

**Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here**



"We need mystery," she said. "Creator in her wisdom knew this. Mystery fills us with awe and wonder. They are the foundations of humility, and humility, grandson, is the foundation of all learning. So we do not seek to unravel this. We honour it by letting it be that way forever"

– Richard Wagamese In Indian Horse.

## ***School of Access: Academic and Career Foundations Department***

### **ENGL 021 S01 Fundamental English 1 Course Outline FALL 2019**

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  
**Phone:** (250) 370-4915  
**E-mail:** [albano@camosun.bc.ca](mailto:albano@camosun.bc.ca)  
**Office Hours:** Tuesdays and Thursdays from 8:00 to 8:30  
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 3<sup>th</sup> to December 9<sup>th</sup>

**Classroom:** CBA 106  
**Tuesday and Thursdays** 8:30 am - 11:20 am

**No classes:** - October 14 - Thanksgiving Holiday  
November 11 - Remembrance Day

#### **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 sound and letter patterns; developing sight, personal and functional reading vocabulary; reading stories and practicing beginning sentence writing skills to promote the advancement of literacy.

## 3. Pre requisites

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

*At completion of the course students will be able to:*

### ***Skills and Strategies for Learning***

- Identify short and long term personal literacy goals
- Work with help and independently
- Receive and respond to feedback
- Participate in group discussions and activities
- Develop some awareness of personal learning strengths
- Organize work for ready access, with help

### ***Pre-Reading***

- Recognize, count and sequence individual sounds in a carefully spoken word
- Identify rhyming words
- Name the letters in alphabetical order
- Recognize/give the sounds of the letters
- Recall and name initial consonant sounds in words
- Name some common symbols such as &, \$

### ***Pre-Writing***

- Hold/use pencil/pen comfortably and adjust paper as needed

Orient on page: left to right, top to bottom, lines, margin, double-spacing, indentation

## ***Reading***

### ***Phonics Development***

Hear and read short vowel sounds  
Read regular consonant-vowel-consonant (CVC) words including some with endings  
Read some long vowel words, CVC and e  
Read simple consonant blends

### ***Vocabulary Development***

Read 100-150 basic and personal sight words, including some functional words  
Read simple sentences, experience stories and paragraphs with common sight and CVC words

### ***Comprehension Development***

Describe the sequence of a simple story  
Answer literal questions about a simple story  
State opinions on readings

## ***Writing***

### ***Letter and Word Sense***

Print the alphabet: upper and lower case letters  
Print or write own name, address and phone number  
Print or write CVC words and 50-75 sight words

### ***Sentence Sense***

Copy short sentences  
Complete sentences by adding subject or verb  
Recognize and use period and question mark  
Use capitals for beginning a sentence or copying names  
Give sentence answers to questions and use words and phrases in the questions  
Dictate and copy language experience stories

## **6. Required and Recommended Materials**

- *Gage Canadian Dictionary*
- *Roget's Thesaurus*
- *The Active Reader by Linda Kita-Bradley*
- Instructor-selected materials
- Student-selected materials

- three ring binder and loose paper

## 7. Basis of Student Assessment

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

<b>Portfolio Activity</b>	<b>#</b>	<b>Description</b>
Alphabet		Read letters, sounds, short vowel sounds, consonant blends.
Reading Vocabulary		Read up to 150 words.
Stories and Paragraphs	4	Read and describe the sequence and details of a simple story or paragraph. Give opinions on readings.
Personal Stories	4	Dictate and then copy language experience stories.
Alphabet		Write upper and lower case letters.
Vocabulary		Write up to 75 words.
Sentences	Varies	Develop sentence writing skills and sentence awareness with cloze exercises and writing sentence answers.
Punctuation	Varies	Use periods and question marks in writing.
Capitalization	Varies	Use capitals for beginning sentences and for names.

## 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)

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  
Center for Accessible Learning  
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>