DEPARTMENT OF ACADEMIC UPGRADING

COURSE OUTLINE - WINTER 2012

EN 0130 - ENGLISH 0130

INSTRUCTOR: Susan Beaumont   **PHONE:** 539-2758

OFFICE: C405   **E-MAIL:** sbeaumont@gprc.ab.ca

OFFICE HOURS: Half hour before class or by appointment

PREREQUISITE(S)/COREQUISITE:

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

- possess Alberta high school reading comprehension and composition skills. Equally important is a desire to learn and improve these skills.

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

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

- be willing to participate and communicate during class and/or group activities.

- have continuing access to a computer with an Internet connection. If not, there are a number of computer labs available throughout the College; several are open until 9:00 pm and during the weekend.

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

- access *Moodle* at least twice a week for EN 0130 announcements and online resources. Also on a weekly basis, check your College email.

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. The Learning Resource Centre in the GPRC Library, for example, is an invaluable resource for additional support in writing skills.

REQUIRED TEXT/RESOURCE MATERIALS:

- Hosseini, Khaled. (2004). *The Kite Runner.* Canada: Random House. (available in GPRC bookstore)
- *Readings for English 0130* package (available in GPRC bookstore)
- Handouts and resources distributed in class and/or posted on *Moodle* Computer Management System

Recommended but **not** required:

- An English handbook such as The *Little Brown Essential Handbook* (2012) published by Pearson Canada.

CALENDAR DESCRIPTION:

English 0130 is designed 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).*

EN 0130 meets four days per week, alternating between a lecture classroom and a computer lab.

CREDIT/CONTACT HOURS:

6.0 credits /90 contact hours

DELIVERY MODE(S):

This course is delivered through lectures, activities, online discussion forums, in-class writing, response writing, group work, and presentations. In addition, assigned projects provide students with an in-depth opportunity to develop, practice, and showcase important academic and communication skills.

EN 0130 is taught through a blended delivery model that integrates classroom learning (3 hours/week) and computer-based learning (3 hours/week). This delivery takes advantage of the many computer resources and allows time for individual work.

In the computer lab, students will be able to practice their writing skills by actively participating in online activities, accessing electronic resources, and working on assignments. On a few of these days, there will be in-class writings/tests where you will be able to use the computer as a writing tool if you wish.

Blended delivery **does not involve less time**, but rather it allows you some flexibility and the opportunity to organize your own learning activities. 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 by accessing online resources, and even preparing to complete one of your projects.

Group Learning

This is a literature-based course that includes a variety of readings with related activities. These may be individual and/or group responses (either written or oral). Reading beyond the literal level (to make inferences) is necessary so you can evaluate and not only question the content but also comment on the author's focus and style.

Collaboration has been termed "*co-laboring*". All learners benefit from collective activities and discussions. Make an effort to be involved and "co-labor" by contributing your ideas, feedback, and valuable resources you have discovered.

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

Learning is not a "spectator sport", so you must keep up with your reading so you are able to "*co-labor*". While the instructor creates the learning materials and environment, you are the "*knowledge creator*" – **you are in charge of what is learned**, so plan on 4 to 8 hours of homework per week.

OUTCOMES:

The general objective of EN 0130 is to provide students with **the opportunity to refine reading, writing and communication skills** needed in subsequent college/university courses. The course is organized around five key outcomes:

1. Exploring thoughts, ideas, feelings, and experiences through personal response and critical analysis of literary texts;
2. Comprehending literature and other texts in oral, print, visual and multimedia forms, and responding personally, critically and creatively;
3. Managing ideas and information;
4. Creating oral, print, visual and multimedia texts, and enhancing the clarity and artistry of communication; and
5. Respecting, supporting, and collaborating with others.

OBJECTIVES:
To achieve these outcomes, students will

1.
- Reflect on ideas and experiences by studying works of literature;
- Enhance appreciation of the ways in which literature engages the imagination, conveys human experience and comments on the human condition;
- Form understandings, interpretations and positions, and consider new perspectives
- Practice critical thinking skills through questioning (in class activities, discussions, presentations, and compositions)
- Select details to make inferences

2.
- Understand how authors use language and literary techniques to produce effects such as suspense, humour, and pathos, and to create multiple layers of meaning;
- Understand the subtle nuances and symbolic language found in sophisticated literary as well as popular media texts;
- Assess the contribution of figurative language, symbol, motif, imagery and allusion to the meaning and significance of texts;
- Relate form, structure and medium to purpose, audience and content;
- Assess the contributions of setting, plot, characterization, point of view, and atmosphere to the development of theme;
- Explain how **poetry** differs from **prose** in style, purpose and form;
- Discuss unique qualities, meanings and impacts of selected poems;
- Assess the use of musical devices, figures of speech and sensory details to create effects;
- Create a variety of responses to literature texts including personal response, critical / analytical response and oral / visual / multimedia presentations.

