

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



“Education is what remains after one has forgotten what one learned in school”
Albert Einstein

School of Access: Academic and Career Foundations Department

ENGL 033 Fundamental English 6

Course Outline -

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

1. Instructor and Course Information

Instructor: Mice Albano
Office: CBA 110 Interuban Campus
Phone: (250) 370-4915

E-mail: albano@camosun.bc.ca

Office Hours: by appointment

Course location and times: TBA

Classroom: 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

This course focuses on the basic rules of writing sentences and paragraphs. Attention is given to developing reading comprehension and vocabulary and to fostering interest in reading.

3. Pre requisites

COM in English 025 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. (if the class is online, be ready to log in at the beginning of class)
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

Students will achieve the following:

Skills and Strategies for Learning

- Develop strategies to enhance learner competence such as stress, time management & problem solving
- Manage time to set and meet goals
- Use critical thinking skills to determine validity of information
- Establish purpose for listening and/or viewing
- Engage a variety of test-taking strategies
- Employ inferential thinking skills
- Give concise, purposeful explanations
- Distinguish between conversational (colloquial) and formal (standard) spoken language

Recommended:

- Word process a document: create, edit, save, retrieve, print
- Use a variety of search engines to find relevant information

Reading

- Read & critically discuss a variety of material for cause/effect, purpose, logic, fact opinion
- Read and discuss selected short stories, articles, poetry, songs
- Draw inferences and conclusions
- Summarize short stories, articles, and audio material
- Identify and discuss point of view and appraise validity of material from own experience
- Evaluate comprehension through self-reflection & relate understanding to previous knowledge
- Recognize comparison and contrast and process analysis methods of development
- Use structural analysis (roots, affixes, syllabication, stress, compound words) to read & understand unfamiliar words
- Locate information using guide words, headings, glossary, table of contents, index, & computer menu
- Use common reference materials such as dictionary, thesaurus, atlas, & search engines

Writing

- Use a variety of processes for organizing writing: brainstorming, outlining, mapping
- Write expanded coherent paragraphs, including giving opinions with more sophisticated detail & vocabulary
- Write business letters using standard format
- Respond in writing to selected material after reading, listening and discussing
- Summarize a writing sample: short story, article
- Use a variety of simple, compound and complex sentences
- Identify and fix fragments and run-on sentences
- Use subject/verb agreement and consistent verb tense
- Use standard pronoun reference and agreement
- Use commas and apostrophes correctly
- Use a broad range of punctuation including quotation marks and semi-colons
- Edit written work
- Use a dictionary as a spelling tool

6. Required and Recommended Materials

- Student and/or instructor selected reading materials and works of literature
- *Groundwork for College Reading PLUS, Langan, John, 5th Edition (with website access)*
- *Thinking and Writing: A Guide to Paragraphs and Essays* by Ray Bigauskas (provided online)
- A dictionary and a thesaurus
- Loose leaf paper (a small notebook will be provided for Free writing exercises)

7. Basis of Student Assessment

Portfolio Activity	1. #	2. Description
Write about yourself	1	Choose your own topic.
Reading log	10	Record daily reading selections with comments.
Newspaper & Magazine Articles	2 - 6	Read & respond in writing to newspaper & magazine articles.
Literature	2 - 4	Read & share your written responses to works of literature.
Auto/Biographies	1 - 2	Read & respond in writing &/or discussion to autobiographies and biographies. Another option is to write your own.
Paragraphs	4	Write descriptive, narrative and expository paragraphs,
Letter	1	Write a business letter.
Specific reading skill development	3 chapters	Develop active reading, build vocabulary using context clues and locate main ideas from <i>Groundwork for College English</i> . Discuss this assignment with your instructor.
Grammar Pack	as needed	Discuss this assignment with your instructor.
Standardized test(s)	1 or more	Achieve a grade level of 10.0 in vocabulary and comprehension.

Students will build a portfolio as a tool in the assessment of their progress in the course.

8. Grading System

Competency based grading system

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course.
IP	In progress: The student has not yet met the goals, criteria, or competencies established for this course.

Progress

Students are expected to complete each course within 2 - 4 months. Students having difficulties meeting this goal should explore, with their instructor, additional supports that may be available.

9. Learning Support and Services to Promote Student Success

ACADEMIC UPGRADING HELP CENTRE (CBA 109)

Coursework support, reference and support materials, printer, quiet testing and study areas

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
 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. 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>