

**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 025: *Fundamental English 5***

**Course Outline -**

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  
**E-mail:** [albano@camosun.bc.ca](mailto:albano@camosun.bc.ca)  
**Office Hours:** by appointment  
**Class Hours:** 6 hours instruction per week, plus 4 hours in the Help Centre  
**Classroom:** CBA TBA

### **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 025 focuses on promoting literacy skills by refining reading fluency through using longer text and exploring critical reading strategies including making inferences and drawing conclusions. Writing literacy is developed through writing narrative, descriptive and expository paragraphs and actively building vocabulary.

## **3. Pre requisites**

English 024 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
- Participate in group discussions and activities
- Give concise sequential oral instructions
- Apply personal learning strategies
- Use critical thinking skills while listening and/or viewing
- Develop strategies to write tests in a variety of formats
- Complete assignments out of classroom setting

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

- Keyboard comfortably
- Word process and print a document and begin to use a search engine to find information

### **Reading**

#### **Comprehension Development**

- Read extended expository passages independently and fluently
- Begin to draw inferences and conclusions
- Use context clues
- Begin to distinguish between fact and opinion
- Express and support opinions about text
- Answer comprehension questions on main idea, details and sequence
- Identify subject/topic, main ideas, supporting details and sequence

#### **Literature**

- Detect tone of story and emotional reactions of character

#### **Meta-cognitive Strategies**

- Employ strategies for learning and remembering
- Use pre-reading strategies
- Read and self-monitor for comprehension
- Begin to recognize different purposes for reading

### **Writing**

#### **Writing Process**

- Organize writing using the writing process
- Edit written work

#### **Paragraphs, Summaries and Letters**

- Produce coherent descriptive, narrative and expository 8-10 sentence paragraphs
- Recognize and write simple, compound and complex sentences
- Summarize main ideas after reading and discussion

- Write personal letters using standard format

#### Expression

- Use a broad range of punctuation including quotation marks
- Apply comma rules
- Identify and correct fragments and run-on sentences
- Use effective spelling strategies including dictionary skills to check spelling during proof-reading stage of writing
- Spell a variety of homonyms, and common irregularly spelled words
- Identify synonyms and antonyms

#### Grammar

- Use subject-verb agreement and consistent verb tense

### 6. Course Content

- Gage Canadian Dictionary and Roget's Thesaurus (or similar)*
- Active Reader 5* by Linda Kita-Bradley
- 504 Absolutely Essential Words* by Murray Bromberg, Julius Liebb, & Arthur Traiger
- Instructor-selected reading materials
- Student-selected reading materials

### 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 (Textbook and all)	In exercises and/or in writing	Complete vocabulary exercises, including dictionary and thesaurus work.
Literature	In discussion and/or writing	Analyze characters Analyze characters and tone of story.
Stories and Passages - Textbook and all	6 responses	Give written and oral responses to readings including identifying main idea, details and sequence; answering comprehension questions including inferential interpretations; summarizing text
Forms and Documents	Complete 2	Complete forms and documents.
Letters	Complete 2	Write 2 personal letters using standard format (or email)
Narrative, Descriptive, and Expository Paragraphs	Write 4	Use the writing process to generate and organize ideas and to write paragraphs that include topic, concluding and support sentences.
Punctuation and Capitalization	In exercises and/or writing	Apply capitalization and comma rules and a range of punctuation including quotation marks
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 80% or higher in One reading from the English 033 Textbook or another assessment selected by instructor
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## 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

Women's Centres <b>ACADEMIC UPGRADING HELP CENTRE (CBA 109)</b> 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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[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](#)

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>