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.

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 feel free to email or call me anytime. I suggest emailing me to request an appointment whenever it would be helpful to have a more extended conversation with me. (Appointments are available Mon-Thurs 10am-8pm).

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.

- **Because this is an online course, it will <u>not</u> 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
- define
- draw conclusions
- respond to information (create solutions, identify impact of solutions, modify solutions)
- identify and discuss examples of fact and opinion

2. Speaking and Listening
- 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

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

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

- Current students can borrow a laptop from Camosun by following instructions provided at this location: https://camosun.libwizard.com/f/laptops. (Please scroll all the way to the bottom of the page and click "begin" in order to open the correct form for borrowing a laptop.)

- If you need access to wifi, you may submit the form higher up on the same page (https://camosun.libwizard.com/f/laptops) for requesting a "hot spot."

- Students can also download and use (for free) the full Office 365 suite (which includes MS Word, Excel, PowerPoint, and Outlook) through this location: http://camosun.ca/services/its/other-services.html .

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

Camosun Library's Website has resources at https://camosun.libguides.com/CSSCHome, and any (free) online dictionaries or grammar checkers might also be helpful. 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 for each section: DS03: 5:00-8:00pm Mon & Wed; DS05: 5:00-8:00pm Tues & Thurs; DS06: 12:30-3:30pm Tues & Thurs. In addition, this course includes lab time (additional appointments with the instructor or a writing consultant).
- During class times, the instructor will meet with students online in the "Collaborate" video chat area of the D2L site. To reduce student wait times and ensure that all students can access the instructor, students will be assigned a specific meeting time for their weekly appointments

with the instructor. These meetings are very important for your success in the course, so if you're not able to attend your scheduled meeting on a particular date, please contact the instructor in advance to reschedule it.

- During the weekly meetings, which usually last approx. 10-15 minutes, attendance will be recorded, progress will be logged, questions will be answered, any confusion will be cleared up, and plans regarding your work over the next few days will be discussed.

- In addition, please contact the instructor via email or phone any time you have a question. Additional appointments to consult more extensively can be made at times that are convenient for you, especially if there are 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:
  o Work approximately 10 hours/week on assignments (including during class time) if they hope to complete the course in one semester.

  o Consult regularly with the instructor (at least once a week during class time).

  o Make and attend several appointments with the writing consultant. These sessions are considered your lab time.

  o Complete assignments in the order they are assigned.

  o 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.

  o Work independently on all assignments unless other arrangements are made with the instructor.

  o Make and attend additional appointments with the instructor (as needed).

  o Ensure that all work submitted for the course is 100% the work of the student submitting the assignment and that no portions of the work have been produced by others (unless appropriate MLA style documentation is provided within the assignment and detailed on an attached works cited page).

Academic honesty: Please ensure that you use exclusively your own ideas, phrases, and words when completing assignments. If an assignment requires research, a major requirement is the appropriate citation of all sources used. If an assignment doesn't require research, do not refer to outside sources. Please review the "Academic Honesty Guidelines for Students in the School of Access and IECC" in D2L and let me know if you have questions. This course includes a mini-lesson in "Welcome Week" to ensure that students understand academic concerns about plagiarism and how to prevent it.

5. Basis of Student Assessment

Students will complete assignments to 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 the instructor	5	Ongoing	
Punctuation and Grammar worksheets (one each week)	Compound/complex sentences Apostrophes Misplaced modifiers Parallel structure Word analysis strategies	2 2 2 2 2	Week 1 Week 2 Week 3 Week 4 Week 5	
Reading Analysis and summary	"Stealing Glances" "Go Take a Hike"	5 5	Week 1 Week 2	
Paragraphs	Classification Description Persuasion	5 5 5	Week 3 Week 3 Week 4	
Media review	As assigned	5	Week 4	
Persuasive Essay	Outline First draft & editing Final draft of essay	5 5 10	Week 5 Week 5 Week 6	
Oral Presentation	About topic of persuasive essay	5	Week 7	
Research Paper	Enhancing, research & outline First draft & editing Final draft of research paper	6 4 5	Week 8 Week 9 Week 9	
Exit essay	Outline (in advance) Essay (within 3 hours)	1 10	Week 10 Week 10	
Total		100		

6. Grading System: Standard Grading System

☒ Letter Grades

Refer to Grading Policy at http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for specific information regarding these systems)

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

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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)
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
Financial Aid & Awards
First Nations Student Association
Fitness & Recreation

Help Centres (tutoring for English, Math)
Housing Registry Online
Library
Lockers
Medical Coverage & Accident Insurance
Nexus Student Newspaper
Ombudsman
Personal Safety
Photocopying & Printshop
Sexual Health Clinic
Student Clubs
Student Navigators
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. 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.