3.
- Enhance organization by using writing techniques relating to: introductions, transitions. organizational patterns (exposition, comparison, contrast), and conclusions;
- Plan **original essays**; prepare the topic, thesis, and supporting content;
- Prepare an outline of a proposed essay;
- Plan inquiry or research and identify information needs and sources;
- Use reference strategies and reference technologies;
- Evaluate, select, record and organize information;
- Summarize the main ideas of passages to be incorporated into research essays (summarize, paraphrase and quote from selected resources);
- use APA style documentation for citation and preparation of references in research papers;
- Form generalizations and conclusions and individual perspective on topic expressed in a thesis statement.

4.
- Improve thoughtfulness, effectiveness and correctness of communication;
- Set personal goals for language growth and mastery of spelling, punctuation, capitalization, usage, grammar and sentence construction;
- Increase language fluency and proficiency and be able to review and revise / edit texts in progress to correct common sentence faults, such as comma splices, run-on sentences and unintended sentence fragments;
- Use punctuation, vocabulary and rhetorical structures in a unique way to create effect;
- Use production, publication and presentation strategies and technologies to communicate information effectively;
- Develop confidence and skill by sharing thoughts, ideas, information and experiences through formal and informal presentations;

- Prepare for and participate in a **class conference** (oral presentation).

5.
- Express own explorations and understandings and consider others' explorations;
- Collaborate in group activities and develop a classroom learning community.

TRANSFERABILITY:

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

GRADING CONVERSION CHART			
Alpha Grade	**4-point Equivalent**	**Percentage Guidelines**	**Designation**
A$^+$	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A$^-$	3.7	80 – 84	FIRST CLASS STANDING
B$^+$	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B$^-$	2.7	70 – 72	
C$^+$	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C$^-$	1.7	60 – 62	
D$^+$	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS:

Mark Distribution

Assignments and Projects	**50%**	
In-Class Activities & Discussion Forum	10% →	Because these are mostly in class, it may not be possible to do these if you are absent
Project 1: Expository Essay	8%	
Project 2: Practice Project for Research Essay	8%	
Project 3: Major Research Essay	16%	
Project 4: Conference Presentation	8%	

Unit Tests (mostly class compositions) and Quizzes **25%**

> **There is no mid-term exam.**

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

Assignments

Assignments are due on the day announced in class or posted on Moodle. Assessment rubrics will be provided to assist you in preparing your assignments **Late assignments will be accepted** (with 5% per day **penalty deducted** for an unauthorized late assignment) for **up to four days unless prior arrangements have been made OR** the assignment has been returned to the class.

If you require a slight extension on an assignment, discuss your request with me **at least two days before the due date**. Normally, you will be allowed one negotiated extension in the semester; please reserve this option for emergencies. In addition, a coupon is provided below to entitle you to one 24 hour extension, no questions asked.

In addition to in-class and homework assignments, there are four major projects that count for **40%** of your final grade. There are three written projects and one oral project. For each of these, due dates and assessment rubrics are included with the assignment outline. It is essential to allow time to complete each project. Begin early to give yourself time to plan, develop, revise and edit.

> The three written projects will be submitted online using the *Moodle* computer management system. Once they are read and graded, they will be returned through *Moodle* or in hard copy.
>
> **Electronic copies of assignments are required.** You are also free to hand in a hard copy. If you are unable to upload to Moodle, email your assignment to me and upload to Moodle when you are back on campus.

The purpose of assessment is to communicate how you have done on a project so you are able to improve for future assignments. Therefore, your first and third written projects will be assessed twice. The first completed draft is worth 10%. Feedback about the quality of your ideas and writing skills will be provided. A portion of your composition will be marked for mechanical correctness and you will be able to use this to practice your editing skills, make corrections, revise the content and subsequently receive a better grade. **This first assessment is information to improve your writing skills and your final grade.**

While a concerted effort to improve your project enables you to obtain a far better grade, it does require more time and effort for both of us.

