



**SCHOOL OF ACCESS
ENGLISH DEPARTMENT
ENGL 092-001
Provincial English Composition
2019S**

COURSE OUTLINE

English 092 provides practice and instruction in critical reading and in planning, writing, and revising paragraphs and essays, and prepares students for college writing. English 092 combined with English 094 is equivalent to Provincial English 12. Students with a C+ in English 12 should enrol in ENGL 151.

The calendar description is available on the web @<http://camosun.ca/learn/calendar/current/web/engl.html>

- ◆ *Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.*

1. Instructor Information

(a)	Instructor:	Dr. Heidi Tiedemann Darroch (please call me Heidi)
(b)	Office Hours:	Tuesdays and Wednesdays 11-1, or by appointment
(c)	Location:	Paul 331
(d)	Phone:	TBA
(e)	Email:	DarrochH@camosun.bc.ca
(f)	Website:	D2L class site

2. Intended Learning Outcomes

Upon successful completion of this course, students will have demonstrated proficiency in the following areas:

1. Critical and Creative Thinking

- Evaluate argument for validity, reliability, currency, and objectivity
- Articulate the connections between purpose, audience, and style
- Analyze diction in a variety of non-fiction texts
- Analyze and explain the organizational methods used to develop a topic or an argument
- Recognize elements of clear communication
- Demonstrate organizational thought processes to solve problems
- Demonstrate an awareness of how communication formats influence language choices and usage
- Record, organize and store information read, heard or viewed
- Support a position by citing specific details from what has been read, heard or viewed
- Explore diverse perspectives to develop or modify one's point of view
- Assess one's own knowledge and use of language
- Assess information for completeness, accuracy, currency, relevance, balance or perspective and bias
- Analyze different presentations of the same information to reconsider positions

n) Assess ways in which language reflects and influences values and behaviour

2. Reading and Reference

- a) Cite and document sources where necessary, following major citation format conventions
- b) Evaluate the effectiveness of one's own and others' written material using criteria that include the following: plain language, coherence and organization, consistency in the application of usage conventions; relevance to argument of supporting evidence and examples; appropriateness of intended purpose and audience; attention to detail
- c) Summarize, make inferences, draw conclusions and critically evaluate
- d) Paraphrase main ideas in written material
- e) Distinguish between implicit and explicit messages
- f) Apply prior knowledge and experience to assist understanding of new material
- g) Use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet
- h) Interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
- i) Gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)

3. Written Communication

- a) Plan and write a variety of types of paragraphs and essays
- b) Integrate research material into a research paper or report using citation conventions
- c) Gather information and organize it into functional writing assignments
- d) Edit own work fully for coherence and accuracy
- e) Monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- f) Write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- g) Organize information and ideas to clarify thinking and achieve desired effect
- h) Understand and avoid plagiarism
- i) Produce writing on demand (e.g. essays, exams)

4. Speaking and Listening Skills

- a) Speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- b) Give and respond to feedback during oral presentations
- c) Collaborate and consult with others in completing communication tasks
- d) Explain the value and limitations of collaborative work
- e) Use effective presentation aids to enhance communications

3. Required Materials

- a) Text: *Essay Essentials with Readings: Seventh Edition* (Norton, Green & Dynes, 2019)
- b) A three-ring binder and lined paper
- c) Although not required, a good collegiate paperback dictionary would be useful

4. Course Content and Schedule

Class time & location: Monday/Wednesday 1:30-4:20PM in Young 219

Please complete the readings and homework **before** the class for which they are assigned; you will need your course text in class.

Date	Topics and assigned readings	Assignments and in-class writing activities
May 6	Audience and purpose <ul style="list-style-type: none"> • Levels of formality • Professional communications • Academic research communities: research, writing, and citations Academic honesty expectations	Diagnostic writing exercise Introduction to academic writing conventions: Analysis exercise in small groups
May 8	Reading to summarize: <ul style="list-style-type: none"> • Thesis and topic sentences • Transitions • Distinguishing claims and evidence Effective paragraph structure and organization Comma usage	In-class writing: practice summary paragraphs Punctuation exercises Readings: Chapter 1: Understanding the Audience, Understanding Yourself (pp. 8-16) Chapter 9: Summarizing (pp. 114-118) Chapter 25: Punctuation (pp. 398-406)
May 13	Summarizing (continued) Introducing and integrating quotations Sentence structure; sentence fragments; run-on sentences; misplaced and dangling modifiers Persuasive essay assignment	In-class assignment: Summary of a short article (45 minutes; 10%) Sentence structure exercises Readings: Chapter 7: Understanding the Paragraph (pp. 88-101) "Farming it Out" (pp. 292-298) Chapter 23 (pp. 326-336)
May 15	Critical analysis and argumentation Sentence combining Drafting an essay	In-class discussion and writing: analyzing reasoning and rhetorical appeals Readings: Chapter 5: Developing the Main Points and Writing the Thesis Statement (pp. 66-80) Chapter 11: Analytical Writing (pp. 123-136) Chapter 23 (pp. 336-357)
May 20	Holiday Monday	No class meeting Work on your persuasive essay

