

Columbia College
English for Professional Purposes (ENG102)

Lecture 1

Course Outline

Semester Dates: Monday September 6 – Saturday October 9, 2021

Facilitator: Roba Alsherbiny

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Class Time: 5:30 PM - 9:30 PM (Mon./Wed.)

Room: Online class (MS Teams)

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.

If a holiday falls on a scheduled class day or a class needs to be rescheduled, a make-up class will be scheduled for Friday. Heritage Day affects this class, so Class 1 will be on Wednesday August 4 and Class 2 will be Friday August 6. Students are required to make arrangements to be present at the rescheduled class.

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. (5 weeks, 40 hrs.)

Classes are held online. Students will need access to a computer or laptop and reliable internet connection during the scheduled class times; a laptop or regular computer works best. A microphone and camera are also required. Students will be provided with instructions and login information for Microsoft Teams (online classroom) a few days before classes begin.

The final exam may be held online or on-campus depending on COVID-19 policies at that time. Columbia College is committed to following Alberta Health protocols for pandemic safety.

Learning Outcomes:

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

- 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.
- Respond to questions about assigned readings in written/oral form
- Create critical/analytical oral and written responses to a variety of texts
- Write unified and coherent paragraphs
- Understand how to use varied sentence structures to suit specific purposes
- Edit for spelling, punctuation, word usage, grammar
- Write well-developed short answers using appropriate style and word choice
- Demonstrate the skills of writing short essay type papers
- Demonstrate the skills of writing a reflective paper

- Demonstrate the skills of writing a persuasive essay
- Communicate orally in a competent and professional manner in various circumstances, including giving presentations
- 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

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. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

Learners are expected to take a very active part in class discussions and take responsibility for their own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate learning. The expectation is that students will come to class prepared with pre-class homework completed. The facilitator will engage learners in activities that are based on their completed homework and readings. An enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How students conduct themselves in our classes will, to a large extent, mirror their conduct in society and at a future work site. For example, if they have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from their colleagues, and encourage both group development and task accomplishment in this class, it is likely they will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as learners work towards their goals.

Required Textbooks and Equipment:

Lipschutz, G., Scarry, S., & Scarry, J. (2017). *The Canadian Writer's Workplace, Eighth Edition*. Toronto, Canada: Nelson Education Ltd.

Online Appendices for *The Canadian Writer's Workplace*: www.nelson.com/student

Please call the Main Office (403-235-9300) to make arrangements for payment and textbook pick up.

Homework Assignment Due for the First Class:

This reading assignment is to be completed **BEFORE** your first class.

1. **Chapter 14 in *The Canadian Writer's Workplace* pgs. 156 – 164**
2. **Chapter 18 in *The Canadian Writer's Workplace* pgs. 188 - 198**
3. Be prepared for a quiz on this homework.
4. Prepare 3 questions that have arisen from your reading that you would like to have answered. You will be instructed on how to submit these questions to your facilitator on the first day of your course

Please note: You will not be reading the text in class. Columbia College follows a facilitation model that requires everyone to participate in the class. Please ensure that you know as much as possible before the class begins because there is not time to go over everything before writing a quiz.

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% |
| Homework, Reflections, Concluding Activities & Student Engagement | Daily | 20% |
| Formal Outline of an article | Class 6 | 10% |
| Formal Essay – in-class | Class 8 | 15% |
| Portfolio of Course Work | Class 9 | 10% |
| Final Exam - Location to be announced | Class 10 | 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 the passing grade is a **B** in this course.

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 day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

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

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- 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.

Important Dates:

| Description | Date |
|---|--|
| Last to add/drop courses | 5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater |
| Last day to withdraw without academic penalty | 50% or less of the semester has been completed |
| Final Examination | A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u> |

Appeals:

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

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities or medical condition 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 a Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@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)*.

Student Support:

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. 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.

Additional homework may be assigned in class.