You will only have a few days to revise your project before you re-submit it for the final assessment. For both assessments, rubrics will be used. The final assessment usually contains comments with few additional

revisions. Assignments that have not been submitted for the first assessment will be graded out of 90% of the project's worth.

The College has a Writing Center in the Library. Tutors will help you edit your essay as well as provide suggestions. There is no charge for this service; however, you must book appointments; don't leave to the last minute.

In addition, each unit will include 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 specific applications as well as internet and network access. In addition, I reserve the right to view your computer screen during any of the classes, particularly during tests or exams.

STUDENT RESPONSIBILITIES:

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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:

- attend every class and be prepared to ask questions, share insights, raise issues you find interesting or puzzling and be ready to engage with other students;

- contact me by email or by phone if you are going to be absent;

- While effort will be made to assist you if you have been absent, it is your responsibility to find out what was missed and to check Moodle;

- be punctual. Arrive on time for class and remain for the duration. If you must leave, do so at a time that is least disruptive, and please let me know before the class begins;

- turn off laptops and other electronic devices, including cell phones;

- turn off computer monitors if a lesson or presentation is being held during a computer lab class;

- refrain from unrelated and/or disruptive talking during class time, and

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

> 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.
>
> Quizzes or tests will be set aside for you **in A205**; they are to be written the following day outside class time. Natasha Hipkiss will have these set aside for you and you will need to make arrangements with her.
>
> Alternatively, arrangements may be made to write in the Student Services testing room by contacting Angie Harper.

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 missed assignments. You will be assigned a grade of zero.

STATEMENT ON PLAGIARISM AND CHEATING:

Plagiarism is the use of any material, words, sentences, phrases, or ideas of an author without giving due credit. Plagiarism is a serious academic offence and will be dealt with accordingly.

Refer to the Student Conduct section of the College Admission Guide at http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

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, research and writing
- analyze personal and professional writing styles and techniques
- review WRITING/MECHANICS (commas, semi-colons, apostrophes) to improve basic writing skills

Project 1: Expository Essay (based on *The Kite Runner*) – **worth 8%**

Theme 2: **Risk Taking**   2 – 2.5 wks

- examine nonfiction (essays) and fiction (short stories)
- consider both the writer's focus and experts' opinions
- practice critical analysis through class activities and writing

Project 2: Annotated Bibliography for your research essay (Project 3) – **worth 8%**

Theme 3: **The Human Mind—a fascinating place to visit**   3-3.5 wks
- study a number of short stories and poems, the authors, and their artistic styles
- examine setting, structure, figurative and stylistic devices, mood, tone, point of view, irony, satire in fiction
- analyze character development (characterization) and theme
- study Shakespeare's *Othello* (film version) with focus on its timeless themes
- read, interpret and assess a few Shakespearean sonnets

Project 3:   Major Research Essay (your choice of an approved topic) – **worth 16%**

Theme 4: **Stories and Experiences through Poetry**   2 – 2.5 wks
- study selected modern poems
- identify the poet's unique stylistic elements
- identify figurative language and literary techniques such as irony, satire, sarcasm, symbolism, and allusion
- identify musical elements such as rhyme, rhythm and alliteration
- read poetry aloud and discuss its message, meaning, impact, and unique themes
- collect and share poetry that is personally meaningful and original (including regional and students' poetry)

Project 4: Conference Presentation (a topic on which you have expertise) – **worth 8%**

Important Dates (project dates subject to change)

Project 1	First draft	Due Friday, January 27
Project 1	Final essay	Due Friday, February 3
Family Day	February 20 – no class	
Winter Break	February 21-24 – no class	
Project 2	Due	Monday, February 27
Project 3	First draft	Due Friday, March 16
Project 3	Final essay	Due Friday, March 23
Project 4	Presentations	TBA (April 2, 3, 4 or 9, 10, 11)

First Day of EN 0130 Classes:	January 6
Last Day of EN0130 Classes:	April 11
Last day to drop for refund:	January 19
Last day to withdraw with permission:	March 6
Exam period:	April 16 – 26 (EN0130 exam date to be announced)