



# Grande Prairie Regional College

Academic Upgrading Department

English 0130 A4 Course Outline

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## Prerequisites and Requirements

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 about 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 and to let me know when you are needing 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 once a week for EN 0130 announcements and utilize 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 are a number of support services available to you. Please ask me how you can obtain assistance.

## Texts and Resource Material

- *English 130 Readings Package. (2010). 6<sup>th</sup> Edition.* (Available at the GPRC Bookstore.)
- Hosseini, Khaled. (2004). *The Kite Runner*. Canada: Random House.
- Moodle Computer Management System and the *GPRC EN 0130 Website*.

## Description

English 0130 has been 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 2010/2011 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 with computer-based learning. 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 some of these days, there will be in-class writings/tests where you will use the computer as a writing tool.

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 “spectator sport”, so you must keep up with your reading so you are able to “*co-labor*”. You are the “*knowledge creator*” – **you are in charge of what is learned**, so plan on 4 to 8 hours of homework per week.

## 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. If you must leave, do so at a time that is least disruptive.
- Students are expected to focus on the instructor during teaching time. This means, no use of the computers while the instructor is teaching.
- During class, have your phone set on vibrate and avoid texting. Absolutely NO use of phones/other during instructor teaching time.
- No electronic devices will be allowed while writing EN 0130 tests.
- 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.
- Children are NOT permitted in the classrooms.

Be aware of sanitation and possible spread of illness. Take care of your health and your family’s wellbeing.

**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.

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 be 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.

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.

## Netiquette (Online Etiquette)

EN 0130 participants need be aware that there are “rules of engagement” for online participation and email

- Check *Moodle* EN 0130 announcements and your GPRC email at least once each week.
- In your messages, use greetings and the names of those involved. Sign your name to all your postings.
- Your messages need to be succinct (to the point). Also, since this is an English course, proofread your message prior to sending/posting.
- Do not post or send 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 reading, writing and communication skills** 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 (in class activities, discussions, presentations, and compositions)
- 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 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 poetry that makes a social commentary

- read Canadian (especially Alberta) 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

3 wks

- study the novel, *The Kite Runner*; the vocabulary and the writing style of Khaled Hosseini and other 21<sup>st</sup> 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 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: Article Review (class selects the topic and two electronic resources are provided) – worth 10%

### Theme 3: The Human Mind—a fascinating place to visit

2.5 wks

- study a number of short stories, 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

2.5 wks

- study modern poets, especially Alberta poets
- identify the poet's unique stylistic elements
- identify figurative language such as irony, satire, sarcasm, symbolism, 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 that is personally meaningful and original (especially regional and students' poetry)

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

## Academic Integrity

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 electronic sources **without proper acknowledgment**.
2. using someone else’s ideas without giving credit to the source.
3. submitting a professionally prepared (or purchased) paper as one’s own work.
4. submitting copied work as one’s own.
5. allowing another person to copy, thus enabling that person to commit plagiarism.
6. reusing or recycling a paper done in a previous course without the permission of the instructor.
7. fabricating or creating material (statistics, text, etc.) and citing it as a legitimate source.
8. documenting a source inaccurately.

To avoid plagiarism, use:

1. a few short and judiciously chosen direct quotations with acknowledgement of the source.
2. paraphrasing and summaries of another’s words with acknowledgment of the source.
3. an author’s general ideas with acknowledgment.

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* through the College’s website.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

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

## Assessment

There are three written and one oral project. For each of these, due dates for have been provided on the course schedule and assessment rubrics are included with the assignment outline. **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.

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 three 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.**

The three written projects will be submitted online using the *Moodle* computer management system. Once they are read and graded, they will also be returned through *Moodle*.

I will not accept printed or emailed projects.

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.

### Mark Distribution

<p><b>Assignments and Projects</b></p> <ul style="list-style-type: none"> <li>In-Class Activities 8%</li> <li>Project 1: Expository Essay 8%</li> <li>Project 2: Article Review 10%</li> <li>Project 3: Major Research Essay 16%</li> <li>Project 4: Conference Presentation 8%</li> </ul>	<p><b>50%</b></p> <p>→</p>	<p>Because these are in class, it may not be possible to do these if you are absent</p>
<p>Unit Tests (mostly class compositions) and Quizzes</p>	<p><b>25%</b></p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>There is no mid-term exam.</b></p> </div>
<p>Final Exam (written composition)</p>	<p><b>25%</b></p>	

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

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