



## DEPARTMENT OF ACADEMIC UPGRADING

### COURSE OUTLINE – EN0130 A4

SPRING, 2014

**INSTRUCTOR:** Shawna Myles-Hooper      **PHONE:** 780-539-2866  
**OFFICE:** C302      **E-MAIL:** smyleshooper@gprc.ab.ca

**OFFICE HOURS:** 9:45-10:15am Mon-Thu

#### **PREREQUISITE(S)/COREQUISITE:**

EN0120 or equivalent, or equivalent English placement test score

NOTES: A mark of 60 percent or better in Alberta Education English 20-1, or equivalent, within the previous two years will meet the prerequisite requirement for EN0130.

#### **REQUIREMENTS:**

- 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 need 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.

## REQUIRED TEXT/RESOURCE MATERIALS:

- *English 130 Readings Package. (2010). 6th 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*.

Recommended, but **not** required:

- An English handbook such as *The Little Brown Essential Handbook. (2012).* Pearson Canada.

## CALENDAR DESCRIPTION/CONTACT HOURS:

May 5<sup>th</sup> to June 27<sup>th</sup>, 2014

Class time: 10:30 to 12:50 am – Monday - Friday each week ROOM F207.

Final Exam date and time: TBA

## DELIVERY MODE(S):

This course is delivered through lectures, activities, in-class writing, response writing, group work, and presentations. In addition, assigned projects provide students with an in-depth opportunity to develop, practice, and showcase important academic and communication skills.

This course includes a study of the five basic forms in literature: essays, short stories, novels, drama and poetry. Both oral presentations and written compositions are required – mainly essays and one major research paper.

## OBJECTIVES:

- 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)
  
- Understand essay formatting through computer processing
- 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)
- Participate in both class and online group activities

**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**

| GRANDE PRAIRIE REGIONAL COLLEGE |                    |                       |                                     |
|---------------------------------|--------------------|-----------------------|-------------------------------------|
| GRADING CONVERSION CHART        |                    |                       |                                     |
| Alpha Grade                     | 4-point Equivalent | Percentage Guidelines | Designation                         |
| A <sup>+</sup>                  | 4.0                | 90 – 100              | EXCELLENT                           |
| A                               | 4.0                | 85 – 89               |                                     |
| A <sup>-</sup>                  | 3.7                | 80 – 84               | FIRST CLASS STANDING                |
| B <sup>+</sup>                  | 3.3                | 77 – 79               |                                     |
| B                               | 3.0                | 73 – 76               | GOOD                                |
| B <sup>-</sup>                  | 2.7                | 70 – 72               |                                     |
| C <sup>+</sup>                  | 2.3                | 67 – 69               | SATISFACTORY                        |
| C                               | 2.0                | 63 – 66               |                                     |
| C <sup>-</sup>                  | 1.7                | 60 – 62               |                                     |
| D <sup>+</sup>                  | 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 |

## EVALUATIONS/Mark Distribution:

|                                    |     |     |   |
|------------------------------------|-----|-----|---|
| Assignments and Projects           |     | 40% | → Because these are in class, it may not be possible to do these if you are absent. |
| In-Class Activities                | 7%  |     |   |
| Project 1: Expository Essay        | 8%  |     |   |
| Project 2: Article Review          | 7%  |     |   |
| Project 3: Major Research Essay    | 10% |     |   |
| Project 4: Conference Presentation | 8%  |     |   |

|  |     |
|--|-----|
| In-class written responses, tests, attendance, participation | 30% |
| Final Exam (written composition)                             | 30% |

**There is no mid-term exam.**

### Assessment:

**ATTENDANCE:** Students might lose a percent per each day absent.

There are three written projects and one oral project. For each of these, due dates 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 an 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.**

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.

The three written projects' drafts will be submitted online using your *student email account*. Once they are read and graded, they will be returned as a hard copy.

I will not accept printed drafts unless you are instructed to do so.

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.

## 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 attend every class and be prepared to ask questions, share insights, raise issues you find interesting or puzzling, and be ready to engage with other students.
  - Contact me by email or by phone if you are going to be absent.
  - While effort will be made to assist you if you have been absent, it is your responsibility to find out what was missed and to check Moodle.
- 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, and please let me know before the class begins.
- Students are expected to focus on the instructor during teaching time. This means, **NO** use of the computers/phones/other while the instructor is teaching. Unless the instructor allows you to, computer monitors must be turned off.
- Only Microsoft Office 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, it is likely that there is no opportunity to write the test or to submit missed assignments. You might 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

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.

that you achieve 60% or better so that you will be admitted to and be successful in your post-secondary program.

### **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.

## STATEMENT ON PLAGIARISM AND CHEATING:

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 [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

## COURSE CONTENT:

### Theme 1: **Friends and Enemies**

- 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
- Practice oral communication skills
- 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**

- 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** (Based on your research topic) – worth **7%**

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

- 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 *Hamlet* (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 **10%**

### Theme 4: **Stories and Experiences through Poetry**

- 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** (Based on your research paper topic) – worth **8%**

**FINAL EXAM/PROJECT:** **30%**