



**CAMOSUN COLLEGE**  
**School**  
**Department**

**092-001**  
**Provincial English Composition**  
**Fall, 2021**

## **COURSE OUTLINE**

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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.

**The calendar description is available on the web @ <http://camosun.ca/learn/calendar/current/web/engl.h>**

*Please note: This outline will not be kept indefinitely. It is recommended students keep this outline their records, especially to assist in transfer credit to post-secondary institutions.*

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### **1. Instructor Information**

- (a) Instructor** Jen Guenther
- (b) Office hours** Tues. 10-11, Wed. 12-1
- (c) Location** Paul 331
- (d) Phone** 250-370-3306
- (e) E-mail** guentherj@camosun.bc.ca

### **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) 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 of 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

## **3. Required Materials**

- (a) Texts: Dynes, Rhonda, et al. *Essay Essentials with Readings*. 7<sup>th</sup> ed., Nelson, 2019.
- (b) A binder and lined paper
- (c) a dictionary and thesaurus are recommended but not required

#### 4. Course Content and Schedule

**Class Time:** Wednesdays and Fridays 1 – 2:20 pm

**Class Dates:** September 7 – December 11, 2021

**Class Location:** Wed. F302, Fri. F310

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

Assignment	Value (%)
Grammar Tests (3-5)	10
Summary Paragraph	7
Persuasive Essay	15
Research Assignment	
Outline	5
Essay	20
Peer Edit	5
Oral Presentation	15
Compare/Contrast Essay	18
Attendance (including punctuality), Class Preparedness (materials are read and homework is completed), and Participation (class discussion and classroom work)	5
<b>Total</b>	<b>100</b>

#### 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

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/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 may 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, 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.

## 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. 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	<i>Incomplete:</i> 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	<i>In progress:</i> 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	<i>Compulsory Withdrawal:</i> 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.

### Instructor Responsibilities

- provide weekly learning materials based on the course's learning outcomes
- create lessons, exercises, assignments, and quizzes that reflect those learning outcomes
- in a timely manner, respond with feedback to written work submitted on time
- maintain weekly office hours

### Student Responsibilities

- keep up with the weekly course material
- participate regularly and respectfully in classroom discussions
- complete quizzes and assignments on time
- submit assignments consisting of your own work (see plagiarism section below)
- ask for help when you need it or if 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 to five hours per week outside of class, not including essay writing and research. Staying on top of the work is essential to successfully complete this course.

- **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 writing assignments must be completed to receive a passing grade in the course.**
  - **Do not email assignments** except in extenuating circumstances and with the prior approval of the instructor. Instead, assignments must be submitted in person.
- **Electronics.** No cellphones, laptops, translators, or other electronic devices are allowed in class without the permission of the instructor. **Electronics should be turned off and kept out of sight.**

### **Instructor Contact**

- **Office Hours.** You are encouraged to come chat with me during scheduled office hours, when I will be available in Collaborate in D2L. I'm always happy to chat about assignments, graded work, 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.
- **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.
  - 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 😊)
- **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!

### **Classroom Community**

- We're all responsible for creating a respectful, supportive, collaborative, enjoyable, and productive 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 (Indeed, I highly recommend you get feedback from the Help Centre for any take-home 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.