

ACADEMIC UPGRADING DEPARTMENT

- COURSE TITLE:** EN0080 - EN0090
- TIME:** 5 Hours Per Week
- DURATION:** Students may complete EN 0080 and EN 0090 in one semester, or may complete only one course per semester.
- INSTRUCTOR:** Colleen Holler
- OFFICE:** C218
- TELEPHONE:** Phone: 539-2066
- Email:** choller@gprc.ab.ca
- OFFICE HOURS:** Posted on door
- TEXTS:** Building English Skills - Red Level -[available in bookstore]
EN 0080 EN 0090 [available in bookstore]
Dictionary
- SUPPLIES:** Lined paper, pencil, pen, highlighter, photocopy paper
- ELIGIBILITY:** Students are eligible for placement in 0080 if they have attained a TABE score of 7.0 or more. Students are eligible for EN 0090 after successfully completing EN 0080.
- PURPOSE:** EN0080-0090 will prepare students for courses at the high school entry (grade 10) level.
- FORMAT:** Students will work through a series of exercises with help as required from the instructor.
- EVALUATION:** When each activity is completed to instructor's satisfaction, the student moves on to next activity. A mid-term exam is required with a passing mark of 60% and a final exam with a passing mark of 50% to proceed to the next level. Students must achieve credit in at least one course (0080 or 0090) per semester.

COURSE OUTLINE

English 0080

- G Module One: Writing to Communicate.
- G *Building Your Vocabulary - Red Book pp. 6-17.*
- G Module Two: Sentences in Writing.
- G *Parts of a Sentence - Red Book pp. 69-82.*
- G Module Three: Developing Good Paragraphs.
- G *Capitalization - Red Book pp. 149-156.*
- G PLATO *Proper nouns and capitals; Titles and Capital Letters*
- G Module Four: Developing Paragraphs Using Examples and Facts.
- G *Spelling - Red Book pp. 173-181.*
- G PLATO Spelling Rules; More Spelling Rules
- G Module Five: Developing Paragraphs Using Description.
- G **MIDTERM EXAM: A mark of 60% or more is required to proceed.**
- G *Punctuation - Red Book pp. 157-172.*
- G PLATO *The Basics of Punctuation; Commas; Colons and Semicolons*
- G Module Six: Developing Paragraphs Using Incidents and Reasons.
- G *Using Verbs - Red Book pp. 83-101.*
- G *Using Nouns - Red Book pp. 102-110.*
- G Module Seven: Exposition
- G **FINAL EXAM: a mark of 50% or more is required to receive credit in EN0080.**

English 0090

- G *Using Pronouns - Red Book pp. 111-118.*
- G PLATO Pronoun Review: Making Nouns & Pronouns Agree in Sentences;
Making Nouns & Pronouns Agree Review
- G *Using Adjectives - Red Book pp. 119-124.*
- G PLATO Recognizing Adjectives: More About Adjectives
- G Module Eight: Narration.
- G *Using Adverbs - Red Book pp. 125-128.*
- G *Using Prepositions and Conjunctions - Red Book pp. 129-138.*
- G Module Nine: Sentence Combining.
- G *Compound Sentences - Red Book pp. 139-143.*
- G PLATO Compound Sentences: One Way to Link Ideas
- G **MIDTERM EXAM: a mark of 60% or more is required to proceed.**
- G *Making Subjects and Verbs Agree - Red Book pp. 144-148.*
- G PLATO A Subject and Its Verb Must Agree
- G Module Ten: Writing to Summarize.
- G Module Eleven: Fiction
- G Module Twelve: Writing to Compare and Contrast
- G **FINAL EXAM: a mark of 50% or more is required to receive credit in EN0090.**

COURSE OBJECTIVES

After successfully completing EN 0080-0090, a student will be able to:

- G monitor own progress through course.
- G pace work appropriately.
- G answer questions in complete sentences.
- G demonstrate competency in cursive handwriting and pronunciation.
- G use a dictionary to find correct spelling, meanings.
- G identify run-on and fragmented sentences.
- G identify subject and predicate.
- G identify the topic sentence of a model paragraph.
- G compose a suitable topic sentence for a paragraph.
- G compose a three to five sentence paragraph to support an assigned topic sentence.
- G identify sentences which do not support a topic sentence.
- G identify a clincher sentence.
- G identify examples used in a paragraph to support a topic sentence.
- G use examples to support a topic sentence.
- G identify facts and statistics used in a paragraph.
- G use facts and statistics to support a topic sentence.
- G state the purpose of descriptive writing.
- G identify sensory details.
- G compose paragraphs of five to ten sentences using descriptive images organized in: *chronological order, spatial order, order of importance*
- G demonstrate how general and abstract terms may be made more specific and concrete.
- G identify and describe an anecdote

- G compose an original anecdote to support a topic sentence.
- G identify an opinion expressed in a paragraph.
- G compose a paragraph of five to ten sentences stating and supporting an opinion.
- G state the purpose of expository writing.
- G choose, limit and research a topic appropriate for a "how-to" composition of 150 to 300 words.
- G compose a how-to composition of 150 to 300 words.
- G choose, limit and research a topic appropriate for a 150 to 300 word exposition explaining how something works.
- G compose a exposition of 150 to 300 words explaining how something works.
- G state the purpose of narration.
- G in a narrative, define and recognize: *setting, plot, character*
- G compose an original narrative of 150 to 300 words using first person point of view.
- G compose an original narrative of 150 to 300 words among third person omniscient point of view.
- G identify direct and indirect speech (dialogue).
- G use dialogue in narrative compositions.
- G combine short sentences into longer ones using:
 - coordinate and subordinate conjunctions.
 - descriptive words.
 - descriptive phrases.
 - compound subjects, predicates and objects.
 - appositives.
 - relative clauses.
 - participial phrases.
- G use sentences of varied length in compositions.
- G write a precis from an assigned article.
- G choose and write a precis of a suitable article.
- G reword model sentences to reduce wordiness.
- G reword model sentences to achieve parallel structure.
- G state difference between statements which contrast and compare.

- G compose sentences which compare or contrast (12 expressions).
- G state how compositions using successive and alternating methods of contrasting differ.
- G compose an outline and essay of 150-300 words comparing and/or contrasting two people, items, activities, etc.
- G using models, identify the following figures of speech:
___ noun (subject, object, complement)
___ pronoun (subject, object possessive, complement)
___ adjective (positive, comparative, superlative)
___ adverb (positive, comparative, superlative)
___ conjunctions
___ prepositions and prepositional phrases
___ regular and irregular verbs
___ verbs demonstrating tense, number
___ helping verbs
___ transitive and intransitive verbs
___ linking verbs
- G supply correct punctuation in model sentences
- G use correct capitals in model sentences
- G identify and discuss the following elements:
___ setting
___ plot (conflict, tension, climax, resolution)
___ character (protagonist, antagonist, developing, static)
___ theme
___ interpretive and escape fiction
___ foreshadowing
- G compose an original fable that clearly illustrates theme
- G proof read own work to identify and correct:
___ errors in sentence structure
___ errors in subject - verb agreement
___ shifts in tense
___ errors in punctuation
___ errors in capitalization
___ elements which destroy unity
___ inadequate introduction
___ inadequate conclusion
___ illegible handwriting