CAMOSUN COLLEGE
School of Access
English

092-D06
Provincial English Composition
Fall, 2020

COURSE OUTLINE

Course Description

This course provides practice and instruction in critical reading and in the planning, writing and revising of paragraphs and essays, and prepares the student for college writing. ENGL 092 combined with ENGL 094 is equivalent to Provincial English 12. Students with a C+ in English 12 should enrol in ENGL 151.

The calendar description is available on the web @ http://camosun.ca/learn/calendar/current/web/engl.html

✳ *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 Information

(a) Instructor   Jen Guenther
(b) Office hours   Mon. 11:30-12:30, Tues. 6:00-7:00pm, Wed. and Thurs. 1:00:-2:00
(c) Location   In Collaborate on our D2L site
(d) Phone   We can schedule phone appointments as needed
(e) E-mail   guentherj@camosun.bc.ca

Important Note: As the course instructor, my role is to guide you through learning the content and skills for this course. Do let me know if you're having tech troubles, but I am NOT tech support. For tech support, contact desupport@cammosun.ca   If you're having tech troubles, it's best to get help immediately.

2. Intended Learning Outcomes
Upon successful completion of this course, students will have demonstrated proficiency in the following areas:

1. Critical and Creative Thinking
> a) Evaluate argument for validity, reliability, currency, and objectivity
> b) Articulate the connections between purpose, audience, and style
> c) Analyze diction in a variety of non-fiction texts
> d) Analyze and explain the organizational methods used to develop a topic or an argument
> e) Recognize elements of clear communication

f) Demonstrate organizational thought processes to solve problems
g) Demonstrate an awareness of how communication formats influence language choices and usage
h) Record, organize and store information read, heard or viewed
i) Support a position by citing specific details from what has been read, heard or viewed
j) Explore diverse perspectives to develop or modify one's point of view
k) Assess one's own knowledge and use of language
l) Assess information for completeness, accuracy, currency, relevance, balance or perspectives and bias
m) Analyze different presentations of the same information to reconsider positions
n) Assess ways in which language reflects and influences values and behaviour

2. Reading and Reference
a) Cite and document sources where necessary, following MLA conventions
b) Evaluate the effectiveness of one's own and others' written material using criteria that include the following: plain language, coherence and organization, consistency in the application of usage conventions; relevance to argument of supporting evidence and examples; appropriateness of intended purpose and audience; attention to detail
c) Summarize, make inferences, draw conclusions and critically evaluate
d) Paraphrase main ideas in written material
e) Distinguish between implicit and explicit messages
f) Apply prior knowledge and experience to assist understanding of new material
g) Use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet
h) Interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats
i) Gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)

3. Written Communication
a) Plan and write a variety of types of paragraphs and essays,
b) Integrate research material into a research paper or report using MLA conventions,
c) Gather information and organize it into functional writing assignments
d) Edit own work fully for coherence and accuracy
e) Monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
f) Write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
g) Organize information and ideas to clarify thinking and achieve desired effect
h) Understand and avoid plagiarism
i) Produce writing on demand (e.g. essays, exams)

4. Speaking and Listening Skills
a) Speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations

b) Give and respond to feedback during oral presentations
c) Collaborate and consult with others in completing communication tasks
d) Explain the value and limitations of collaborative work
e) Use effective presentation aids to enhance communications

3. Required Materials

(a) Computer access and Office 365 Suite (Word, Excel, Outlook, Teams, etc.). Free sign up for Office 365 Suite here: http://camosun.ca/services/its/other-services.html
   • D2L accepts assignments as pdf or word documents only, so access to Microsoft word is provided by the college.
(b) Textbook: Dynes, Rhonda, et al. *Essay Essentials with Readings*. 7th ed., Nelson, 2019. This textbook can be ordered in digital form or print form through the Camosun bookstore website.
(c) Pens/pencils and paper for planning your writing by hand.

4. Course Content and Schedule

Class Time: All classes are asynchronous (with options to meet together online) EXCEPT Oct. 28 at 1:00-2:00 which is mandatory.
Class Dates: September 8 – December 9, 2020
Class Location: Online on D2L

5. Basis of Student Assessment (Weighting)

Assignment	Value (%)
Grammar Tests (3-5)	10
Personal Introduction	3
Summary Paragraph	7
Essay 1 – Persuasive	15
Research Assignment	
Proposal	5
Essay 2 – Research	20
Peer Edit	5
Presentation	10
Essay 3 – Compare/Contrast Essay	15
Discussion Forum	10
Total	**100**

6. Grading System *http://www.camosun.bc.ca/policies/policies.php*

A. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A	Exceptional achievement	8
80-84	A-		7
77-79	B+	Very good achievement	6

73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory achievement	3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a D grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

B. 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://www.camosun.bc.ca/policies/E-1.5.pdf for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

English Help Centre (EHC) - http://camosun.ca/services/help-centres/english-upgrading.html
The EHC provides one-on-one support for writing, including organizing ideas, helping with grammar, generating thesis statements, providing essay feedback, etc.

