

**DIVISION**  
**Department**  
**Term, Year**



**COURSE OUTLINE**

**ENGL 020**

**ENGLISH FUNDAMENTALS**

**90 HOURS**  
**CREDITS**

PREPARED BY: Katie Zdybel, B.A., B.ED.

DATE: May, 2016

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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## ENGL 020: ENGLISH FUNDAMENTALS

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**INSTRUCTOR:**

**OFFICE HOURS:**

**OFFICE LOCATION:**

**CLASSROOM:**

**E-MAIL:**

**TIME:**

**TELEPHONE:**

**DATES:**

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### **COURSE DESCRIPTION**

This course is designed to help students learn foundational skills in literacy, critical reading, and writing. Students will also learn study skills and become comfortable with using computers for word processing and basic information searching. Upon successful completion of this course, students will be prepared to enter into the ABE College Prep pathway (ENG 030). Students will read a variety of texts (short stories, articles, essays), write paragraphs and letters, and participate in group discussions and activities.

### **PREREQUISITES**

Yukon College assessment

### **EQUIVALENCY OR TRANSFERABILITY**

This course is not transferable

### **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to

- Demonstrate independent and fluent reading of extended expository passages, using a variety of strategies;
- Read critically, express and support opinions, summarize, and analyse texts using a variety of methods;
- Follow the writing process to compose and edit paragraphs and letters;
- Identify and apply common sentence elements such as spelling, punctuation, grammar, and vocabulary; and
- Apply strategies for enhancing learning in the classroom, during exams, and on assignments.

## **COURSE FORMAT:**

Classes will combine lecture, discussion, group work, and individual writing activities. Some time will be allowed for starting assignments in class, but many of the writing and reading assignments will be completed outside of class time. Students should expect to put in about four to eight hours of work per week outside of class time. It is important that students bring the assigned text to class.

## **ASSESSMENTS**

### **Attendance & Participation**

Active participation is a key component of this course. Students are strongly encouraged to attend all classes as participation marks cannot be made up.

### **Assignments**

Students will write seven paragraphs, one personal letter, and one business letter throughout the course. Students will submit a weekly Response Journal on a variety of topics, and will be encouraged to explore culturally relevant or northern focused material.

### **Tests**

There are no tests, midterms, or final exams in this course.

## **EVALUATION**

|             |     |
|-------------|-----|
| Assignments | 75% |
|-------------|-----|

|                              |      |
|------------------------------|------|
| Attendance and Participation | 10%  |
| Response Journals            | 15%  |
| Total                        | 100% |

## **REQUIRED TEXTBOOKS AND MATERIALS**

BC Reads: Adult Literacy Fundamental English - Reader and Course Pack 5 (BC Open Textbooks)

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic

accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

## TOPIC OUTLINE

(Please see course syllabus.)

### COMPLETE LIST OF OUTCOMES<sup>[k1]</sup>

Upon successful completion of the course, students will be able to demonstrate the following:

#### Literacy Skills

1. Identify subject/topic, main ideas, supporting details, and sequence and be able to answer comprehension questions on each area.
2. Use pre-reading strategies
3. Self-monitor reading for comprehension
4. Independently and fluently read extended expository passages
5. Recognize different purposes for reading
6. Employ strategies for learning and remembering new words
7. Use context clues
8. Apply phonemic awareness
9. Use common reference materials such as dictionary, thesaurus, atlas, computer search engines to enhance reading comprehension
10. Locate information using guide words, headings, glossary, table of contents, index, computer menu, etc.
11. Use structural analysis (e.g. roots, affixes, syllabication, stress, compound words, contractions)

#### Critical Reading

1. Express and support opinions about text
2. Draw inferences and conclusions
3. Distinguish between fact and opinion
4. Detect tone of story and emotional reactions of character

5. Read, summarize, and discuss selected short stories, articles, poetry, songs, etc.
6. Argue for and against ideas in discussions and written assignments
7. Read and critically discuss a variety of materials in terms of purpose, cause and effect, logic, fact and opinion, character analysis, point of view (including validity of online source)
8. Recognize comparison and contrast, outcome and sequence
9. Identify and discuss writer's point of view
10. Appraise validity of material from own experience
11. Evaluate own comprehension, through self-reflection, relate to previous knowledge

### Writing

1. Organize their writing using the writing process
2. Write personal and business letters using standard format
3. Produce coherent descriptive, narrative, and expository paragraphs
4. Write an 8-10 sentence paragraph (with topic sentence, supporting details, and conclusion)
5. Edit written work
6. Summarize main ideas after reading and discussion and summarize a writing sample (article, short story, etc.)

### Sentence Skills

1. Identify and write simple, compound, and complex sentences, and use them in written paragraphs
2. Use a broad range of punctuation, including quotation marks and semi-colons
3. Identify and correct fragments and run-ons in writing
4. Use subject-verb agreement and consistent verb tense
5. Use comma rules correctly in written work
6. Use apostrophes correctly to show possession
7. Use standard pronoun reference and agreement
8. Spell a variety of homonyms and common irregularly spelled words
9. Use effective spelling strategies
10. Use contractions correctly
11. Use a dictionary as a spelling tool; use a thesaurus to locate synonyms
12. Identify synonyms and antonyms

### Skills and Strategies for Learning

1. Complete assignments out of classroom setting

2. Manage time; set and meet goals
3. Develop and use strategies to write tests in a variety of formats
4. Develop strategies to enhance capacity as a learner (i.e. stress management, time management, problem solving)
5. Use critical thinking skills while listening and/or viewing to determine validity of information
6. Give concise sequential oral instructions and give concise, purposeful explanations
7. Establish purpose for listening and/or viewing
8. Use inferential thinking skills
9. Distinguish between conversational (colloquial) and more formal (standard) spoken language
10. Treat classmates and instructor with respect; communicate respectfully during group work. Give and receive help from classmates in a cooperative manner
11. Organize work for ready access,
12. Receive, and respond to feedback with help
13. Move on to other tasks while waiting for help
14. Attend to and participate in group discussion and activities
15. Ask for help when needed
16. Work independently, even with some distraction in the classroom
17. Use time-management skills to complete homework
18. Identify personal learning strengths

### Computer Skills

1. Keyboard comfortably
2. Word process a document (create, edit, save, retrieve, and print)
3. Use a variety of search strategies to find relevant information