



Camosun College
School of Access: Academic and Career Foundations Department

ENGLISH 070 Advanced English Course Outline

Students will develop critical and creative thinking, speaking and listening, reading research and reference, and written communication skills. Students will practice organizing, writing and revising paragraphs, essays, business documents and a research paper. The calendar description is available on the web @ <http://camosun.ca/learn/calendar/current/web/engl.html#ENGL0970>

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 and Course Information

Class Location: Online (via D2L) Online writing support: [By appointment through this link](#)

Instructor: Atulah (Janet) Kennedy kennedya@camosun.bc.ca Phone: 250-370-3983

Office Hours by Appointment: Please email me to request an appointment whenever it would be helpful to have a more extended conversation with me (Mon-Fri 9am-9pm).

Course Type: All our classes are self-paced, meaning that students complete the course outcomes and assignments at a pace that best suits their lifestyle.

- Students work on various courses and progress at their own pace. They have a responsibility to work hard, attend class and/or meetings, and ask for support when needed.
- Students update the instructor weekly regarding how they are doing with course assignments.
- After getting to know each student, the instructor determines how to effectively support each student's learning.
- Students attend additional appointments with the online writing consultant to further support their learning.
- **Please Note: Because this is an online course, it will not be necessary to go onto the campus this semester.**

2. Intended Learning Outcomes

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

1. Critical and Creative Thinking

- recall and interpret information (identify subject/topic, main ideas, supporting ideas, and sequence)
- summarize information
- make inferences using prior knowledge identifying purpose and audience evaluating information for accuracy, relevance, and importance recognizing underlying assumptions (bias and tone) synthesizing information
- compare and contrast, classify and define
- draw conclusions
- respond to information (create solutions, identify impact of solutions, modify solutions)
- identify and discuss examples of fact and opinion

2. Reading and Reference

- use context clues and word structure analysis (prefix, suffix, root) to determine meaning
- use a dictionary and a thesaurus to expand vocabulary and to learn homonyms, antonyms and synonyms
- use in-book reference tools (index, table of contents, glossary)
- use skimming and scanning techniques
- read to locate specific information
- recognize point of view, illogical argument, fallacies, stereotypes, bias and propaganda
- use a variety of reference materials
- develop note-taking skills
- develop research skills (internet and library catalog searches)
- critically evaluate, make inferences, and draw conclusions

3. Written Communication

- use the steps of the writing process (prewrite, outline, draft, revise, edit)
- write paragraphs and essays in a variety of rhetorical modes including exposition and persuasion
- write a summary
- adjust content and style of writing to suit purpose, audience, and situation
- revise and edit work to improve content, organization, word choice, phrasing, grammar, sentence and paragraph structure, spelling, and punctuation
- recognize and edit for clichés, jargon, slang, and wordiness
- use complex and compound sentence structures
- use parallel constructions and correct misplaced or dangling modifiers
- develop advanced spelling strategies
- write a review of a book, movie, play, television program, documentary, piece of music, or other non-print material
- write paragraphs and essays on demand
- identify, discuss, and evaluate literary elements (plot, theme, character, setting, conflict)

- analyze and respond to editorial comment, magazine articles, technical or investigative writing, or advertising
- gather, evaluate, and organize information into a research assignment using appropriate documentation (MLA or APA); understand and avoid plagiarism

4. Speaking and Listening Skills

- ask questions to clarify meaning
- demonstrate effective listening skills and respond appropriately to listener feedback
- effectively use voice and body language
- provide useful input and feedback in a variety of situations (peer editing, group discussion, classroom participation)
- respond appropriately to thoughts, opinions, and work of others; paraphrase ideas
- deliver an effective oral presentation to inform or persuade

5. Computer Literacy

- use computer programs to create, edit, and publish
- format assignments appropriately
- use electronic communication

These outcomes conform to and reflect the BC Articulation Handbook recommendations and outcomes for the composition portion of Advanced Level English.

3. Required Texts and Recommended Materials

- Resources will be provided on D2L. No texts are needed or required.
- Access to a computer with Internet, access to email, and ability to save assignments

4. Recommended Materials to Assist Students to Succeed Throughout the Course

Camosun Library's Website at <https://camosun.libguides.com/CSSCHome> and any (free) online dictionary. If additional materials would be helpful, they will be provided by the instructor. If you'd like support with anything, please let your instructor know.

5. Schedule

- Class meeting times are 5:00-7:50pm (section DS06: Mon & Wed; section DS04: Tues & Thurs) plus labs (appointments with instructor and/or writing consultant).
- During class times, the instructor will be available to meet with students online in the "Collaborate" video chat area of the D2L site.

