



Columbia College
English for Professional Purposes (ENG0102)
Lecture 1
Course Outline

Semester Dates: January 02, 2018 to February 03, 2018

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: TBA

Email:

Class Time: 5:30 pm – 9:30 pm (Mon./Wed.)

Room: 4-154

Credit: Non-Credit Course

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to prepare students with the literacy skills and knowledge needed to enter into professional college-level programs. The course develops proficiency in various forms of writing, critical thinking and analysis, listening and speaking, and examination of various forms of reading materials. There is a concentration on writing essays and personal reflections, and the application of APA citation. This is a 40 hour course.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Appreciate a variety of genres, texts and text creators and their contribution to society;
- Use a variety of appropriate strategies to explore, comprehend and analyze texts both individually and in collaboration with others;
- Apply knowledge of organizational patterns and structural features to understand purpose, content and effectiveness of a text.
- Create critical/analytical oral and written responses to a variety of texts;
- Use a variety of appropriate reference strategies and reference technologies to aid understanding;
- Plan a research paper/presentation and identify information needs and sources;
- Evaluate sources and assess information for accuracy, currency, completeness and relevance to purpose;
- Select and record information accurately and completely; document and reference sources using APA format;
- Use language, both oral and written, to show respect and consideration;
- Appreciate diversity of expression, opinion and perspective;
- Set appropriate personal goals for participation in a group;
- Think critically to assess effectiveness of group process and to modify if necessary.
- Understand and apply Critical Thinking Skills and Habits of the Mind to class activities and to achieving goals in the course.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class. Be a positive and co-operative team member.

Required Textbooks and Equipment:

Wyrick, J., Bose, S. (2010). *Steps to Writing Well*. Toronto: Nelson Education Ltd.

Albom, M. (1997) *Tuesdays with Morrie*. Random House.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

Literary Terms www.tnellen.com/cybereng/lit_terms/

Literary Devices www.olc.spsd.sk.ca/de/resources/litdevices/index.html

APA Formatting and other writing resources <https://owl.english.purdue.edu/owl/resource/560/01/> Click on Site Map to discover all of the resources available on this site.

Homework Assignment Due for the First Class:

This reading assignment is to be completed prior to your first class.

1. **Read: *Steps to Writing Well*, p. 31-40 (Thesis Development); and p 172-176 (Example Essays);**
2. Prepare 3 questions that have arisen from your reading and which you would like to have answered. These will be handed in to your facilitator on the first day of your course.
3. Be prepared for a test on this homework.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Daily	15%
Concluding Activities & Student Engagement	Daily	5%
Annotated Bibliography	Class 5	20%
Formal Outline of an article	Class 6	5%
Formal Essay – in-class	Class 7	10%
Summary Response Journals on <i>Tuesdays with Morrie</i>	Class 8	15%
Final Exam	Class 10-Location to be announced	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that Columbia College students who are provisionally admitted to our Licensed Practical Nurse program are required to achieve a minimum grade of 75% or B in this course and must also score a B on the final exam.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per each class late.

Requesting an Examination Deferral:

If you are not able to do an exam on the scheduled date, you may request that the exam be deferred to another date. The fee for a Deferred Exam is \$50 plus facilitation costs for a minimum cost of \$100.00.

Attendance Requirements:

Please come to each class on time and stay to the end of the class.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

Student Conduct:

Generally, each student is expected to:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*. Please note that there are fee-based services related to accessibility needs.

Student Support:

Tutoring is available as a fee-based service.

