

**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 022 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>rd</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

A focus on expanding vocabulary, developing reading fluency, giving opinions about readings, brainstorming to generate ideas and writing sentences and short messages and paragraphs promotes 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
- Ask for help when needed and shift to other tasks while waiting for help
- Participate in group discussions and activities
- Begin to employ strategies for learning and remembering
- Identify and implement time management practices to complete work
- Look up words for spelling and meaning in dictionary and glossary

### ***Computer Skills (Recommended)***

- Perform basic word processing skills: open program, type, and save documents
- Name computer hardware components

### ***Reading***

- Vocabulary and Phonic Development
- Read 150-300 personal and functional words
- Use phonics to decode unknown words
- Use phonics and context clues in reading simple passages

## Comprehension Development

- Read simple passages and stories with some fluency
- Read and follow simple written directions
- Identify main idea, character(s) and events from readings
- State opinion on readings

## Writing

### Word Sense

- Write some consonant-vowel-consonant (CVC) words with basic suffixes
- Write CVC and e words
- Write approximately 150 sight words

### Sentence Sense

- Print or write complete sentences
- Use end punctuation
- Use capitals for proper nouns
- Use assigned vocabulary in sentences
- Write sentence answers to questions about readings: who, what, when, where and why

### Ideas and Beginning Paragraphs

- Participate in brainstorming to generate writing
- Print or write short messages and paragraphs

## 6. Required & Recommended Materials

- a. *Gage Canadian Dictionary*
- b. *Roget's Thesaurus*
- c. *The Active Reader, Book 2, By Linda Kita-Bradley, Grass Roots Press, 2011*
- d. Instructor selected reading materials
- e. Student selected reading materials
- f. 3 ring binder and loose leaf paper

## 7. Basis of Student Assessment

Students will build a portfolio of their work to be used as an evaluative tool in the assessment of their progress in the course.

Portfolio Activity	#	Description
Reading Vocabulary		Read up to 300 personal and functional words.
Stories and Passages	6	Read and describe the main idea, details and character(s) of stories and passages. Give opinions on readings.
Beginning Paragraphs and Messages	6	Brainstorm to generate short messages and beginning paragraphs.

Vocabulary		Write up to 75 words including words with basic suffixes and silent e. Use assigned vocabulary in writing.
Sentences		Write sentence answers to questions about readings: who, what, when, where, why.
Punctuation		Use periods, question marks and exclamation marks in writing.
Capitalization		Use capitals for proper nouns.

## 8. Grading System

Competency based grading system

Grade	Description
<b>COM</b>	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
<b>DST</b>	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
<b>IP</b>	IN PROGRESS. The student has not yet met the goals, criteria, or competencies established for this course, practicum or field placement.

Students with a record of poor attendance, OR poor progress may be restricted from re-registering in Academic and Career Foundations Department courses.

## 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>