation including quotation marks and semi-colons
- Edit written work
- Use a dictionary as a spelling tool

6. Required and Recommended Materials

- Student and/or instructor selected reading materials and works of literature
- *Groundwork for College Reading, Langan, John, 5th Edition*
- *Thinking and Writing: A Guide to Paragraphs and Essays* by Ray Bigauskas (provided)
- A dictionary and a thesaurus
- Loose leaf paper (a small notebook will be provided for Free writing exercises)
- 3 ring binder

7. Basis of Student Assessment

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

Portfolio Activity	1. #	2. Description
Write about yourself	1	Choose your own topic.
Reading log	10	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 &/or discussion to autobiographies and biographies. Another option is to write your own.
Paragraphs	4	Write descriptive, narrative and expository paragraphs,
Letter	1	Write a business letter.

Specific reading skill development	5 chapters	Develop active reading, build vocabulary using context clues and locate main ideas from <i>Essential Reading Skills</i> . Discuss this assignment with your instructor.
Grammar Pack	as needed	Discuss this assignment with your instructor.
Standardized test(s)	1 or more	Achieve a grade level of 10.0 in vocabulary and comprehension.

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)

All Upgrading students have are **strongly encouraged** to make use of this service.

Aboriginal Services (Education, Financial & Cultural),
 Academic Advising
 Assessment Testing
 AudioVisual Services & Equipment
 Bookstore
 Cafeterias & Restaurants
 Camosun College Student Society
 Center for Accessible Learning
 Career Resource Centre
 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 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>