



CAMOSUN COLLEGE
School of Access
Department of English

English 092-001
Provincial English Composition
Fall, 2019

Class Dates: Mon., Tu., Wed., Th.: 8:30-9:50am
Class Location: F262

COURSE OUTLINE

English 092 provides practice and instruction in critical reading and in planning, writing and revising paragraphs and essays. The course prepares students for college writing. English 092, combined with English 094, is equivalent to Provincial English 12.

The calendar description is available on the web
@<http://camosun.ca/learn/calendar/current/web/engl.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	Jane Dillon-Davis
(b) Office hours	Thirty minutes after class (10:00-10:30am). or as needed
(c) Location	Paul 339
(d) Phone	N/A Alternative:
(e) E-mail	dillondavisj@camosun.bc.ca
(f) Website	N/A

2. Intended Learning Outcomes

Upon successful completion of this course a student will be able to

1. Critical and Creative Thinking.
 - a) evaluate argument for validity, reliability, currency, and objectivity
 - b) articulate the connections between purpose, audience, and style
 - c) analyze diction in a variety of non-fiction texts
 - d) analyze and explain the organizational methods used to develop a topic or an argument
 - e) recognize elements of clear communication
 - f) demonstrate organizational thought processes to solve problems
 - g) demonstrate an awareness of how communication formats influence language choices and usage
 - h) record, organize and store information read, heard or viewed
 - i) support a position by citing specific details from what has been read, heard or viewed
 - j) explore diverse perspectives to develop or modify one's point of view
 - k) assess one's own knowledge and use of language
 - l) assess information for completeness, accuracy, currency, relevance, balance or perspectives and bias
 - m) analyze different presentations of the same information to reconsider positions
 - n) assess ways in which language reflects and influences values and behavior

2. Reading and Reference
 - a) cite and document sources where necessary, following MLA 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 MLA 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

Text: *Essay Essentials* (7th edition)

4. Course Content and Schedule

English 092-001 Fall, 2019	Tentative Schedule (Fall, 2019): Coverage and Assignments (Page references are for <i>Essay Essentials</i> (7th edition))
Week 1: Sept. 3-5	Course Outline and Introductions Audience, Purpose, Tone, Style: “Three Passions”; “Okefenokee Swamp” (handouts) The Parts of an Essay: “Failing Better” (4-5); “On-the-Job Training” (134-135) Grammar: “Cracking the Sentence Code” (327-333): subjects, verbs, phrases, prepositional phrases, clauses, independent clauses, dependent clauses, types of sentences. Readings: TBA Paragraph Assignment (due Sept. 9)
Week 2: Sept. 9-12	Paragraph due Monday, Sept. 9 Grammar: “Cracking the Sentence Code” cont’d. Grammar Quiz #1: Sept. 11 Writing a Summary (114-118) Summary Assignment due Thursday, Sept. 12) Readings: TBA
Week 3: Sept. 16-19	Grammar: Sentence Fragments (336); Parallel Structure (353) Grammar Quiz #2 Wednesday, Sept. 18 Writing an Essay: <ul style="list-style-type: none"> • Choosing a Subject • Brainstorming Questions (59) • Writing the Thesis (68) • Organizing Points (66) • Writing an Outline: <ol style="list-style-type: none"> 1. The Five-Paragraph Essay 2. Comparison Contrast Essay Short Essay Assignment #1 (due Sept. 23) Readings: TBA
Week 4: Sept. 23-26	Essay #1 due Sept 23 Grammar: Parallel Structure (353); Run-On Problems (342) Grammar Quiz #3 Wednesday, Sept. 25 Essay Instruction cont’d.: Building an Argument (149) “A City for Students” (153) Short Essay #2 assigned due Sept. 30 <ul style="list-style-type: none"> • Topic: Social Media • Readings: TBA • Proposition as Thesis • Using Secondary Sources • Integrating Quotes • MLA Documentation
Week 5: Sept. 30-Oct 3	Essay #2 due Monday, Sept. 30 Grammar: Punctuation (Comma (398); Semicolon (407); Colon (410); Apostrophe (432) Grammar Quiz #4 RESEARCH ESSAY due Oct. 17 (last class) LIBRARY ORIENTATION date TBA Group Project and presentation: Readings assigned: <ul style="list-style-type: none"> • “Embraced by the Needle” (284) • “Labouring the Wal-Mart Way” (282) • “No Sweat” (286)

	<ul style="list-style-type: none"> • “Farming it Out” (292) • “A Deafening Silence on Aboriginal Issues” (299) • Other: TBA
Week 6: Oct. 7-10	Grammar: Punctuation cont’d. Grammar Quiz #5 Group Project and Presentation Preparation Research Essay Help Sessions
Week 7: Oct. 15-17	Final Grammar Test: Tuesday, Oct. 15 Summary #2 Tuesday, Oct. 15 Presentations: Wednesday, Oct. 16 Final Reading Test: Thursday, Oct 17 RESEARCH ESSAYS due Thursday, Oct. 17

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

Assignment	Weighting
Paragraph	5%
Summary #1	5%
Summary #2	10%
Essay #1	15%
Essay #2	15%
Grammar Tests	10%
Group Project	5%
Final Test	15%
RESEARCH ESSAY	20%
TOTAL	100%

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

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.