



**CAMOSUN COLLEGE**  
*School of Access*  
*English Department*

**092-D04**  
**Provincial English Composition**  
**Winter 2021**

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## **COURSE OUTLINE**

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### **Course Description**

Students in this course will be provided practice and instruction in critical reading and be able to demonstrate creative and critical thinking. Students will practice and receive instruction in the planning, writing, and revising of paragraphs and essays, so as to prepare them for college writing. Students will also learn to gather, evaluate, synthesize, and organize information into a research paper as well as deliver a research-based oral presentation. This course prepares students for post-secondary academic English courses.

Note: English 092 combined with English 094 is equivalent to Provincial English 12.

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### **1. Instructor Information**

- a) Instructor: Brenda Proctor
- b) Office hours: Wednesdays from noon until 1pm or by appointment
- c) Location: Paul 339
- d) Phone: We can schedule phone appointments as needed
- e) E-mail: [proctorb@camosun.bc.ca](mailto:proctorb@camosun.bc.ca)
- f) Website: <https://online.camosun.ca/d2l/home/>

### **2. Intended Learning Outcomes**

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

#### **1. Critical and Creative Thinking.**

- a) evaluate argument for validity, reliability, currency, and objectivity
- b) recognize elements of clear communication
- c) demonstrate organizational thought processes to solve problems
- d) demonstrate an awareness of how communication formats influence language choices and usage
- e) record, organize and store information read, heard or viewed
- f) support a position by citing specific details from what has been read, heard or viewed
- g) explore diverse perspectives to develop or modify one's point of view
- h) assess one's own knowledge and use of language
- i) assess information for completeness, accuracy, currency, relevance, balance or perspectives and bias
- j) analyze different presentations of the same information to reconsider positions
- k) assess ways in which language reflects and influences values and behaviour

## 2- Reading and Reference.

- a) 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 to intended purpose and audience; attention to detail
- b) summarize, make inferences, draw conclusions and critically evaluate
- c) paraphrase main ideas in written material
- d) distinguish between implicit and explicit messages
- e) apply prior knowledge and experience to assist understanding of new material
- f) use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet
- g) interpret details and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats

## 3. Written Communication.

- a) plan and write a variety of types of paragraphs and essays
- b) edit own work fully for coherence and accuracy
- c) monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources as required, including electronic technology
- d) write effectively, adjusting for audience, purpose and situation to inform, persuade, and interact in formal and informal situations
- e) organize information and ideas to clarify thinking and achieve desired effect
- f) understand and avoid plagiarism
- g) produce writing on demand
- h) gather, evaluate, synthesize, and organize information into a research paper of approximately 1500 words using an appropriate documentation style (e.g. APA, MLA or Chicago)

## 4. Speaking and Listening Skills.

- a) interact effectively in formal or informal situations
- b) adjust speaking style to suit audience, purpose and situation
- c) give and respond to feedback during oral presentations
- d) use effective presentation aids to enhance communications
- e) deliver a research-based oral presentation to inform or persuade and respond effectively to feedback
- f) demonstrate a critical understanding of arguments

***These outcomes conform to and reflect the BC Articulation Handbook recommendations. While a number of these outcomes are listed by BCCAT under the "Essential" Provincial Level, all the required outcomes for a "Literature-Based" Provincial Level course are covered by the combination of English 092 and English 094.***

## 3. Required Materials

(a) Texts: Norton, Sarah, Brian Green, and Rhonda Dynes. *Essay Essentials*. (7th Ed.) Nelson, 2019.

(b) *LaunchPad Solo for Readers and Writers* Digital Access codes via 9781457656255, Macmillan.

(c) 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.

#### 4. Course Content and Schedule

**Class Time:** Each week's material will become available on Mondays at 1pm. You will usually have until Sunday at midnight (6 days) to complete that week's participation requirements.

