



**CAMOSUN COLLEGE**  
**School of Access**  
**English Language Development**

**ELD 020 Sections 1 and 2**  
**English Basics 1**  
**Fall 2020**

**COURSE OUTLINE**

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**The calendar description**

**is available on the web @** <http://camosun.ca/learn/calendar/current/web/eld.html#ELD020>

*Please note: Keep this outline for your records.*

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**1. Instructor Information**

- (a) **Instructor:** Ann Brix
- (b) **Office Hours:** After class or by appointment
- (c) **Office:** CBA 135
- (d) **Phone:** 250-370-4943
- (e) **E-mail:** [brix@camosun.bc.ca](mailto:brix@camosun.bc.ca)
- (f) **Website (D2L):** <https://online.camosun.ca>

**2. Required Books and Materials**

- (a) Interchange 1 (Fourth Edition)
- (b) Oxford Picture Dictionary (Third Canadian Edition)
- (c) A computer with a microphone and a camera
- (d) A binder with loose-leaf paper

**3. Course Schedule**

Section 001			Section 002	
Day	Time	Place	Time	Place
Monday	8:30–10:20	online or CBA 142	10:30–12:20	online or CBA 142
Tuesday	8:30–10:20	online	10:30–12:20	online
Wednesday	8:30–10:20	online or CBA 144	10:30–12:20	online or CBA 144
Thursday	8:30–10:20	online	10:30–12:20	online
Friday	8:30–10:20	online	10:30–12:20	online

**Term Dates:** Tuesday, September 8, 2020 – Friday, December 18, 2020

**No Classes:** Monday, October 12<sup>th</sup> (Thanksgiving) and Wednesday, November 11<sup>th</sup> (Remembrance Day)

## 4. Intended Learning Outcomes

### ELD 020 Learning Outcomes

In this integrated skills course, non-native speakers develop basic listening, speaking, reading and writing skills using limited vocabulary in familiar, non-demanding, well-supported contexts. Students can expect to progress from Canadian Language Benchmark 2 to 3. By the end of this course, students will be working at Canadian Language Benchmark 3.

<p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Respond to a small number of key words and simple phrases, questions and sentences in short, slow, strongly supported communication in non-demanding contexts.</li></ul> <ol style="list-style-type: none"><li>1. Understand greetings, introductions, good-byes, and courtesy phrases.</li><li>2. Understand requests for repetition and clarification.</li><li>3. Understand short, simple, common instructions and directions.</li><li>4. Understand expressions and responses for requests.</li><li>5. Understand factual details in conversations and stories about familiar, concrete topics.</li></ol>	<p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Orally communicate basic information using a small number of common words and simple phrases and sentences, usually in response to questions about personal needs and experiences in strongly supported, non-demanding contexts.</li></ul> <ol style="list-style-type: none"><li>1. Use and respond to greetings, introductions, good-byes, and courtesy phrases.</li><li>2. Express problems with understanding and ask for repetition and clarification.</li><li>3. Give short, simple, common instructions.</li><li>4. Make and respond to simple requests.</li><li>5. Give and ask for expanded basic personal information including likes, dislikes, ability, and inability.</li><li>6. Talk about familiar situations and experiences.</li><li>7. Describe basic feelings, needs, wants, and plans.</li></ol>
<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Decode common words and phrases.</li><li>• Interpret the meaning of common words, phrases and simple sentences in short, simple, visually-supported texts in very clear, non-demanding contexts.</li></ul> <ol style="list-style-type: none"><li>1. Understand simple standard messages in short emails and cards.</li><li>2. Understand short, simple, clearly-sequenced instructions.</li><li>3. Get information from simple formatted texts (such as forms, maps, schedules, signs, labels, or receipts).</li><li>4. Get information from short, simple business or services notices (such as flyers or simple advertisements).</li><li>5. Understand the purpose and some factual details in simple, short texts about familiar, concrete topics.</li></ol>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Reproduce short pieces of information.</li><li>• Write basic information using an expanding range of familiar words and simple phrases and sentences related to immediate needs, common situations and very familiar experiences in non-demanding contexts.</li></ul> <ol style="list-style-type: none"><li>1. Write an expanding range of simple standard messages in short emails and cards.</li><li>2. Copy a range of information from simple lists, schedules, advertisements, dictionaries, or short passages.</li><li>3. Complete short, simple forms with basic personal identification or familiar information.</li><li>4. Write simple sentences to complete short guided texts or answer simple questions to describe familiar situations.</li></ol>

## 5. Assessment

To complete ELD 020, a student must get a mark of at least 75% (or S=Satisfactory) on the learning outcomes in each skill area (listening, speaking, reading, and writing). There will also be in-class quizzes and the results will be considered in the overall assessment. At the end of the term, the student will receive a grade based on the Competency Grading System described in section 6.

You cannot write your final tests early. Students need to remain in Victoria, attending Camosun until December 13<sup>th</sup>, 2019. Please make travel plans after that date.

## 6. Grading System

### **Competency Based Grading System**

*This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.*

<i>Grade</i>	<i>Description</i>
COM	<i>The student has met the goals, criteria, or competencies established for this course, practicum or field placement.</i>
NC	<i>The student has not met the goals, criteria, or competencies established for this course, practicum or field placement.</i>

### **ACADEMIC PROGRESS Requirements**

#### **Progress**

*If a full-time student (20 hours per week) does not progress in the first attempt of a level, s/he will talk with the instructor to find ways for the student to succeed. This may include counselling, getting help from the learning skills centre, a different program or institution.*

*If the full-time student does not progress in the second attempt at the same level, s/he will meet with the programme chair.*

## 7. Expectations to assist with student success

Students are responsible for

- attending classes regularly (see "Attendance" below)
- speaking English in class
- participating in discussions and group activities
- doing assigned homework and in-class work
- contributing to a positive learning environment
- turning off cell phones
- getting extra help from the Instructional Assistants.

### **Attendance**

Students are expected to attend class every day, participate in class discussions and group activities, complete assignments, and homework.

**If you cannot come the day of a test because you are sick, you MUST phone or email the instructor before the class starts.**

**Makeup tests will only be considered with a valid excuse and with sufficient notification.**

It is each student's responsibility to attend the first class meeting of each course. If a student does not attend the first class and does not contact the instructor, an ELDD instructional assistant or an international education advisor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied.

If a student does not attend classes and does not officially withdraw (via Camlink or Student Services) prior to fee deadlines, he or she will be required to pay all outstanding fees, will receive no further service until the fees are paid and may receive an IP grade.

During the term, if a student misses one week of class without official documentation, s/he will meet first with the instructor to resolve the problem. If no resolution can be made, then the student will meet with the Chair of the department who may recommend the following:

- extra help from the Instructional Assistants
- counselling
- program changes
- withdrawal
- discussion with an academic or an International Student Advisor (where appropriate)

At the end of term, if a student has missed 50% of class after having received departmental support, a letter will be sent to the student's local and permanent address regarding his or her absence in the course. A student with an attendance problem may not be allowed to register for the following term.

Students in any level who are receiving funding for their courses are expected to attend classes regularly. If the student is unable to attend classes, s/he is expected to contact his/her instructor(s) or an ELD instructional assistant. Alternatively, official documentation is expected.

## 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.