



Grande Prairie Regional College

Academic Upgrading Department

English 0130 (6-0-0) Course Outline

Fall, 2011

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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, in group activities and online.
- 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.

REQUIRED TEXT/RESOURCE MATERIALS:

- *Readings for English 130.* (package available in bookstore)
- Handouts and resources posted on *Moodle* Computer Management System
- Hosseini, Khaled. (2004). *The Kite Runner*. Canada: Random House.

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 2011/2012 Calendar*). For detailed information on courses and procedures, please consult the *GPRC Admission Guide 2011 – 2012* available online at <http://www.gprc.ab.ca/programs/calendar/admissions-guide-2011-2012/html>.

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):

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. Enhancing the clarity and artistry of communication; and
5. Respecting, supporting, and collaborating with others.

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.**

ASSESSMENT:

Mark Distribution

Assignments and Projects

In-Class Activities & Discussion Forum	12%
Project 1: Expository Essay	8%
Project 2: Practice Project for Research Essay	6%
Project 3: Major Research Essay	16%
Project 4: Conference Presentation	8%

50%



Because many of these are in class, it may not be possible to do these if you are absent

There is no mid-term exam.

Unit Tests (mostly class compositions) and Quizzes	25%
Final Exam (includes written composition)	25%
TOTAL	100%

In accordance with the Grande Prairie Regional College guidelines, your percentage standing will be converted to the alpha system:

A+ 90-100	A 85-89	A- 80-84
B+ 77-79	B 73-76	B- 70-72
C+ 67-69	C 63-66	C- 60-62
D+ 55-59	D 50-54	F 0-49

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.

Note: The grades posted to Moodle are not final; check your GPRC account for your final term grade.

Assessment

There are three written projects and one oral project. For each of these, due dates and assessment rubrics are included with the assignment outline. **Late assignments will be accepted** (with a **flat half letter grade penalty deducted** for an unauthorized late assignment) for **up to one week 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 **before the due date**. Normally, you will be allowed one negotiated extension in the semester; please reserve this option for emergencies.

If an assignment is not handed in when it is due, the procedure is as follows:

1. Advise me that the assignment has not been submitted and confirm the date it will be submitted. In the case of a project, meet with me and bring the work you have completed to date.
2. When the assignment is completed, keep a digital or hard copy of it.
3. Submit the assignment to *Moodle*.
4. Confirm with me the receipt of the assignment.

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.**

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. If you are unable to upload to *Moodle*, email your assignment to me and upload to *Moodle* when you are back on campus.

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 it 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:

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 Admissions Guide 2011-2012*, 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.
- During class, have your phone set on vibrate and avoid texting.
- No electronic devices will be allowed while writing EN 0130 tests.
- Practice Netiquette when participating in the online discussion forum. Guidelines will be provided in class.
- 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.

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 the *GPRC Admissions Guide 2011-2012*, 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.

Please see pages 50 – 52 of the GPRC Admissions Guide 2011-2012 for more information.

<http://www.gprc.ab.ca/programs/calendar/admissions-guide-2011-2012/html/50.html>

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 – 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%

STATEMENT ON PLAGIARISM AND CHEATING:

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). For more information, please refer to <http://www.gprc.ab.ca/programs/calendar/admissions-guide-2011-2012/html/50.html>

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.

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

To be announced