



CAMOSUN COLLEGE
School of Access
Department of English

English 092-D01
Provincial English Composition
Summer, 2020

Class Dates: May 4-June 20
Class Location: Online

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	Online TBA	
(c) Location	N/A	
(d) Phone	TBA	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) with Readings by Rhonda Dynes, Sarah Norton, and Brian Green

Please purchase the ebook from Nelson Publishing before class begins May 4, 2020. Click on Text Book or paste the url into your browser.

[Text Book](#)

https://www.nelson.com/catalogue/productOverview.do?Ntt=9780176721282||126804404192041457014661043721326272&N=197&Ntk=nelson%7C%7CP_EPI&Ntx=mode+matchallpartial

4. Course Content and Schedule

English 092 online	SCHEDULE: Coverage and Assignments Summer, 2020 Page references are for <i>Essay Essentials</i> (7 th edition)
Week 1: starts May 4	Course Outline and Introductions Grammar: "Cracking the Sentence Code" (327-336) Introducing the Five-Paragraph Essay "Mystic Vale": Style Analysis: Audience, Purpose, Tone Readings: "Failing Better" (4-5), "Labouring the Walmart Way" (282), "On-the-Job Training" (134-135), "Fleeing Facebook" (online) Homework due: May 10: Paragraph (Topics TBA)
Week 2: starts May 11	Grammar: "Solving Sentence-Fragment Problems" (336-342) Types of Sentences, Phrases and Clauses How to Write a Summary (114-118) Readings for Review: "The Perplexing Willingness to Ignore Reality"; "Embraced by the Needle" (284-286); "No More Classes, No More Books: Online vs. Traditional Schooling" (311-313) Homework due: May 17: Summary 1; Grammar Quiz 1 open-book
Week 3: starts May 18	Grammar: "Solving Run-On Problems" (342-345) Summarizing an Article: Guidelines; Summary #2 assigned How to Write the Five-Paragraph Essay (50-86); Choosing a Subject; Brainstorming Questions (59); Writing the Thesis (68); Organizing Points (66); Writing the Outline (81). Short Essay: Topics assigned Homework due: May 24: Summary #2; Grammar Quiz 2 open-book
Week 4: starts May 25	Grammar: "The Parallelism Principle" (353) Building an Argument (149-153) Readings: "A City for Students" (153); "I used to think that social media was a force for good"; "Using Technology to Fight Depression" (306) RESEARCH ESSAY: Topics assigned Homework: due: May 31: Short Essay; Grammar Quiz 3 open-book
Week 5: starts June 1	Grammar: Punctuation: comma (398-406); semi-colon (407-409); colon (410-412); apostrophe (432) Building an Argument cont'd. RESEARCH ESSAY PREPARATION: Academic Style; Including Quotations and Documenting Sources (MLA Guidelines); Resources Reading: "No Sweat" (286-290) Homework: due: June 7: Research Essay Topic and Research Plan; Grammar Quiz 4
Week 6: starts June 8 Week 6 cont'd.	Grammar: Punctuation; "Mastering Subject-Verb Agreement (362-369) Readings: "A Deafening Silence on Indigenous Issues" (299-302); "The Creative Gifts of ADHD" (271-273) RESEARCH ESSAY PREPARATION cont'd.; Help Sessions Homework due: June 14: Article Review; Grammar Quiz 5
Week 7: starts June 15	Final Assignments: Grammar Test (open book); Final Reading Test (open book); RESEARCH ESSAY ALL DUE: JUNE 19, 2020

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

Assignment	Weighting
Paragraph	5%
Summary #1	10%
Summary #2	15%
Essay #1	15%
Grammar: <ul style="list-style-type: none">• 5 Quizzes 1% each• Final 5%	10%
Reading Review	5%
Final Reading	15%
Class Engagement	5%
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.
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