

**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 024 S01: *Fundamental English 4***

**Course Outline -Fall 2020**

The Approved Course Description is available on the College website <http://www.camosun.ca/learn/calendar/index.html>

## 1. Instructor Information

**Instructor:** Mice Albano  
**Office:** CBA 110  
**Phone:** (250) 370-4915 cell 250-884-9820  
**E-mail:** [albano@camosun.bc.ca](mailto:albano@camosun.bc.ca)  
**Office Hours:** Tuesdays and Thursdays from 8:00 to 9:00  
Other days and times by appointment

**Class Hours:** 1.5 hours instruction face to face per week, plus online and individual help

**Course location and times:** September 8<sup>th</sup> to December 9<sup>th</sup>

**Classroom:** CBA 101  
**Tuesday or Thursdays** 9:00 am - 10:30 am

## 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 024 focuses on promoting literacy skills in reading by refining reading strategies, differentiating literal and inferential meanings, applying critical thinking skills to analyze literature, and identifying facts and opinions. Writing literacy is developed through writing narrative and descriptive paragraphs and by actively building vocabulary.

### 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. Lessons are on Tuesdays face to face and Thursdays online email/Zoom
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

#### 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

#### Reading

##### *Vocabulary Development*

- Actively build new vocabulary
- Expand word attack skills
- Recognize and use antonyms, synonyms and homonyms

##### *Comprehension Development*

- Pre-read and reflect on short written passages
- Expand the use of context clues
- Identify subject, main idea, details and sequence of a short passage
- Answer comprehension questions based on text
- Summarize longer passages
- Differentiate between literal and inferential meanings

##### *Literature*

- Analyze characters in text

#### Writing

##### *Expression*

- Use compound words, contractions, possessives and plurals
- Use capitals for proper nouns
- Use commas in a series and in compound sentences
- Apply dictionary and thesaurus skills

*Grammar*

- Identify subjects and verbs in simple sentences
- Employ consistent verb tense
- Use most irregular verbs correctly
- Use modifiers effectively

*Communication*

- Complete a variety of forms and documents

*Writing Process and Paragraphs*

- Generate and organize ideas
- Write simple and compound sentences
- Write paragraphs: topic sentence, supporting details, concluding sentence
- Write short narrative and descriptive paragraphs with complete sentences

**6. Required and recommended materials**

- Gage Canadian Dictionary*
- Roget's Thesaurus*
- Vocabulary Boosters 3* by Susan Rogers
- Active Reader 4* by Linda Kita-Bradley
- Instructor-selected reading materials
- Student-selected reading materials
- Three ring binder and loose paper

**7. Basis of Student Assessment**

| Portfolio Activity   | #                              | Description   |
|----------------------|--------------------------------|---|
| Reading Vocabulary   | In exercises and/or in writing | Read and use antonyms, synonyms and homonyms and complete vocabulary building exercises, including dictionary and thesaurus work.   |
| Literature           | In discussion and/or writing   | Analyze characters  |
| Stories and Passages | 6 responses                    | Give written and oral responses to readings of stories and passages, including identifying main idea, details and sequence; answering comprehension questions; summarizing text |

|  |                              |   |
|--|------------------------------|---|
| Forms and Documents                            | Complete 2                   | Complete forms and documents.   |
| Beginning Narrative and Descriptive Paragraphs | Write 4                      | Use the writing process to generate and organize ideas and to write beginning paragraphs that include topic, concluding and support sentences |
| Punctuation and Capitalization                 | In exercises and/or writing  | Use commas in a list and in compound sentences and apply capitalization rules.  |
| Grammar  | In exercises and/or writing  | In writing activities and exercises use consistent verb tense and identify subjects and verbs.  |
| Assessment                                     | Complete 1 or more as needed | Achieve a score of level 6 or higher on the Canadian Adult Reading Assessment (CARA) or an equivalent score on a standardized reading test.   |

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

## 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 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

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| Women's Centres<br><b>ACADEMIC UPGRADING HELP CENTRE (CBA 109)</b><br>All Upgrading students have are <b>strongly encouraged</b> to make use of this service. |
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| <b>LEARNING SUPPORT AND SERVICES FOR ALL STUDENTS</b> |
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Planning your education, Getting your coursework done, Campus life, Personal support, Work and housing, Getting around Academic Advising. Assessment Testing, Calendar, Camlink:

Registration, Class & Personal Info, Continuing Education, Co-op Education, Distance & Distributed Education, Education Funding Tips, Financial Aid & Awards, Forms, Graduation, Lockers, Tuition Fees & Payment, Student ID/Library Cards, Study Abroad, Transfer Credit AudioVisual Services & Equipment, Bookstore, Computer Labs, Help Centres (tutoring in English, ESL, Math), Learning Skills, Library, Photocopying & Printshop, Writing Centre Fitness & Recreation, Cafeterias & Restaurants, Camosun College Student Society, First Nations Student Association, Medical Coverage & Accident Insurance, Nexus Student Newspaper, Student Clubs, Village 900 radio, Wireless networking, Women's Centres Aboriginal Services (Education, Financial & Cultural), Campus Emergencies, Child Care, Counselling (Career, Educational, Personal & Cultural), Dental Clinic, Centre for Accessible Learning, International Counselling, Ombudsman, Personal Safety, Sexual Health Clinic Career Resource Centre, Housing Registry Online, Student Employment Services, Campuses & Maps, Parking & Transportation, U-Pass Student Bus Pass, Wireless networking

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>