Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ 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.

CAMOSUN
COLLEGE

School of Access: Academic and Career Foundations Department

ENGL 023 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

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1. Instructor and Course Information

Instructor: Mice Albano
Office: CBA 110
Phone: (250) 370-4915
E-mail: 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 3th to December 9th

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

English 023 focuses on promoting literacy skills in reading by developing purposeful reading strategies, using context clues, and employing critical thinking skills. Writing literacy is developed through using paragraph format and practicing strategies to learn new words..

3. Pre requisites

022 or 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
- Move on to other tasks while waiting for help
- Attend to and participate in group discussions and activities
- Continue to develop some awareness of personal learning strengths
- Use mnemonic strategies
- Use time management skills to meet assigned deadlines and complete homework

Computer Skills *(Recommended)*

- Learn word processing skills to complete some writing assignments
- Name computer hardware components

Reading

Vocabulary and Phonic Development

- Expand sight and functional vocabulary
- Read and accurately sound out words using a variety of word attack skills
- Demonstrate strategies for learning and remembering words
- Recognize and use antonyms, synonyms and homonyms
- Apply dictionary skills to find meanings

Comprehension Development
- Pre-read and self-question: Do I understand?
- Begin to use context clues
- Identify subject, main idea, details and sequence of a short passage
- Summarize short passages
- Apply critical thinking skills to identify fact versus opinion

Writing
Communication
- Copy short messages and text (phone, class notes) accurately
- Complete a variety of simple forms and documents

Grammar and Expression
- Identify subject and verb in a simple sentence
- Correctly use simple past, continuous, present and future verb tenses in simple sentences and paragraphs
- Write capitals for proper nouns
- Use compound words and contractions
- Apply dictionary skills to find spelling

Writing Process and Paragraphs
- Generate, organize and write ideas
- Write complete simple sentences
- Use paragraphs format: topic sentence, supporting details and conclusion

6. Required & Recommended Materials
   a. *Gage Canadian Dictionary*
   b. *Roget's Thesaurus*
   c. *The Active Reader, Book 3, By Linda Kita-Bradley, Grass Roots Press, 2011*
   d. Vocabulary Boosters 2 by Susan Rogers, Grass Roots Press
   e. Student and 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	In exercises and/or in writing	Read and use antonyms, synonyms and homonyms and use strategies to learn new words.
Dictionary Skills	On-going	Use a dictionary for finding meanings and for locating spellings.
Stories and Passages	6 responses	Give written and oral responses to readings of stories and passages, including identifying main idea, details, sequence and fact versus opinions.
Forms and documents	Complete 2	Complete forms and documents.
		.

Beginning Paragraphs	Write 4	Use the writing process to generate and organize ideas and to write beginning paragraphs.
Punctuation and Capitalization	In exercises and/or in writing	Use end punctuation and capitalization in writing.
Vocabulary	In exercises and/or in writing	Use compound words and contractions in writing.
Grammar	In exercises and/or in writing	Use a variety of verb tenses in writing Identify subjects and verbs in simple sentences.

Assessment: Complete 1 or more. Achieve a score of level 4-5 or higher on the Canadian Adult Reading Assessment (CARA) or an equivalent score on a standardized reading test

8. Grading System

Competency based grading system

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.
IP	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
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 Navigators
    Student Employment Services
    Student ID/Library Cards/U-Pass
    StudentBus Pass
    Wireless networking
    Women's Centres

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