- Students will consult with the instructor at least once a week during class time via the “Collaborate” video link, at which time attendance will be recorded, progress will be logged, and plans for your work over the next few days will be discussed.
- In addition, please make appointments to consult more extensively with your instructor at times that are convenient for you, especially if there are any questions or concerns about how to successfully complete assignments.
- Students will follow an (individually-adaptable) timeline for assignment completion which will become the student’s anticipated due dates for assignments and course completion.
- It is expected that students will:
 - Work on assignments before, during, and after class time (approx. 10 hours/week).
 - Consult regularly with the instructor (at least once a week during class time).
 - Make and attend several appointments with the writing consultant (and these sessions are considered your lab time).
 - Complete assignments in the order they are assigned.
 - Submit each assignment as soon as it has been completed, so that feedback about the assignment can be provided before the student works extensively on the next assignments.
 - Work independently on all assignments unless other arrangements are made.
 - Make and attend additional appointments with the instructor (as needed).
 - Ensure that all work submitted for the course is 100% the work of the student submitting the assignment and that no portions of work produced by others is included (unless appropriate MLA style documentation is provided within the assignment and detailed on an attached works cited page).

Academic honesty: All written work for this course must be entirely the student's own work, so please ensure that you use entirely your own ideas, phrases, and words when completing assignments. If an assignment requires research, a major component is the appropriate citation of all sources used. If an assignment doesn't require research, it's best not to refer to outside sources when writing it. Before completing any assignments, please review the “Academic Honesty Guidelines for Students in the School of Access and IECC” document which is provided on the D2L website and let me know if you have any questions. This course also includes a required mini-lesson about academic honesty in the collection of “welcome week” assignments to help ensure that you are aware of academic concerns about potential plagiarism and know how to prevent it when completing your assignments.

6. Basis of Student Assessment

Students will be complete assignments which will help them achieve the learning outcomes for the course. Marks will be assigned according to this chart.

Assignment	Details	Value	Suggested	Goal date
Introduction	Welcome week assignments	4	Week 1	
Participation	Communication with instructor, writing consultant, peers	5	Ongoing	
Punctuation and Grammar worksheets (one each week)	Compound/complex sentences	2	Week 1	
	Apostrophes	2	Week 2	
	Misplaced modifiers	2	Week 3	
	Parallel structure	2	Week 4	
	Word analysis strategies	2	Week 5	
Reading Analysis and summary	1. Short story	5	Week 1	
	2. Editorial	5	Week 2	
Paragraphs	1. Classification	5	Week 3	
	2. Description	5	Week 3	
	3. Persuasion	5	Week 4	
Media review	As assigned	5	Week 4	
Persuasive Essay	Outline	5	Week 5	
	First Draft & editing	5	Week 5	
	Final draft of essay	10	Week 6	
Oral Presentation	About topic of persuasive essay	5	Week 7	
Research Paper	Outline and research	5	Week 8	
	First Draft & editing	5	Week 9	
	Final draft of research paper	5	Week 9	
Exit essay	Outline (in advance)	1	Week 10	
	Essay (within 3 hours)	10	Week 10	
Total		100		

7. Grading System: Standard Grading System

A+	90 - 100%	B+	77 - 79%	C+	65 - 69%	IP**
A	85 - 89%	B	73 - 76%	C	60 - 64%	
A-	80 - 84%	B-	70 - 72%	D*	50 - 59%	

**D is the minimum level of achievement for which credit is granted; a course with a 'D' grade cannot be used as a prerequisite. **IP is a temporary grade assigned when enrollment in the course will extend beyond one term. No more than two IP grades will be assigned for the same course. Students having difficulty completing the course within 2-4 months should explore, with their instructor, additional supports that may be available. Students with a record of poor attendance and progress might not be permitted to re-register in other courses.*

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.

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>

Please search on the Camosun Website to learn more about Camosun's learning supports and other services that promote student success:

Aboriginal Services (Educational, cultural)	Help Centres (tutoring for English, Math)
Academic Advising	Housing Registry Online
Assessment Testing	Library
AudioVisual Services & Equipment	Lockers
Bookstore	Medical Coverage & Accident Insurance
Cafeterias & Restaurants	Nexus Student Newspaper
Camosun College Student Society	Ombudsman
Career Resource Centre	Personal Safety
Center for Accessible Learning	Photocopying & Printshop
Child Care	Sexual Health Clinic
Computer Labs	Student Clubs
Counselling (Career, Educational, Personal & Cultural)	Student Navigators
Dental Clinic	Student Employment Services
Financial Aid & Awards	Student ID/Library Cards/U-Pass
First Nations Student Association	Student Bus Pass
Fitness & Recreation	Wireless networking
	Women's Centres

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. Detailed information about services for students is available on the Camosun website at: <http://camosun.ca/services/>. Please ask your instructor for support if there's anything you need.