**Class Dates:** Jan 11-April 17, 2021

**Class Location:** online.camosun.ca

#### 5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	VALUE
Paragraph Assignment	5%
Personal Narrative Essay	5%
Exploratory Writing Assignments	10%
Midterm: Content Quiz and Essay	15%
Research Essay Proposal with Bibliography (required for essay topic approval) Peer Review 5% Research Essay 20% Research Presentation 10%	35%
Content Quiz #2	5%
Grammar on Launchpad	15%
Contributions to Discussion and Writing Practice Forums	10%
<b>Total</b>	<b>100%</b>

#### 6. Grading System

Standard Grading System (GPA) (see 8.A below)

Competency Based Grading System

#### 7. Recommended Materials to Assist Students to Succeed Throughout the Course

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

**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."

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

## Instructor Responsibilities

- Provide weekly learning materials, on time, based on the course's learning outcomes
- Grade assignments and provide feedback when appropriate (within two weeks of due dates)
- Meet with students during posted office hour (I'm also available by appointment)
- 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

## Additional Information

- Please feel welcome to ask questions. If you do not understand something, or if you find yourself stuck, **seek help**. In addition to the website and texts listed above, resources include your instructor, the English Help Centre, research librarians, counseling services, the **Eyē? Sqâ'lewen** office, and the Centre for Accessible Learning.
- Please contribute to an atmosphere of mutual respect and collaboration. Speak, write and act with integrity and sensitivity, mindful of how one's words, actions, and attitudes affect others. Please listen and read carefully with an open mind, valuing differing viewpoints.
- Please use the discussion forum help area for short and simple questions. If your question is more personal, such as about the need for an extension, please email your instructor. Your instructor won't comment on assignment drafts over email. If you have questions or concerns about anything pertaining to the course, please email your instructor at any time. If you don't receive a response to your email within 48 hours Monday-Friday, please resend it.
- Please drop by Collaborate (a virtual office) during posted office hours with questions, concerns, or just to say hello.

## Online Class Time

- **Weekly Modules.** Each week has a module consisting of a combination of readings, videos, exercises, assignments, and discussion questions for the forum. Modules can be found in the Content area of D2L, under Week numbers 1-14. Weekly grammar videos and assignments can be found on Launchpad. You are responsible for completing all mandatory module and Launchpad components on a weekly basis.
- **Time Management.** Regular attendance and course work are essential for the successful completion of this online course just as it would be for a face-to-face course. Be sure to have a time management plan in place, so you schedule regular intervals to work on the course (plan on 3-4 hours of class time plus additional time for research and essay writing). There are deadlines every week, so be sure to keep track of your responsibilities.
- **Discussion Forum.** The Discussion forum is an essential component for creating a communicative environment that simulates an open classroom. This forum has three 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); 3) It's a space where you will sometimes break out into small groups for writing practice assignments.

## Tests and Assignments

- Completion of all major assignments is mandatory to successfully complete the course.
- If not otherwise noted, assignments will be due in the Assignments area on D2L before the posted deadline. Computer problems are not an excuse.
- Assignments handed in late will receive a 2% per day deduction and will not receive written feedback. Assignments will not be accepted one week after the deadline or beyond the class completion date. Once marked assignments have been returned to the class, late ones will no longer be accepted for submission without approval of the instructor.

- If you need to miss a test or the due date of an assignment, you must inform the instructor before the due date. You will need a counsellor's or doctor's note to be granted permission to write a test at a later date, and it must be written within two weeks of the original test date.
- Please keep a photocopy or electronic copy of all the assignments you submit in case work is lost, damaged or misplaced. Also, save all graded assignments until the completion of the course.
- Assignments must be typed and double-spaced, using a 12pt Times New Roman font and must include the student's name, the title of the assignment, the name of the course, the instructor's name, and the date in the upper left corner of the first page.

## D2L Materials

Please note that course material is designed for use as part of English 092 at Camosun only and is the property of the instructor and Camosun unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law.

## Plagiarism

Students are expected to do their own writing on all assignments. You may get feedback on your writing from the English Help Centre (highly recommended). 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.

### A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### 2. Competency Based Grading System (Non GPA)

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

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 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.

Temporary Grade	Description
I	Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed. Students must complete the course requirements within six (6) weeks of the "I" grade being assigned. Appears on the transcript.
IP	<i>In progress</i> : A temporary grade assigned for courses that may require further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.) Appears on the transcript.