| Class Session | Topics | Pre-Class Readings |
|---------------|--|--|
| 1 | <ul style="list-style-type: none"> • Introductions and Syllabus Review • Reading Strategies • 4 Stages of Writing • Assignment 3 - Portfolio Project Due Class 8 • Grammar Assessment Pre-test | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 14 pg 156-164 and Chapter 18, pg 188-198 • Prepare 3 questions on readings |
| 2 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Paraphrasing and Summarizing • Paragraph Writing • Spelling and Vocabulary • Assignment 2 – In-class Essay • Due Class 7 | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 15 pg 165-173 and Chapter 19 pg 199-217 • Prepare 3 questions on readings and reflections • Appendix C of www.nelson.com/student |
| 3 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Quoting and Answering Questions • Essay Writing • Spelling and Vocabulary • Assignment 1 – Formal Outline of Text. Due Class 6 | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 16 and 17 pg 174-186 and Chapter 20 pg 218-237 • Sentence Skills as assigned by facilitator. • Work on Portfolio and reflections. |
| 4 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Style in writing • Reading- text comprehension and analysis • Spelling and Vocabulary | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 21 pg 238-248 and "Excuses, Excuses" pg 378-381. Do Comprehension Questions and bring to class. • Sentence Skills as assigned by facilitator. • Work on Portfolio and reflections. |
| 5 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Reading-text comprehension and analysis • Writing Arguments • Spelling and Vocabulary | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 25 pg 286-298 and selection from Unit V as assigned by facilitator, including Comprehension Questions. • Sentence Skills as assigned by facilitator. • Work on Portfolio and reflections. |
| 6 | <ul style="list-style-type: none"> • Hand in Formal Outline of Text - See Assignment #1 • Questions and Homework Review Test • Reading-text comprehension and analysis • Writing about Process • Concluding Activity | <ul style="list-style-type: none"> • Complete Assignment #1 • Canadian Writer's Workplace Chapter 28 pg 324-333 and selection from Unit V as assigned by facilitator including Comprehension Questions. • Sentence Skills as assigned by facilitator. • Work on Portfolio and reflections. |
| 7 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Reading-text comprehension and analysis • Writing Description | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 29 pg 334-345 and selection from Unit V as assigned by facilitator including Comprehension Questions. • Sentence Skills as assigned by facilitator. • Work on Portfolio and reflections |
| 8 | <ul style="list-style-type: none"> • Questions and Homework Review Test • Reading-text comprehension and analysis • Writing Narratives • In-class writing of Formal Essay – See Assignment #2 | <ul style="list-style-type: none"> • Canadian Writer's Workplace Chapter 32 pg 364-375 and selection from Unit V as assigned by facilitator including Comprehension Questions. • Complete work on Portfolio and reflections. |
| 9 | <ul style="list-style-type: none"> • Hand in Assignment 3 Portfolio. • Conduct course evaluation • Portfolio Conferences and Sharing • Grammar Assessment Post test • Exam Preparation | <ul style="list-style-type: none"> • <i>Sentence Skills as assigned by facilitator.</i> • <i>Review spelling and vocabulary. (Appendix A in text and online appendix C)</i> |
| 10 | <ul style="list-style-type: none"> • <i>Final Exam (3 hr) – Location to be announced. Facilitator will confirm date</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 – Formal Outline of an Article

Value 10%

Due: Class 6. Assigned in Class 3.

Using one of the articles provided by your facilitator, develop a formal and detailed outline of the article using the outline template also provided by your facilitator.

Assignment #2 – In-class Writing of Formal Essay

Value 15%

Due: Class 8 Assigned in Class 2.

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 #3 – Reading and Writing Portfolio

Value 10%

Due: Class 9. Assigned in Class 1.

Throughout the course you will develop a portfolio of work that demonstrates the skills and knowledge you have acquired during the course. You will also be completing daily reflections on your learning and reading that will be included in your portfolio. Complete details of what should be in the portfolio will be provided by your facilitator.

**Assignment Rubrics
Columbia College
Portfolio Rubric
March 2018**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | |
|---|---|---|--|---|---|
| Area | 5 | 4 | 3 | 2 | 1 |
| Cover Page and Table of Contents | <ul style="list-style-type: none"> Properly formatted cover page with no errors. Table of contents of all six sections of project. All pages numbers and correspond with the table of contents | <ul style="list-style-type: none"> Properly formatted cover page with no errors. Table of contents outlining a few broad sections and numbered pages correspond with the table of contents. | <ul style="list-style-type: none"> Properly formatted cover page with no errors. Table of contents may be out of order or incomplete. Numbered pages may not correspond with the table of contents. | <ul style="list-style-type: none"> Cover page may have one or two formatting errors. Table of contents is out of order or incomplete. Page numbers do not correspond or are incomplete. | <ul style="list-style-type: none"> Cover page is missing or is present but has many errors in formatting, spelling etc. Table of contents is missing or portfolio pages are not numbered. |
| Content | <ul style="list-style-type: none"> All six sections contain impressive amount of material and demonstrate a high level of organization | <ul style="list-style-type: none"> All six sections contain required amount of material and demonstrate very good organization | <ul style="list-style-type: none"> All six sections are included though some material may be lacking. | <ul style="list-style-type: none"> One or two sections are missing and significant material is lacking. | <ul style="list-style-type: none"> More than two sections are missing and only scant material is provided. |
| Area | 10 - 8 | 8 - 7 | 6 - 5 | 4 - 3 | 2 - 1 |
| Reflections | <ul style="list-style-type: none"> Reflect on learning and experience gained, show creativity/original thinking, use abundant examples to illustrate and support, use complete sentences, are neat and orderly, and include all the required elements. | <ul style="list-style-type: none"> Show some reflection on learning and experience gained, show signs of creativity/original thinking, use examples to illustrate and support, use complete sentences, are neat and orderly and include all the required elements. | <ul style="list-style-type: none"> Show limited reflection and/or creativity, use examples but may leave reader with questions, may have fragments or run-on sentences; are neat enough to be read; most of the required elements are included. | <ul style="list-style-type: none"> Tell only what the student DID but do not reflect on learning; mechanical or legibility problems may hamper clarify; content indicates they were done at the last minute; may be too brief or lacking many of the elements. | <ul style="list-style-type: none"> Entries are superficial and/or unclear, brief and /short of the required elements. Many errors. |

**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 | |
| Focus of Essay & Thesis | <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. | <ul style="list-style-type: none"> Thesis statement states the main point of the essay. The thesis statement reflects an opinion on the subject. | <ul style="list-style-type: none"> Thesis statement requires more development. The thesis statement is not clear in demonstrating the opinion of the writer. | <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. | <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. | |
| Content Ideas & Analysis | <ul style="list-style-type: none"> 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"> 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"> 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"> 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"> 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. | |
| 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 | <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. | |

| | 10.0 – 8.5 | 8.4 – 7.5 | 7.4 – 6.0 | 5.9 – 5.0 | 4.9 - 0 | |
|----------------------------------|---|---|---|---|---|--|
| 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.