



CAMOSUN COLLEGE
School of Access
English Language Development

ELD 092—004
Provincial English Composition
Winter 2019

COURSE OUTLINE

Calendar Description is available @
<http://camosun.ca/learn/calendar/current/web/eld.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Aleah Gustafson
(b) **Office hour** 10:45 to 11:30 AM Tuesday and Thursday or by appointment
(c) **Location** Ewing 203
(d) **Phone** 250-370-3675
(e) **E-mail** gustafsona@camosun.bc.ca Email is the best way to contact me.
(f) **Website** n/a

2. Intended Learning Outcomes

- 1. Critical and Creative Thinking.** Students will:
- evaluate argument for validity, reliability, currency, and objectivity
 - analyze diction in a variety of non-fiction texts
 - **analyze and explain the organizational methods used to develop a topic or an argument**
 - articulate the connections between purpose, audience, and style
- 2. Reading and Reference.** Students will:
- access and use the resources of libraries, the Internet, and other electronic media to gather information for research
 - cite and document sources where necessary, following MLA conventions
- 3. Written Communication.** Students will:
- plan and write a variety of types of paragraphs and essays
 - integrate research material into a research paper or report using MLA conventions

- edit written work for content, structure, grammar, punctuation, and usage
- choose words appropriate to style and audience
- use transitions to connect main and supporting points
- vary sentences

4. Speaking and Listening Skills. Students will:

- speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations
- give and respond to feedback during oral presentations
- collaborate and consult with others in completing communications tasks
- explain the value and limitations of collaborative work

3. Required Materials

(a) Texts: ELD 092 Course Pack by Karyn Marc Zack

(b) Other: N/A

4. Course Content and Schedule

Class Hours: 11:30-1:50 Tuesdays and Thursdays

Classroom: Tuesdays (11:30-12:50) and Thursdays (11:30-1:50): Young 220

Computer Lab: Tuesdays: 1-1:50 Ewing 110

Course Description:

This course focuses on instruction and practice in the writing of paragraphs, summaries, and essays, and will prepare non-native speakers of English for college-level writing. The different basic essay styles or categories (rhetorical modes) and the methods of development within essays will be examined through critical and analytical reading of selected texts by professional and successful student writers. Students will use these essay styles and methods of development to develop strategies to organize their own ideas into unified, coherent compositions which present and develop a thesis. Ultimately students will produce a major persuasive (argument) essay and a documented research paper. In addition to the study of rhetorical modes, certain recurring grammatical errors, especially those sentence-level errors common to second language students at this level, will be examined.

Active participation and Independent Learning

An important part of learning is to be actively engaged in the course. This means that students participate not only by attending classes, but also by being actively involved with the instructor and other students in the course.

In addition to in-class work with the instructor and homework completed outside of class, students will also work in small groups or individually to carry out writing-related activities and assignments, such as peer reviews of writing assignments. Instructors regularly schedule Independent Learning sessions during class hours, and participation in these sessions will form part of the final grade in the course.

The writing process

Good writing does not just happen. The best writers spend a great deal of time thinking, planning and organizing, writing, revising, re-writing, and editing. All of this requires time and attention. Therefore, much of the writing process will take place out of the classroom. However, since successful academic performance also requires thinking and writing effectively under time constraints, we will also do in-class, time-controlled writing exercises in preparation for exam writing in future courses.

Reading

Extensive, critical reading is essential to good writing. Good readers are usually good writers. Reading a variety of challenging materials is essential to improve your writing in terms of content, language, and style. Practice in reading comprehension, both literal and inferential, along with exposure to various examples of writing will be provided through:

- Reading, evaluating, and discussing selected writing samples
- Peer review and peer evaluation of drafts of your own writing

Course objectives

This course is specifically aimed at the development of advanced academic writing competence in students who are non-native speakers of English and who, at entry, are at a level equivalent to completion of Grade 10. The goal of this course is the achievement of the specific structural and linguistic skills required to organize and develop effective writing at the college level. You will also learn the research and documentation strategies needed for college writing.

Upon achieving a sufficient level of achievement (minimum 60%), the student:

- Achieves Grade 12 English equivalency when ELD 094 is also completed, and meets the criteria of admission to English 150 (a minimum grade of C in both ELD 092 and 094)
- Demonstrates the ability to cope with the writing requirements of college-level academic courses including:
 - Long and short format answers used in test writing
 - Thesis-based compositions, using expository and persuasive modes and varied analytical methods of development
 - Research papers, including basic research strategies and proper documentation and citation of sources (MLA style)

5. Basis of Student Assessment (Weighting)

Evaluation

In-class Descriptive Essay	/15
Grammar Tests (2-3 tests)	/30
In-class Expository Essay	/30
In-class Reading and Summary Assignments	/25
In-class Persuasive Essay	/30
Research Project	/45
Independent Learning Assignments	/25

Total

200 marks

All assignments must be completed to fulfill the requirements of this course. Except in cases of verified illness and other legitimate reasons, **all assignments must be handed in on the due dates** at the **beginning** of class in which they are due.

Late assignments will not be accepted without a valid reason. If you have a valid reason that makes it impossible for you to hand in an assignment on time, you must decide for late submission with the instructor **before the due date**.

All assignments must be neatly done, double-spaced, stapled, and written on one side of the paper. Essays completed out of class should be typed.

Length of Time in 092

Because students vary widely in their abilities, it may take some students more than one term to complete the 092 level in order to meet the criteria for entry into English 150.

Notes

1. The ELD Department has an Academic Progress and Attendance Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy.
2. Regular attendance of at least 80% is necessary to perform adequately in this course. If you attend regularly and work consistently at your English both in class and out of class, you will make progress.
If you know that you will be absent due to family or health reasons, please inform the instructor by phone, e-mail, or through another student. Then, it may be possible to negotiate extensions for assignments if needed.
3. An "I" grade will be assigned when a student has been unable to complete the requirements of the course due to hardship or other circumstances such as illness or death in the family. Extension of deadlines may be negotiated, **provided the student has made every effort to keep the instructor informed.** Course requirements must be completed within 6 weeks or the "I" grade will be changed to an "F".

4. Students whose future career goals do not require a "C" standing may be awarded a "D" grade (Minimum passing grade to receive credit for this course). For students entering other programs or courses at the college, a minimum "C" grade in both ELD 092 and 094 is the usual prerequisite. Some programs may require a higher grade; therefore, students should ensure that they have the necessary prerequisites for entry to such programs.
5. Except in cases of verified illness or other legitimate reasons, all assignments must be handed in when due and all in-class assignments must be done on the specified date. Failure to complete assignments on time during the term will result in a loss of up to 10% of the grade per late day per assignment.
6. Academic Honesty: All assignments must be written entirely by the student. Work that is copied from another person or source without proper citing of sources or done in whole or in part by another person is plagiarism – the theft of another person’s ideas and work.
Plagiarized work will result in a zero grade for the assignment. In extreme cases, plagiarism will result in a failing grade for the course.
 This policy is in accordance with the Camosun College Calendar –Student Conduct section <http://camosun.ca/about/policies/policies.html>.

6. 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

7. Recommended Materials to Assist Students to Succeed Throughout the Course: English/English Dictionary and thesaurus

8. 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 two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

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.