



**DEPARTMENT OF ARTS AND EDUCATION**  
**COURSE OUTLINE – FALL 2015**  
**EN0090 BASIC ENGLISH III - 5 (4.5-0-3) HS**

**INSTRUCTOR:** Kaylee Disher                      **PHONE:** (780) 539- 2727  
**OFFICE:** C405                                      **EMAIL:** [KDisher@gprc.ab.ca](mailto:KDisher@gprc.ab.ca)

**OFFICE HOURS:** Monday to Friday 11 AM to 12:30 PM or by appointment.

**PREREQUISITES:** EN0080

**REQUIRED TEXT/RESOURCE MATERIALS:**

- Essential Reading Skills (4th edition) by Kathleen McWhorter
- EN0090 Building English Skills Workbook
- *The Slave Dancer* by Paula Fox

**CALENDAR DESCRIPTION:**

This is a skills development course for high school level English competency and a continuation of EN0080. Emphasis is on basic writing skills, reading comprehension and vocabulary development. The course content focuses on the needs of each student (for grades seven to nine reading and writing levels).

**CREDIT/CONTACT HOURS:**

7.5 hours/week

**MODES:**

Students will work through a series of readings, exercises and computer assisted learning as well as instructor led lectures and activities. Students will do small group work. Oral reading is required and developing writing skills is a priority.

**OBJECTIVES:**

Students will be able to use reading skills such as identifying supporting details, implied ideas, organization and evaluating sources to better understand the meaning, purpose and tone of texts. Students will develop critical reading skills by examining a number of texts and engaging in class discussions and writing assignments. Students will understand the importance of reading through a lens as well as have a grasp on the writing process through writing workshops.

**LEARNING OUTCOMES:**

As a result of taking this course, students will gain the ability to:

This course aims to provide each student with the skills to understand and appreciate language and to use it confidently and competently for a range of purposes. Students will explore thoughts, ideas and experiences through reading and group discussions. Students will be able to read and think critically, understanding the value of ideas and opinions of others while also being able to recognize the lenses through which we all read, write and think. Students will develop a positive attitude towards reading and writing in an academic arena as they work through material in a structured, collaborative and positive learning environment.

**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:**

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

**EVALUATIONS:**

At the end of each unit there will be a writing assignment and or test, through which the student will demonstrate the use of the skills learned. There will be small group reading when students work with *The Slave Dancer*. Their ability to work in a group as well at the product of there group work will be evaluated. Students will also submit a novel study, and write a movie review.

<b>Attendance</b>	<b>5%</b>
<b>Unit Workbook</b>	<b>15%</b>
<b>Unit Writing</b>	<b>15%</b>
<b>Group Work</b>	<b>5%</b>
<b>Novel Study</b>	<b>15%</b>
<b>Movie Review</b>	<b>15%</b>
<b>Final</b>	<b>30%</b>
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	<b>100%</b>

**STUDENT RESPONSIBILITIES:**

The nature of this course required regular attendance and constructive participation. You are expected to be in attendance. Assignments and test are expected to be completed and submitted at the time specified. In order to make late assignments considered for grading, you must make prior arrangements with the instructor.

**STATEMENT ON PLAGIARISM AND CHEATING:**

The instructor reserves the right to use electronic plagiarism detection services. You are expected to be familiar the college policy. 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 [http://www.gprc.ab.ca/files/forms\\_documents/Student\\_Misconduct.pdf](http://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf)

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

**\* Subject to change based on students' needs in the course\***

Week 1	Welcome! Unit 6 Identifying Supporting details and Transitions Essential Reading Skills (Page 216-248) <ul style="list-style-type: none"><li>- What are supporting details?</li><li>- What are Transitions?</li><li>- Putting it all together</li></ul> <b>Workbook: Spelling</b>	
Week 2	Unit 7 Understanding Implied Main Ideas Essential Reading Skills(Page 251-286) <ul style="list-style-type: none"><li>- What does implied mean?</li><li>- Remembering the difference between general and specific ideas.</li><li>- How to find implied ideas in paragraphs</li><li>- Working with paragraphs</li><li>- New vocabulary</li></ul> <b>Workbook: Using Pronouns</b>	

Week 3	<p>Unit 8</p> <p>Recognizing Patterns of Organization</p> <p>Essential Reading Skills (Page 288-334)</p> <ul style="list-style-type: none"> <li>- What are patterns of organization?</li> <li>- Example</li> <li>- Definition</li> <li>- Chronological Order and Process</li> <li>- Comparison and contrast</li> <li>- Cause and Effect</li> <li>- Listing</li> <li>- New vocabulary</li> </ul> <p><b>Workbook: Using Prepositions and Conjunctions</b></p> <p><b>Using Compound Sentences</b></p>	
Week 4	Continuing from week 3.	
Week 5	<p>Unit 9</p> <p>Reading and Thinking Critically</p> <p>Essential Reading Skills (Page 336-382)</p> <ul style="list-style-type: none"> <li>- What is inference?</li> <li>- Understanding a Writer's Purpose</li> <li>- Identifying Tone</li> <li>- Distinguishing Fact and Opinion</li> <li>- Understanding More of that you Read</li> <li>- Evaluating internet sources</li> <li>- New Vocabulary</li> </ul> <p><b>Workbook: Writing to Summarize</b></p> <p><b>Writing a Precis</b></p>	
Week 6	Continue from week 5.	

Week 7	Unit 10 Reading and Thinking Critically Essential Reading Skills (Page 428-446) <ul style="list-style-type: none"> <li>- Short Story Study</li> <li>- Glossary of frequently confused words and phrases</li> </ul> <b>Workbook: Making subjects and verbs agree</b> <b>Adjectives and adverbs</b>	<b>Remember:</b> <b>No Class October 12</b>
Week 8	<i>The Slave Dancer</i>	
Week 9	<i>The Slave Dancer</i>	
Week 10	<i>The Slave Dancer</i>	
Week 11	<i>The Slave Dancer</i>	<b>Remember:</b> <b>No class November 11,</b> <b>12, 13</b>
Week 12	Writing Work Shop	
Week 13	Movie Review	
Week 14	Exam Prep	