Class Schedule/Overview:

Please note that this schedule is subject to change

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions and Syllabus Review • Critical Thinking and Habits of the Mind • Portfolio Project • Essays of Example • Intro to Prewriting • Elements of a great thesis statement • Intro to evaluating sources • Inquiry Project: Hand in Class 5 – See Assignment 1. • Concluding Activity *Gibb Model 	<p><i>Steps to Writing Well,</i> pages 31-40 (Thesis Development) 172-6 (Example Essays)</p>
2	<ul style="list-style-type: none"> • Questions and Homework • Review Test • Process Analysis essays • Evaluating sources • Annotated Bibliography • APA References page format and principles • Outlining • MUDD on articles • Concluding Activity 	<p><i>Steps to Writing Well p. 186-8 (Process Analysis)</i> Boolean Search Handout MUDD Principles handout Article: Provided by facilitator</p>
3	<ul style="list-style-type: none"> • Hand in Inquiry Project list of resources • Questions and Homework • Review Test • Literary Exploration-Personal Response Essay • Outline feedback • Paragraph structure and transitions • MUDD on article • Concluding Activity 	<p><i>Steps to Writing Well p. 375-7 (Taking Notes) and p. 410 – 424 (Response Essays)</i> Find all articles related to your Inquiry Project Article: Provided by facilitator</p>
4	<ul style="list-style-type: none"> • Questions and Homework • Review Test • Expository essays of Argumentation • Summaries and Paraphrasing • APA in-text citations • Concluding Activity 	<p>Complete Annotated Bibliography. Email it to the instructor before class</p> <p><i>Steps to Writing Well p 269-281 (Argumentation)</i> 378-384 (In-text citation) 395-399 (APA style)</p> <p>Writing Mechanics as assigned by facilitator.</p>

Class Session	Topics	Pre-Class Readings
5	<ul style="list-style-type: none"> • Hand in Annotated Bibliography-Assignment 1 • Questions and Homework Review Test • Deep Reading difficult texts • Peer editing of drafts • Inquiry Process: Revising: Creative and Critical thinking • Class Review Test 	<p><i>Steps to Writing Well, p 204-221 (comparison and contrast essays); and 87-111 (Drafting and Revising)</i></p>
6	<ul style="list-style-type: none"> • Hand in Formal Outline of Article - See Assignment #2 • Questions and Homework Review Test • Issues and insights in <i>Tuesdays</i> • <i>Personal Responses (formal strategies)</i> • <i>Case Studies</i> • Concluding Activity 	<p><i>Tuesdays With Morrie, p. 1 – 107</i> <i>Steps to Writing Well, p. 111-135 (Effective Sentences)</i> Article: Provided by facilitator in class 3</p>
7	<p>In-class writing of Formal Essay – See Assignment #3</p> <ul style="list-style-type: none"> • Questions and Homework Review Test • Insights through literature • Case Studies (cont) • Concluding Activity 	<p><i>Steps to Writing Well p.136-158 (Word Logic)</i></p> <p><i>Tuesdays With Morrie</i></p> <ul style="list-style-type: none"> • Read Part Two p. 108 – end
8	<ul style="list-style-type: none"> • Hand in Morrie Response Journals – See Assignment #4 • Discuss results of Research paper • Questions and Homework Review Test • Deep reading and efficient reading techniques • • Class Summary Test 	<p>Complete Assignment 4 <i>Steps to Writing Well, P.159-168 (The Reading-Writing Connection)</i></p>
9	<ul style="list-style-type: none"> • Conduct course evaluation • Questions and Homework Review Test • Business letters and emails • Writing under pressure • Essays in exams preparation 	<p><i>Steps to Writing Well p. 449-468 (Writing in the World of Work); p. 410-420 (Writing In-class Exams)</i></p>
10	<ul style="list-style-type: none"> • <i>Final Exam (3 hr) – Location to be announced</i> 	

Appendix 1 Assignment Outlines

ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 102. All assignments are to be typed according to APA format. You may be required to send your completed assignments by email to the facilitator. This is a common practice in many professional programs.

Please note that should there be any evidence of plagiarism, you will be assigned a mark of “0.” As we are here to help you to learn how not to plagiarize, you may be given the opportunity to rewrite the paper until you can see how a paper looks that does not contain plagiarism. Your mark will be an average of the marks attained throughout the efforts to rewrite the paper without calculating in the “0.” The facilitator will determine how many times an individual must write the paper in order to score an acceptable grade above “0.”

