

College campuses are located on the traditional territories of the Lkwungen and WSÁNEC peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.



CAMOSUN
COLLEGE

“All that we are is story...It is what we arrive with. It is all we leave behind.”
– Richard Wagamese, *Embers: One Ojibway's Meditations*

School of Access: Academic and Career Foundations Department

ENGL 070: *Advanced English* Fall 2020 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 at Interurban
Phone: (250) 370-4519 cell 250-884-9820
E-mail: albano@camosun.bc.ca
Office Hours: by appointment

2. Course Schedule

Tuesdays and Thursdays – September 8th to December 13th

12:30 to 2:00pm on Tuesdays and Thursdays on line

CBA 101 and online (Blended)

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.

3. Intended Learning Outcomes

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

A. *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

B. *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

C. *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

D. *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

E. *Computer Literacy*

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

4. Required Materials

- *Advanced Reading and Writing Connections by John Langan & The Canadian Writer's World: Paragraphs and Essays (3rd Ed.)* by Gaetz, Phadke, Sandberg, and Sauer
- Supplementary fictional readings by Indigenous, Canadian, and international authors

5. Course Type and Content

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.

Students will be assigned a variety of work to help them achieve the learning outcomes for the course. Marks will be assigned according to this chart.

6. Basis of Student Assessment

Area of Assessment	WEIGHT
Reading assignments	15%
Opinion Paragraph	5%
Summary assignment	5%
Literary analysis assignment	10%
Multimedia review assignment	5%
Expository Essay	15%
Research Essay	20%
Grammar practice (as needed)	5%
Participation (instructor/peer feedback, in-class activities)	10%
In-class final essay	10%

7. Grading System– Standard Grading System <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

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

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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

for information on conversion to final grades, and for additional information on student record and transcript notations.

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/>

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/services/>

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.