



**SCHOOL OF ACCESS
ENGLISH DEPARTMENT
ENGL 092-003
Provincial English Composition
2019W**

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.

The calendar description is @<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

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| (a) | Instructor: | Dr. Heidi Tiedemann Darroch (please call me Heidi) | |
| (b) | Office Hours: | Tuesdays 10-11 and Wednesdays 4:30-5:30 (please drop by) | |
| (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
- 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

Essay Essentials with Readings: Enhanced Sixth Edition (Norton, Green & Dynes, 2016)

A good dictionary

4. Course Content and Schedule

Class time & location: 11:30-12:50 Tuesdays (Fisher 306) and Thursdays (Wilna Thomas 102)

| Date | Topics | Readings, Assignments and Activities |
|---------------|--|--|
| January 8/10 | Academic reading, writing and research | Diagnostic writing exercise "Understanding the Elements of Good Writing" (pp. 8-48, but skip the exercises—we will complete some in class) |
| January 15/17 | Understanding audience, genre, and purpose | "Summarizing" (pp. 116-120) "Paraphrasing" (pp. 120-123) |

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| | <ul style="list-style-type: none"> Summarizing Academic citations Non-academic summaries of academic research | <p>"Late Pleistocene human skeleton and mtDNA link Paleoamericans and modern Native Americans" (D2L)</p> <p>"Grim Discovery Sheds New Light on When Humans Came to America" (D2L)</p> <p>Film clip: "Naia" discovery in Hoyo Negro</p> <p>Paragraph (Jan. 17): Summary</p> |
| January 22/24 | <p>Rhetorical modes</p> <ul style="list-style-type: none"> Telling stories Creating images <p>Introducing, integrating, and citing quotations</p> | <p>"Understanding the paragraph" (pp. 86-101)</p> <p>"Description" (pp. 180-182)</p> <p>"Narration" (pp. 182-183)</p> <p>"Quoting" (pp. 123-130)</p> <p>Kate Chopin's "The Story of an Hour" (D2L)</p> <p>Film clip: Neil Gaiman's "Make Good Art"</p> <p><i>Over the next two weeks, please skin the Workbook (pp. 324- 447)</i></p> <p>Paragraph (Jan. 24): Description/narration</p> |
| January 29/31 | <p>Sentences: Structure and style</p> <p>Grammar and punctuation brush-up</p> <ul style="list-style-type: none"> Types of sentences Common sentence-level errors Common grammar errors Punctuation Punctuation conventions for quoting | <p>Continue reading the Workbook (pp. 324-447)</p> <p>In-class exercises (don't forget the text!)</p> |
| February 5/7 | <p>Paragraph structure and organization</p> | <p>"Writing introductions and conclusions" (pp. 102-112)</p> <p>"Developing unity, coherence, and tone" (p. 143)</p> <p>Mid-term (Feb. 7)</p> |
| February 12/14 | <p>Rhetorical patterns</p> | <p>"Analytical writing" (pp. 165-171)</p> <p>"Classification and division" (pp. 175-176)</p> <p>"Example" (pp. 183-184)</p> <p>"Comparison and contrast" (pp. 188-189)</p> <p>Paragraph (Feb. 12): Compare and contrast</p> |
| February 19/21 | <p>Reading Break</p> | |
| February 26/28 | <p>The art of persuasion: Argument and critical analysis</p> | <p>"Argumentation" (pp. 194-198)</p> <p>"Beginning the writing process" (pp. 50-84)</p> <p>Paragraph (Feb. 28): Critical analysis</p> |
| March 5/7 | <p>Revision processes</p> <p>Effective peer feedback</p> | <p>"Undertaking the revision process" (pp. 265-280)</p> <p>Draft of persuasive essay needed in class March 5 for revision and editing</p> <p>Three copies due in class on March 7th for peer review</p> |

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| | | Persuasive essay due via D2L submission March 12th by 5PM |
| March 12/14 | Academic research: Locating, evaluating, and using sources <ul style="list-style-type: none"> • Print and online sources • Computer lab session (arrange your own time) | “Preparing for research and choosing a research method” (pp. 206-213) “Formatting a research paper” (pp. 214-220) “Documenting your sources” (pp. 221-222) “The APA style” (pp. 237-250) APA workbook (D2L link) |
| March 19/21 | Research | Essay proposal (March 19) Annotated bibliography (March 19) Research meetings (March 21) |
| March 26/28 | Drafting the research project | Research meetings (March 26) Student research presentations (March 28) |
| April 2/4 | Revising the research project | Student research presentations (April 2) Peer review (April 4) |
| April 9/11 | Completing the research project and considering next steps | In-class self-assessment (April 9) Research paper or project due (April 9) In-class final test (April 11) |
| April 13 | Last day of term | All course work must be submitted |

Please note that students who have not completed all of their course work by April 13 will receive an interim grade of Incomplete (I); to complete the course successfully *all* assignments must be submitted for grading.

5. Basis of Student Assessment (Weighting)

(a) Assignments

In-class paragraphs (4 @ 5% each; the best three count): 15%

In-class midterm test (70 minutes): 10%

In-class final test (70 minutes; critical and rhetorical analysis of a sight article): 10%

Persuasive essay (completed at home):

 Draft and peer review: 5%

 Final version: 10%

Research project

 Annotated bibliography: 5%

 In-class proposal and oral presentation: 5%

 Peer review and research meeting: 5%

 Final project: 20%

Self-assessment of academic reading, writing, and research skills: 5%

(b) Other

Participation in class, including writing and editing exercises: 10%

Submitting assignments:

- Assignments completed at home are to be submitted online by 5PM on the due date through our class D2L site. I will review with you how to upload your assignments and access your feedback files.
- Assignments written in class must be completed on the appropriate date unless there are extenuating circumstances; please document illnesses or emergencies. Only **3 of the 4** paragraphs written in class will count toward your final grade, but no make-ups will be scheduled.

Academic integrity:

- Academic writers are expected to present original work and to attribute full credit for any ideas and quotations that are drawn from their research sources. We will review Camosun's policies on academic integrity in class and we will talk about how to select, integrate, and cite sources. You are always welcome to check with me if you have questions.

Late and missing assignments:

- Late assignments will be penalized at the rate of 10% and will not be accepted after one week unless there are extenuating circumstances, which you may be asked to document.
- To complete the course, you must submit all of the assignments. The final research project will not be graded until the annotated bibliography and proposal have been completed.

6. Grading System**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 |

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 camosun.ca 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.) |

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



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.

8. 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:

Active participation and assistance fostering a positive classroom climate for everyone:

- Timely and consistent attendance
- Preparation for class: please complete readings before class, and bring the course text with you, as well as pen and paper (we will frequently have in-class writing activities)
- Engagement in class activities, including participation in discussion, writing, editing, and peer review
- Responsibility for making up missed classes: since you may miss a class due to illness or other unforeseen event, it's wise to have a "buddy" system set up with one or more classmates
- Respectful conduct toward the class: please avoid late arrivals/early departures, creating distractions with technology, and other conduct that may detract from our class sessions
- Appropriate use of technology for the purpose of supporting your learning in class (e.g., you are taking notes or accessing readings); 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
- Willingness to be open to diverse opinions and views and to respond thoughtfully