Also, the EHC offers free academic writing support for non-native English speakers in any discipline. Ample time in each appointment is devoted to addressing ELL-related topics and academic writing expectations. Students can book online (for up to two meetings per week) at http://camosun.ca/services/writing-centre/appointments.html.

Centre for Accessible Learning (CAL) - http://camosun.ca/services/accessible-learning/ CAL "provides a wide range of services and educational accommodations for students with a documented disability, including anxiety and depression. The centre's faculty and staff are available on both campuses to arrange services and supports such as classroom and exam accommodations, accessibility assistance, and to act as a resource for students, faculty and staff."

Do connect with CAL early on as it can take time to put accommodations into place.

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, accommodations for accessible learning, 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.

Course Guidelines

Instructor Responsibilities

- provide weekly learning materials, on time, based on the course's learning outcomes
- create lessons, exercises, assignments, and quizzes that reflect those learning outcomes
- respond with feedback to written work submitted on time
- keep live, online office hours each week
- Respond to student-posted queries in the Questions forum (in Discussions) two times per week

Student Responsibilities

- keep up with the course material provided in the weekly modules
- participate regularly and respectfully in the discussion forums
- complete module work, quizzes, and assignments on time
- submit assignments consisting of your own work (see plagiarism section below)
- ask for help when you need it and when you don't understand a concept
- familiarize yourself with and use the college's supports
- learn and adhere to the college's academic policies

Further Information

- **Time Management**. This class is structured to be approximately three-four hours per week, and most of the work (apart from essay writing and research) will be achievable within this time frame. Staying on top of the work is essential to successfully complete this course; therefore, it's necessary to manage your time well and to schedule time once to twice a week to complete the weekly modules.

- **Weekly Modules**. Each week has a module consisting of a combination of readings, videos, grammar, exercises, assignments, and discussion questions for the forum. You are responsible for completing all mandatory module components on a weekly basis. There will be optional course elements as well, including real-time connections, for those wanting extra practice or more connection with members of the class.

- **Discussion Forum**. The Discussion forum is an essential component for creating a communicative environment that simulates an open classroom. This forum has two parts: 1) It's a space where we will hold regular class discussions 2) It's a place for you to ask questions of me and of your classmates. If you have a question, likely others do too, so please post your questions there.

- **Assignments**. Assignments are due on the dates and times listed on the schedule. Late assignments will receive a 10% deduction and will not receive feedback. Assignments will not be accepted one week after the deadline or beyond the class completion date without prior approval of the instructor. **All major assignments must be completed to receive a passing grade in the course**.

  o **Do not email assignments** except in extenuating circumstances and with the prior approval of the instructor. Instead, assignments must be uploaded in D2L using the Assignments Tool.

Instructor Contact

- **Office Hours**. You are encouraged to come chat with me during scheduled office hours, when I will be available on Collaborate on D2L. Here, we can talk face-to-face or use just the audio or chat components. I'm always happy to chat about grammar, writing, drafts, literature, the course, etc. with students. Come see me! If the posted office hours don't fit, let me know and we'll find a time that suits us both.

- Keep me in the loop. If something is occurring in your life making it difficult to impossible to keep up with the course, let me know. Perhaps we can figure out a way for you to complete the course. Don't silently disappear!

- **Email.** Please use email for short and simple questions only. I won't comment on assignment drafts over email, but I'm happy to look at your work during office hours using Collaborate where we can discuss your assignment together.

  o If I haven't responded to your email within 24 hours Monday-Friday, assume I didn't get it and resend. (I'm never ignoring you ☺)

Classroom Community

- We are all responsible for creating a respectful, supportive, collaborative, enjoyable, and productive online learning environment. Class members are expected to participate with integrity and sensitivity, mindful of how one's words, actions, and attitudes affect others, and are expected to consider other viewpoints with an open mind, valuing differing viewpoints.   Inspired by S. Quigley.

Plagiarism

Students are expected to do their own writing and use their own ideas (unless properly cited) on all assignments. You may get feedback on your writing from the English Help Centre (In fact, *do* get feedback from the Help Centre on any un-timed writing assignments!). However, copying another person's writing; having someone else write all or even part of your composition; using another person's ideas without acknowledgement; and using another's sentence structures, while merely replacing words and phrases, are all plagiarism and will incur any or all of the penalties stated in the college calendar.

Any student found to have cheated on any assignment will automatically receive a mark of 0 on that assignment, and any instances of plagiarism may incur more severe penalties as outlined in the college calendar.