May 22	Critical analysis and argumentation (continued) Subject-verb agreement	In-class critical analysis of a short article (75 minutes; 500-600 words; 15%) Readings: Chapter 12: Persuasive writing (pp. 137-148) Chapter 13: Argumentation (pp. 149-158) Chapter 23 (pp. 357-361) Chapter 24 (pp. 362-370)
May 27	Introduction to academic research Research project assignment guidelines Passive and active verbs Verb shifts Pronoun usage and errors	Persuasive essay due by noon via D2L Dropbox submission (600-750 words, 15%) Grammar exercises Reading: Chapter 24 (pp. 370-397)
May 29	Developing research questions Identifying and assessing sources for credibility Writing an annotated bibliography	In-class writing: research questions and brainstorming Readings: Chapter 15: Preparing for Research and Choosing a Research Method (pp. 172-180) Chapter 22: Academic and Workplace Posters and Portfolios (pp. 259-261)
June 3	Scholarly protocol and ethics, including Camosun's academic honesty policy Citation methods and format	Reading: Chapter 17: Documenting Your Sources (pp. 188-218; we will be using APA citation, so you can skip the sections on MLA) In-class writing: APA Workbook (see D2L link)
June 5	Developing a tentative thesis and refining your argument	In-class research proposal (45 minutes; 5%) Annotated bibliography due with the proposal (10%) Readings: Chapter 5: Developing the Main Points and Writing the Thesis Statement (review)
June 10	Individual and small group research meetings	Please see D2L for your appointment time Reading: Chapter 18: Choosing the Right Words (pp. 220-234)
June 12	Incorporating research sources effectively Drafting your work	Bring notes/draft to class Reading: "Using Technology to Fight Depression" (pp. 306-310)

June 17	Revision and editing strategies	Bring draft to class Readings: Chapter 19: Rewriting Your Work (pp. 235-242) Chapter 20: Editing and Proofreading Your Work (pp. 243-248)
June 19	Finishing up	Student research presentations Peer review of the research project Research project due via D2L Dropbox submission on June 20th by 5PM

The final day of term is June 22nd; late work must be submitted by 5PM.

5. Basis of Student Assessment (Weighting)

(a) Assignments

In-class summary (May 13; 45 minutes; 250-300 words): 10%

In-class critical analysis (May 22; 60 minutes; 500-600 words): 15%

Persuasive essay (due May 27; 700-800 words): 20%

Research project

 Annotated bibliography (due June 5; citations and annotations for 3 sources): 10%

 In-class proposal (June 5; 250-300 words): 5%

 Research presentation and individual meeting: 5%

 Final project (due June 20; 1200-1500 words): 25%

(b) Other

Class work, including short writing, editing, and discussion exercises: 10%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist You to Succeed Throughout the Course

English Help Centre (EHC) – <http://camosun.ca/services/help-centres/>

The EHC provides one-on-one support for writing.

Centre for Accessible Learning (CAL) – <http://camosun.ca/services/accessible-learning/>

CAL provides services and educational accommodations with students with a documented disability.

8. College Supports, Services and Polices



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.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.
It is the student's responsibility to become familiar with the content of this policy.
The policy is available in each School Administration Office, at Student Services,
and the College web site in the Policy Section.

A. 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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

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 E-1.5 at 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

9. Course Policies and Expectations

Welcome! I look forward to working with all of you this term.

(a) What you can expect from me:

An inclusive and respectful learning environment that supports diverse needs:

- I will offer a respectful response to the ideas you express verbally and in writing
- I will strive to offer classes that are productive, interesting, and useful
- I will supply feedback to help you develop your academic reading, writing, and research proficiency
- I will be available for individual consultations during office hours, or by appointment, and I encourage you to see me to discuss the course readings and your writing
- I will be accessible via email to answer brief questions or to set up appointments (Extended discussions are more manageable in person)
- I welcome the participation of students with diverse learning needs: please let me know how I can help support your learning

(b) What I expect from you:

- Consistent attendance is fundamental to succeeding in this course; please contact me if you are absent due to illness or personal concerns
- Careful preparation for class includes completing readings and assigned homework before class
- Please bring the course text with you, as well as pen and paper (we will frequently have in-class writing activities)
- Plan to take daily notes on class readings and discussions
- Expect to engage in a range of class activities, including discussion, writing, editing, and peer review
- Be aware that you are responsible for making up missed classes, including by reviewing the materials posted to D2L and by seeking notes from classmates
- Use technology **only** for the purpose of supporting your learning in class; please refrain from texting and other uses of technology that research suggests have a negative impact on the learning environment, and be prepared to turn off devices and put them out of sight upon request

- Model respectful conduct toward the class, including willingness to be open to diverse opinions and views and to respond thoughtfully

Requires for completion and submission of course assignments:

- Completion of all major assignments (e.g., the summary, critical analysis, persuasive essay, and research project) is **mandatory** in order to successfully complete the course
- In class we will review Camosun's academic honesty policies, which include the following expectations:
 - All of the writing that you submit for grading was composed by you
 - Each of your writing submissions is original work produced for this course and not previously (or subsequently) submitted for credit in another course
 - Any uses of the words or ideas of other people have been acknowledged, including instances where you have put another author's ideas in your own words
- Assignment completed at home will be submitted via the course D2L page using the Dropbox feature; a .doc/.docx file submission is required (a free Office 365 subscription is available: <http://camosun.ca/services/its/other-services.html>)
- Requests for extensions or make-up assignments due to illness or other personal circumstances must be sent via email and as soon as feasible; please be prepared to document your request with medical or other supporting material
- Late assignments will be penalized at the rate of 5% per day for one week; after one week, assignments will receive a mark (with the 25% late penalty) but no comments
- Please retain a copy of all of your assignments, including graded assignments
- All course work must be completed and submitted by June 22 (the last day of the seven-week spring term)