



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2016

EN0090 BASIC ENGLISH III - 5 (4.5-0-3) 112.5 HOURS

INSTRUCTOR: Kaylee Disher

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OFFICE HOURS: Wednesday 11AM to 12 PM, Friday 1PM to 12PM or by appointment

PREREQUISITES: EN0080

REQUIRED TEXT/RESOURCE MATERIALS:

- Essential Reading Skills (4th edition) by Kathleen McWhorter
- EN0090 Building English Skills Workbook

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: 5 (4.5-0-3) 112.5 Hours

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:

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.

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

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:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage of Class	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
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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 as the product of their group work will be evaluated. Students will also submit a novel study, and write a movie review.

Weekly Assignments	10%
Writer's Notebook	10%
Test/Quizzes	15%
Projects	30%
Final	30%
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	100%

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 with 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

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)	
Week 2	Unit 7 Understanding Implied Main Ideas Essential Reading Skills(Page 251-286)	
Week 3	Unit 8 Recognizing Patterns of Organization Essential Reading Skills (Page 288-334)	
Week 4	Continuing from week 3.	
Week 5	Unit 9 Reading and Thinking Critically Essential Reading Skills (Page 336-382)	
Week 6	Continue from week 5.	
Week 7	Unit 10 Reading and Thinking Critically Essential Reading Skills (Page 428-446)	
Week 8	The Essay	
Week 9	The Essay	

Week 10	The Essay	
Week 11	The Essay	
Week 12	Writing Work Shop	
Week 13	Movie Review	