Assignment #1 – Annotated Bibliography

Value: 20%

Due: Assigned in Class 1. Due in Class 5.

Choose a topic from the list provided below and begin an inquiry into that topic by searching for scholarly or professional articles and/or interviewing experts in the field.

Using the format described in class, choose three articles you have found for the inquiry topic. Start with an APA format reference, and include a short (150-200 word) paragraph on each article that summarizes its content and discusses its relevance. This is the annotated bibliography.

Print the annotated bibliography and bring to class along with the articles/interview transcripts. Also, email a copy to the instructor before class as these will be shared with your classmates.

Choose ONE of the suggested topics:

- Code of Ethics for the Professional Association related to your chosen profession
- Legal Liability Issues in professional practice
- Decision making in the workplace
- Non-verbal communication in the workplace
- Coping with work-related stress
- Communication Barriers in the workplace
- What is Critical Thinking and how to develop it

Assignment #2 – Formal Outline of Annotated Article

Value: 5%

Due: Assigned in Class 3. Due in Class 6.

Using one of the articles submitted as part of the Annotated Bibliography assignment, develop a formal and detailed outline of the essay using the outline template provided by your facilitator.

Assignment #3 – In-class Writing of Formal Essay

Value: 10%

Due: Assigned in Class 2. Due in Class 7.

Using one of the formal essays from the portfolio you have developed during this class, write a polished version of the essay. You may bring the revised and edited draft from your portfolio to use as the basis for your essay, though the expectation is that the polished essay will show significant improvements over the draft. Hand in the polished essay AND the draft copy that was used to develop it. (90 minutes of writing time allowed)

Assignment #4 – Summary Response Journals

Value: 15%

Due: Assigned in Class 5. Due in Class 8.

Using the writing format for Summary Response provided by your facilitator, and using prompts from the handout provided in class, write three responses to *Tuesdays with Morrie*. Each response should be no less than 400 words and be identified with a Level 1 heading. Use essay structure, and APA formatting throughout. Cite any material taken from the novel or reference materials. Include a title page and a reference page.

Appendix 2
Assignment Rubrics
Columbia College
Reflective Writing Rubric
 Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. 	<ul style="list-style-type: none"> Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. 	<ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. 	<ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. 	<ul style="list-style-type: none"> Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. 	<ul style="list-style-type: none"> This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way. 	<ul style="list-style-type: none"> Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner. 	<ul style="list-style-type: none"> This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order. 	<ul style="list-style-type: none"> This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
General Essay Rubric for College Prep
 Revised November 2014

Student's Name _____ **Course Code** _____ **Date** _____ **Facilitator/Evaluator's Name** _____

	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
<p>Focus of Essay & Thesis</p> <p>Content Ideas & Analysis</p>	<ul style="list-style-type: none"> • Well written thesis statement that states the main point of the essay. • The thesis statement reflects a clear opinion on the subject. • Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. 	<ul style="list-style-type: none"> • Thesis statement states the main point of the essay. • The thesis statement reflects an opinion on the subject. • Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. 	<ul style="list-style-type: none"> • Thesis statement requires more development. • The thesis statement is not clear in demonstrating the opinion of the writer. • Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. • Supports some statements with evidence and examples. 	<ul style="list-style-type: none"> • Thesis statement does not quite meet the requirements to be effective. • The thesis statement is confusing and unclear in terms of the opinion of the writer. • Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. • Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported. 	<ul style="list-style-type: none"> • There is no thesis statement. • There is no opinion stated or the opinion stated is unrelated to the essay assignment. • Unable to display relevant understanding of the topic. • No evidence of new knowledge. • Critical thinking not evident. • No evidence or examples are provided to support statements. 	

