Grande Prairie Regional College
Academic Upgrading Department

English 0130 (6-0-0) Course Outline for Fall, 2009

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Office Hours	**Before and/or after classes.**		

Prerequisites and Requirements

Besides the prerequisite of English/Language Arts 20-1 (EN 0120) or EN 0130 placement test score, students are assumed to:

- possess Alberta high school level reading comprehension, composition skills, and even more important a desire to learn and to improve.

- have continuing access to a computer with an Internet connection. If not, there are a number of computer labs available throughout the College.

- possess keyboarding skills and fluency in common word processor applications, web browsers, and electronic mail.

- be able to spend 6 hours per week in class and an additional 4 to 8 hours per week on reading and/or projects associated with the course.

- make a commitment to completing course activities and assignments and to let me know when you are needing assistance or when there are extenuating circumstances.

- make a commitment to participating and communicating in online and/or group discussions as well as checking online announcements at least twice weekly.

If you are not confident about one or more of the above requirements, there a number of support services available to you. Please ask me how you can obtain assistance.

Texts and Resource Material

- *English 130 Readings Package.(2008).* 5th Edition. (Available at the GPRC Bookstore.)
- *GPRC EN 0130 Website* and *Blackboard* Management System.
- Hosseini, Khaled. (2004). *The Kite Runner.* Anchor, Canada: Random House.

Description:

I have designed English 0130 for adults needing English/Language Arts 30-1 (formerly called English 30) for entry into college/university programs. "This course includes a study of the five basic forms of literature: essays, short stories, novels, drama, and poetry. Both oral presentations and written compositions are required – mainly essays and one major paper" (*GPRC 2009/2010 Calendar*).

Blended Delivery Mode

EN 0130 has undergone revision in order to meet the needs of busy adult learners who have multiple demands in their lives. Blended delivery integrates classroom learning (3 hours/week) with computer-based learning (3 hours/week). This delivery takes advantage of the many computer resources and allows time for individual work.

EN 0130 meets twice per week in a lecture classroom -- <u>Mondays</u> and <u>Wednesdays</u>. In addition, we meet in a computer lab twice weekly -- <u>Tuesdays</u> and <u>Thursdays</u>.

In the computer lab, students will be able to practice their writing skills by actively participating in online discussions, accessing electronic resources, and working on assignments. On a few days there will be in-class writings/tests.

Learning is not "spectator sport", so keep up with your reading so that you are able to contribute by discussing and/or writing about the current topic(s) -- plan on 4 to 8 hours of homework per week.

Blended delivery <u>does not involve less class time</u>, but rather it allows you some flexibility and the opportunity to organize your own learning. You will find that you are working on a number of different activities at the same time. For example during any given week, you may be reading, researching, accessing online resources, and preparing for a presentation.

As the instructor, I have created the course, its environment, along with the materials and assignments. You are the "<u>knowledge creator</u>" and <u>not</u> just the passive receiver of information – <u>you are in charge of what is learned</u>.

Group Learning

This is a literature-based course that includes a variety of readings with related activities. These may be individual or group responses (either written or oral). Reading beyond the literal level (to make inferences) is necessary so you can evaluate and question the content. Be willing to critique and comment on the readings.

Learning is not a solitary activity; it is done in a social environment. The greater your participation and involvement, the greater your learning, and perhaps the more satisfactory the experience. Therefore, <u>physical and online attendance is critical and required</u>.

Collaboration has been termed "<u>co-laboring</u>". All learners benefit from collective activities and discussions. Make a special effort to be involved and "co-labor" by providing ideas, feedback, and valuable resources that you have discovered.

"**We** are smarter than **me**."

Academic Upgrading Student Expectations

The Academic Upgrading Department is an adult education environment. As such, you are expected to show respect for one another, faculty and staff.

In addition to the "Student Rights and Responsibilities" as set out in the *GPRC Calendar*, the following guidelines will allow us to have an effective learning environment for everyone. Since some activities are disruptive to learning, I ask that you comply with the following:

- You are expected to be punctual. Arrive on time for class and remain for the duration.

- During class, have your phone set on vibrate and avoid texting.

- Refrain from unrelated and/or disruptive talking during class time.

- Be respectful of others regarding food or beverages in the classroom. Clean up your area and dispose of garbage.

  Be aware of sanitation and possible spread of illness. Take care of your health, your familiy's, and that of others.

- Children are not permitted in the classrooms.

Attendance is a requirement for academic success. If you miss more than 15 percent of classes per semester, you may be debarred from the final exam. It is your responsibility to notify me of any extenuating circumstances as they happen. I can usually make arrangements to accommodate these occasional absences.

As per the *GPRC Calendar*, you are responsible to "write tests and final examinations at the times scheduled by the instructor or the Office of the Registrar".   However, once I have handed back tests/assignments, there is no opportunity to write the test or to submit the missed assignment. You will be assigned a grade of zero.

No electronic devices will be allowed while writing EN 0130 tests or exams.

Although 50% is considered a pass in most courses, research and experience indicate that future academic success requires higher standards.   Therefore, in Academic Upgrading, we strongly recommend that you achieve 60% or better so that you will be admitted to and successful in your post secondary program.

> If you are absent due to medical or unforeseen circumstances and wish to be given the opportunity to **write a test** (or submit an assignment), there are specific requirements. **Make prior arrangements with me by phone or email.**
>
> Only then will you be permitted to write or submit at a later date. It is expected that you will write tests/quizzes the following day outside class time – usually in A205.

Netiquette (Online Etiquette)

EN 0130 participants need be aware that there are "rules of engagement" for online discussion and participation.

- In your messages, use greetings and the names of those involved. This personalizes electronic communication. Sign your name to all your postings.

- Use subject headings and/or refer to previous messages so your meaning is clear. Also, this maintains ongoing dialogue.

- Your messages need to be succinct (to the point). Also, since this is an English course, proofread your message prior to posting.

- Don't be afraid to ask for clarification or assistance from your classmates.

- Respond as promptly as possible; ensure you have answered questions asked of you.

- Important discussion rule – your comment must introduce **relevant** and **new** information. It is okay to respond with non-informative comments (perhaps statements of agreement, support, encourage, or friendship), but make sure this is not your only kind of posting.

- It is a good idea to read all the messages before responding and do not "lurk" (this means that you aren't just be an observer). Share your ideas, resources, and viewpoints.

- Do not post flaming or disrespectful messages; this includes messages which are abrupt, rude or dismissive of others' points of view.

Learning Objectives

The general objective of EN 0130 is to provide students with the opportunity to refine **communication skills** that are needed in subsequent college/university courses. Students will have the opportunity to:

- review and master elements of **grammar**, **punctuation** and **sentence structure**

- develop strategies for **reading** difficult material
- analyze a variety of readings
- practice critical thinking skills through questioning and online/group discussion

- identify the thesis sentence and supporting ideas in **essays** of varying length, subject and complexity, and to be able to apply these to personal essays
- summarize the main ideas of passages to be incorporated into research essays (summarize, paraphrase and quote from selected resources)
- use APA and/or MLA style documentation for citation and preparation of references in research papers

- plan **original essays**; prepare the topic, thesis, and supporting content
- prepare an outline of a proposed essay
- plan and gather resources to research a specified topic
- identify and utilize writing techniques relating to: introductions, transitions. organizational patterns (exposition, comparison, contrast), and conclusions

- summarize the plot of a **short story**, **novel** and **film/play**
- identify aspects of setting, plot, characterization, theme
- identify the writer's point of view and show how it affects the story

- analyze how setting, plot, mood and climate influence the development of the plot
- select details in order to make inferences
- develop the theme(s) of a selection
- read, write, discuss, and **critique** a novel, short stories, nonfiction, movie and/or play

- explain how **poetry** differs from prose in style, purpose and form
- identify devices of figurative language such as metaphor, irony, allusion
- identify musical elements such as rhyme, rhythm and alliteration
- read Canadian poetry aloud and discuss its unique qualities, meaning and impact

- prepare for and participate in a **class conference** (presentation)

Course Content

Theme 1: **Friends and Enemies**   4 wks

- study the novel, *The Kite Runner*; the vocabulary and the writing style
  of Khaled Hosseini and other 21st century writers
- practice critical analysis through questioning, discussion, presentation
  and writing
- analysis of personal and professional writing styles and techniques

- in order to improve basic English skills, three elements of
  WRITING/MECHANICS will be reviewed – commas, semi-colons, apostrophes

Project 1: Expository Essay (based on the novel) – **worth 8%**

Theme 2: **Risk Taking**   3 wks

- examine nonfiction (essays) and fiction (short stories)
- consider both the writer's opinion and experts' opinions
- practice critical analysis through discussion, presentation, writing

Project 2: Mini-Research Essay (class selects the topic and electronic resources are provided) **– worth 10%**

Theme 3: **The Human Mind—a fascinating place to visit**   2.5 - 3 wks
- study a number of short stories, a Shakespearean play on film, the
  authors/playwrights/directors and their artistic styles
- examine setting, structure, figurative and stylistic devices, mood, tone,
  point of view, and irony in fiction
- analyze character development (characterization) and theme with focus on
  Shakespeare's *Othello* (film version)
- read, interpret and assess a few Shakespearean sonnets

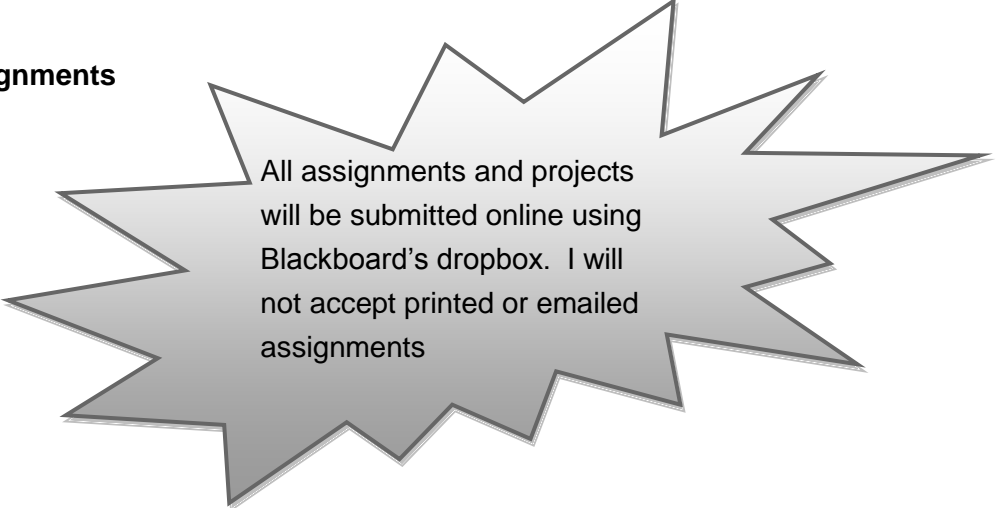**Project 3: Conference Presentation – worth8%**

Theme 4: **Stories and Experiences through Poetry**   2 – 2.5 wks
- study modern poets, especially Alberta poets
- identify figurative language such as metaphor, irony, symbols, allusion
- identify musical elements such as rhyme, rhythm and alliteration
- read poetry aloud and discuss its message, meaning, impact, and unique
  Prairie themes
- collect and share poetry from the region, that is personally meaningful,
  or is original

Project 4:   Major Research Essay – worth 16%

Submission of Assignments

All assignments and projects will be submitted online using Blackboard's dropbox. I will not accept printed or emailed assignments

The due dates for all assignments have been provided as are the assessment rubrics. Late assignments will be accepted (with 5% per day penalty) up to four days unless prior arrangements have been made.

If you require a slight extension on an assignment, all you need to do is make prior arrangements with me.

Grande Prairie Regional College "expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat … [therefore] the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating" (from the *GPRC Academic Policy – Student Misconduct*, 2006).

Plagiarism involves:

1. copying or paraphrasing passages, sentences, phrases, data, statistics, and/or visuals from print or Internet sources without proper acknowledgment.

2. using someone else's ideas without giving credit to the source.

3. submitting a professionally prepared research paper as one's own work.

4. submitting copied work as one's own and allowing another person to copy, thus enabling that person to commit plagiarism.

5. reusing or recycling a paper done in a previous course without the permission of the instructor.

6. fabricating or creating material (statistics, text, etc.) and citing it as a legitimate source.

7. documenting a source inaccurately.

To avoid plagiarism, you may use:

1. direct quotations with acknowledgement of the source.

2. paraphrasing and summaries of another's words with acknowledgment of the source.

3. ideas in general taken from a source if acknowledged.

4. Writing Center tutors or other editors do not need to be cited. However, another person may not correct and revise your work in its entirety.

5. keyboarding or typing performed by another person is permissible, but the typist may not change the content, organization, spelling, punctuation, words, or ideas of the writer.

Students in EN 0130 found to be "intellectually dishonest" on assignments or tests will receive a grade of zero. This may be permanently placed in the student's College file. Repeat violations will result in expulsion from the course. If you wish to obtain further information, refer to the Academic Policy titled *Student Misconduct: Plagiarism and Cheating* that can be accessed through the College's website.

As the instructor of EN 0130, I reserve the right to use electronic plagiarism detection services on any assignment submitted for grades.

Each unit will involve a composition test where you may use the computer as a writing tool. All of the computer labs have now been equipped with a monitoring system that allows instructors to block applications, internet access, or network access during exams.

Assessment

I have included a variety of assessment practices in the course. Students will use specific rubrics to evaluate one another's presentations/work. Similarly, students will use rubrics to assess their own contributions and provide evidence from their work. Of course, I will use similar rubrics to provide both feedback and grades.

Your written projects (and some assignments) will be assessed twice. First, Upfront Assessment is meant to provide you with information about the quality of your work. Only a portion of the composition will be marked for mechanical correctness so that you can make similar corrections in the remainder of the assignment. This is information for improvement. Using this feedback, you will have the opportunity to improve the entire assignment before re-submitting it for a grade. This allows you to practice and improve your English skills. Thus, students are able to obtain a far better grade, but if requires time and effort on your part. Assignments that have not been submitted for Upfront Assessment will receive a deduction on the Final Assessment.

You will only have a few days to revise your assignment before you re-submit it for the Final Assessment. Here the assignment will be graded according to the rubric, often with few additional revisions or comments.

Assignments and Projects		**50%**
Class and Online Activities	8%	
Project 1: Resource Development	8%	
Project 2: Mini-Research Essay	10%	
Project 3: Conference Presentation	8%	
Project 4: Major Research Essay	16%	

Tests (mostly class compositions) and Quizzes   **25%**   There is no mid-term exam.

Final Exam (written composition)   **25%**

In accordance with the Academic Upgrading Department guidelines, your percentage standing will be converted to the alpha system:

A+ (90-100)	**A** (85-89)	**A-** (80-84)
B+ (76-79)	**B** (73-75)	**B-** (70-72)
C+ (67-69)	**C** (64-66)	**C-** (60-63)
D+ (55-59)	**D** (50-54)	**F** (0-49)