	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> • Presents most of the information in a logical structure. • Introduction and conclusion are adequate though somewhat formulaic. 	<ul style="list-style-type: none"> • Presents some information in a logical structure. • Introduction and conclusion require further development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking logical structure. • Essay does not have an introduction and/or conclusion. 	
Style Expression of Ideas	<ul style="list-style-type: none"> • Conveys all ideas with originality and clarity. • Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. • Uses rich, accurate and effective word choice. 	<ul style="list-style-type: none"> • Conveys most ideas with originality and clarity. • Shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. • Uses accurate and effective word choice. 	<ul style="list-style-type: none"> • Conveys ideas clearly but with little originality. • Paragraph development and sentence structure are usually correct but simplistic in style. • At times uses vague, ineffective word choice. • Style reflects lack of risk taking. 	<ul style="list-style-type: none"> • Conveys some ideas clearly. • Paragraph and sentence structure is awkward and often faulty. • Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> • Ideas are not conveyed clearly. • Paragraphs lack focus and appropriate structure; sentence structures are faulty, lacking development. • Poor or incorrect word choice. 	
	15.0 – 12.75	12.74 – 11.25	11.24 – 9.0	8.9 – 7.5	7.4 - 0	
Mechanics, Grammar,	<ul style="list-style-type: none"> • Mainly error free. 	<ul style="list-style-type: none"> • A few minor errors in one or two of the areas of spelling, punctuation, usage, grammar, or mechanics. 	<ul style="list-style-type: none"> • Some minor errors in spelling, punctuation, usage, grammar, or mechanics but readability remains clear. 	<ul style="list-style-type: none"> • Some errors in spelling, punctuation, usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper 	<ul style="list-style-type: none"> • Frequent errors in spelling, punctuation, usage, grammar, and mechanics, interfering with the readability and meaning of the paper. 	
	5	4	3	2.5	2.4 - 0	
Professional Format	<ul style="list-style-type: none"> • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment 	<ul style="list-style-type: none"> • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • APA citation mostly correct. • Meets most requirements for an academic response. • Meets most of the requirements of the assignment. 	<ul style="list-style-type: none"> • Use of APA citation contains many errors. • Meets a few requirements for an academic response. • Meets a few requirements of the question. 	<ul style="list-style-type: none"> • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet any requirements for an academic response. • Does not meet any requirements of the question. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources. Total Score out of 50: Facilitator/Evaluator’s Comments:

Columbia College
Annotated Bibliography Rubric for College Prep
 Last Revised: June 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A 15-12	B 11.5-10.5	C-D 10-7.5	F 7-0	Score
Content, Ideas & Analysis	<ul style="list-style-type: none"> • Clear research focus. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. 	<ul style="list-style-type: none"> • Reasonably clear research focus. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. 	<ul style="list-style-type: none"> • Research focus is not totally clear. • Displays limited basic knowledge of the topic. • Displays limited critical analysis, synthesis, and evaluation of information. 	<ul style="list-style-type: none"> • Research focus is unclear. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. 	
Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Quality and Use of Information	<ul style="list-style-type: none"> • Articles are academically appropriate and were retrieved from approved sources. • Uses paraphrasing and summarizing expertly. 	<ul style="list-style-type: none"> • Articles are academically appropriate and were retrieved from credible sources. • In most cases paraphrasing and summarizing is well done. 	<ul style="list-style-type: none"> • Articles are relevant to the topic and were retrieved from mostly credible sources. • Uses limited paraphrasing and summarizing. 	<ul style="list-style-type: none"> • Articles are irrelevant to the topic OR were retrieved from sources that lack credibility. • Inadequate use of paraphrasing and summarizing. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well-developed paragraph and sentence structure with effective transitions. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty, using a few simple transitions. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. 	

Mechanics and Grammar	<ul style="list-style-type: none"> Mainly error free. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the annotations. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the annotations. 	
	A 5	B 4	C-D 3-2.5	F 2-0	
Professional Format	<ul style="list-style-type: none"> Uses APA citation correctly. APA formatting regulations are followed consistently 	<ul style="list-style-type: none"> Generally uses APA citation correctly. Cover page, headers, and formatting are generally correct 	<ul style="list-style-type: none"> Uses APA citation and formatting inconsistently and has errors. 	<ul style="list-style-type: none"> Many errors in APA citation, demonstrating lack of citation knowledge. 	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator's Comments: