



Fundamentals of English Composition (ENGL110-1)

Course Outline

Semester Dates: September 8, 2026, to October 10, 2026 |

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 plan to be present at the rescheduled class.

Facilitator: Negar Banakar MEd

Email: negar.banakar@columbia.ca |

Class Time: 5:30 PM – 9:30 PM Tuesdays
8:30 AM – 12:30PM Saturdays |

Room: ENGL110-1 Moodle page and
Microsoft Teams Invite |

Credit: 3.0 |

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 allows students to learn and apply core critical thinking, reading, and writing skills. Students will practice various forms of academic writing, including reflective journaling, summary and paraphrasing, case study analysis, and a problem-solving proposal. Throughout the course, students will learn to edit and revise their own work, as well as the work of their peers and will collaborate through individual and group activities. Prerequisite: None. |

Learning Outcomes:

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

- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic, and word usage.
- Use a variety of strategies for reading and engaging with a range of material.
- Distinguish between fact and opinion.
- Analyze and articulate the reasoning behind an argument.
- Integrate evidence gathered from experience, reading, observations, and/or other forms of research into their own writing in a way that begins to complicate their own understanding.
- Use an academic documentation style.
- Articulate the rhetorical choices they have made, illustrating their awareness of a writer's relationship to the subject, context, purpose, and audience.
- Apply strategies for generating ideas for writing, for planning and organizing material, for identifying purpose and audience, and for revising intentionally.
- Provide appropriate, engaged feedback to peers throughout the writing process. |

Course Format:

This 45-hour online course uses a variety of online teaching/learning methods including discussion, personal reflection, experiential exercises, group activities and case studies. Our faculty aim to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online 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 online class discussions (synchronous and asynchronous) and take responsibility for your own learning. Being a positive and co-operative team member will add to your success. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will log in to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal. |

Required Textbooks and Equipment:

Maimon, E., & Yancey, K. B. (2024). *A writer's resource: A handbook for writing and research* (7th ed.). McGraw Hill.

Note: Students will be using McGraw-Hill Connect online to complete Daily Tests and Activities

Recommended Readings and Resources:

Students may access these other academic sources such as those available in the Columbia College E-Brary in their respective Moodle/Portal Course Page.

The most recommended for use are:

- ProQuest
- ERIC
- Google Scholar (limited access). |

Further Recommended Readings and Resources:

Please note that you can access McGraw-Hill Connect. There are sections on writing, research, and grammar topics. You can do exercises to practice and improve your skills and included are both self-grading quizzes and writing activities. There are models that you can look at as examples of the different types of writing you are learning. |

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
 - Please read **Chapters 1, 2 & 3** for your first class and prepare three questions ahead of time for review purposes.
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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	Due Date	Weight
Daily Tests and Connect Activities Available on Portal/Moodle	Classes 1 through 9	25%
Reflective Journals	Class 2 & 9	20%
Homework - APA homework - Research Activity - Problem Solving - Proposal Outline	Classes 5, 6 & 7	15%
Moodle Forum Response	Class 4	10%
Problem Solving Proposal	Class 10	30%

Please note that all homework and assignments are due by 11:59pm on the due date (unless otherwise noted).

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to 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 to pass this course you must earn at least a "D" (a minimal pass).

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 48 hours **before** the due date by filling out an *Application for Assignment Extension form* in your ENGL110 Team General Channel that is to be submitted to the Department Chair for approval.

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.

The Education Assistant & Human Service Program tracks attendance via synchronous classes in addition to completion of daily tests on Moodle (see Appendix A).

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)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, 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 regarding their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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

Appeals:

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

Students with Temporary or Permanent Disabilities or Medical Condition:

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 an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.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 *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility 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 your Columbia College email address you have been given daily 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.

Class	Topics	Chapters/Assessments
1.	Course Introduction and Expectations Writing across the Curriculum and beyond College Writing Situations Audience and Academic English Introduction to Connect Lab/Daily Tests	Readings: Chapter 1 Chapter 2 Chapter 3 Activities: Reflective Journal 1 Due
2.	Critical Thinking Planning and Shaping Commonly Misused words	Readings: Chapter 4 Chapter 5 Chapter 50
3.	Planning and Shaping Revising and Editing Designing Academic Texts and Portfolios Artificial Intelligence (AI)	Readings: Chapter 6 Chapter 7 Chapter 8 Activities: Connect Lab- Artificial Intelligence
4.	Informative Reports Interpretive Analysis Arguments Common Grammar Mistakes	Readings: Chapter 9 Chapter 10 pp. 112-114 Chapter 11 Chapter 69 Activities: Moodle Forum 1 Due
5.	Understanding Research: Primary and secondary research and Research and college writing Finding and managing Print and Online Sources Plagiarism, Copyright and Intellectual Property APA Documentation Working with sources and plagiarism	Read: Chapter 18 Chapter 19 Chapter 23 Chapter 24 Activities: Connect Lab Plagiarism Activity Homework
6.	Writing the Text APA Style: In-Text Citations APA Style: References APA Style: Format Sample Research Project in APA Style	Read: Chapter 25 Pages for Reference pp.315-323 Chapter 31 Chapter 32 Chapter 33 Chapter 34 Activities: APA7 Homework- to be assigned by facilitator
7.	Oral presentations Finding and Creating Effective Visuals, Audio Clips, and Videos	Read: Chapter 13: pp. 156- 162 Chapter 20 Activities: Final Project Outline Due
8.	Revisit: Revising and Editing Evaluating Sources	Read: Chapter 7 Chapter 21
9.	Other kinds of assignments Writing to get and keep a job Career Services Presentation Case Study	Read: Chapter 12 Chapter 17 Activities: Reflective Journal 2 Due
10.	Review and Reminders Problem Solving Proposal Tutorial	Activities: Complete Customer Service Survey Problem Solving Proposal Due

Appendix 1 Assignment Outlines

Note: Students are expected to complete all assignments, tests, and activities to meet the requirements of this course.

Daily Tests

Available on McGraw-Hill Connect (link on Moodle/Portal) on the day of each class from classes 1 through 9

Weight: 25%

Students are expected to have read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

- Tests are open in McGraw-Hill Connect from 8:30 AM on the day of the scheduled class. to 11:59 PM the following day.
- There is one attempt and a 30-minute time limit on each test.

Reflective Journals

Due Dates: Class 2 and Class 9

Weight: 20%

During the course, students will be learning and experiencing many new things. Students should follow the steps to writing a reflection outlined by facilitator.

Journal Entry 1: The topics you write about should cover material your impressions of Classes 1 and 2 and should speak to your initial /expectations/ fears about the course and the program you are starting.

Journal Entry 2: Should cover some insights gained during the course about learning strategies that work for you and areas of challenge you have identified. Some key points to consider include speaking to the class content, any assumptions or beliefs that were challenged through the course and discussions, and what you have learned from the readings/discussions that will be applicable for your learning in the program or in your future career path. NOTE: This journal will be a Flip video response- instructions will be in your Teams Assignment.

Objective: The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

Focus: This assignment is designed to apply knowledge from the chapters and class discussions.

Format: This assignment should be double-spaced. Include your name at the top of the first page. 12-point Calibri font is preferred. Each entry should be a minimum of 250 words and a maximum of 350 words in length and should follow APA7 guidelines. Students will be evaluated according to the attached rubric: **Reflective Journal Rubric**.

How to avoid plagiarism: The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 referencing formats outlined in your ENGL110-1 texts (Tab 7).

Forum Response
Due Dates: Class 4
Weight: 10%

Online Moodle discussion forums provide opportunities to exchange knowledge. Students are expected to demonstrate their understanding of class readings by posting thoughtful and succinct responses to questions posed by the instructor.

Student responses should demonstrate:

- reflection of the course material
- connections to experiences
- previous or current information and be relevant to the discussion.

Student responses should further the discussion by demonstrating critical thinking, posting meaningful responses to peers' work and adding new perspective and ideas.

Format: Each entry should be a minimum of 150 words and a maximum of 250 words in length. Students will be evaluated according to the attached rubric: **Discussion Forum Rubric**

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 referencing formats outlined in your ENGL110-1 texts (Tab 7).

Homework
Due Date: Classes 3, 5, 6 & 7
Weight: 15%

- Connect Lab Artificial Intelligence
- Connect Lab Plagiarism Activity
- APA7 Homework – to be distributed by facilitator
- Problem Solving Proposal Outline Due- Facilitator will provide an outline for final assignment

Final Research Paper

Due Date: Class 10
Weight: 30%

This assignment requires you to identify an issue in your chosen professional field and write a literature review research paper that reflects current understandings of that issue for your career.

- Note that if you are unfamiliar with some of the professional issues that arise in your program/profession, your facilitator can guide you.

Students can follow the planning process below as a guide.

Step 1: Begin brainstorming a topic by identifying issues that you've encountered within a school, a workplace, as a volunteer, as a customer or client, or potential employee.

Step 2: Narrow the list to problems that can be addressed by an individual or entity.

Step 3: Now think about the following questions:

- What are the causes of this issue?
- How have people in the field already tried to address the problem?
- What factors influence how the issue is being addressed?
- How do the solutions work? Are there other alternatives?

Step 4: Make a claim (thesis) advocating for a specific stance regarding the issue. Write an essay that incorporates the current understandings on why this issue exists, who can solve it, or how the current solutions are working to address the issue. Ensure you have done your background research that will support your claim.

Step 5: Write, read, edit, get feedback, and submit your best copy.



Writing Assignment Expectations (Final Research Paper):

Objective: The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignment is designed so students can demonstrate the depth of knowledge related to the course content and to explore a topic related to their chosen field.

Format: This assignment will be double-spaced. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri acceptable font is preferred. Each entry should be a minimum of 750 words and a maximum of 1000 words in length and should follow APA7 guidelines. Students will be evaluated according to the attached rubric: **Final Research Paper Rubric.**

How to avoid plagiarism? The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. Referencing must conform to the APA7 referencing formats outlined in your assigned textbook.

Columbia College
Appendix 1 Assignment Rubrics
Reflective Writing Rubric

Area	4	3	2	1	0
Depth of Reflection	Reflection reveals a thorough insight of the subject matter with the student presenting well thought-out reflections.	Reflection reveals insight into the subject matter. Often there are thoughtful statements.	Reflection reveals a basic understanding of the subject matter with an effort at reflection.	Reflection is limited. The writer produces some basic understanding of the subject matter.	Little to no reflection is present.
Use of Examples and/or Evidence	Uses specific and convincing examples to support reflective statements.	Uses well-chosen examples to support reflective statements.	Uses some examples to support understanding of the subject matter and reflections.	Uses limited number of examples to support understanding of the subject matter.	Uses little to no examples.
Cohesiveness of Response	Reflection provides a clear picture of the student's thinking on this subject matter.	This reflection gives a good understanding of the student's thinking on this subject matter.	Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter.	This attempted reflection does not provide a clear picture of the student's thinking on this subject matter.	This response is confusing, and ideas do not tie together.
Conventions	Demonstrates control of the writing conventions with essentially no errors.	Demonstrates control of the writing conventions with occasional errors.	Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	Demonstrates little or no control of the writing conventions.
APA7 Formatting	Perfect adherence to APA7 guidelines, including in-text citations and references.	Good adherence to APA7 guidelines with minor errors.	Basic adherence to APA7 guidelines with several errors.	Poor adherence to APA7 guidelines with numerous errors.	APA7 usage not present.

Total: /20

Feedback on Microsoft Teams Assignment

**Columbia College
Discussion Forum Rubric**

Area	3	2	1	0
Critical Thinking	Rich in content, thoughtful, reflective, insightful; shows careful analysis	Substantial information, thoughtful, insightful; analysis has taken place.	Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	Basic information, no analysis or insight demonstrated.
Connections	Clear connections made to previous or current information; creates relevancy in the discussion.	Some connections are made to previous or current information; generally, needs more depth and/or detail.	Limited connections, vague generalities.	No connections made to previous or current information.
Uniqueness	New ideas are presented with good depth and detail.	Some new ideas are presented. Depth and details are satisfactory.	Few, if any, new ideas are presented. Depth and details are lacking.	No new ideas presented. No depth or details.
Timeliness	All required postings are on time for others to read and respond.	Most postings are on time for others to read and respond.	Postings are rarely on time or last minute without allowing for response time.	Some, or all, required postings are missing.
Stylistics	No grammatical or stylistic errors.	Several grammatical or stylistic errors.	Obvious grammatical or stylistic errors; errors interfere with content.	Obvious grammatical or stylistic errors. Makes understanding impossible.
APA 7 Formatting	Accurately uses APA 7th edition formatting for citations and references.	Mostly uses APA 7th edition formatting correctly, with minor errors.	Uses APA 7th edition formatting but with several errors.	Does not use APA 7th edition formatting correctly.
Responding to Peers	Response is relevant to the course material and expands on at least two peer's response in a respectful manner			Did not respond to peers

Total Score out of 21

Facilitator/Evaluator's Comments:

Final Research Paper Rubric

Criteria	5	4	3	2	1
Research	Integrates a wide range of credible, current sources. Accurately synthesizes research findings, identifies patterns or themes, and demonstrates deep understanding of current knowledge on the issue.	Uses several credible sources and provides a clear summary and synthesis of research. Demonstrates good understanding of current perspectives.	Uses adequate sources and summarizes relevant information. Some synthesis is present but may rely heavily on description.	Limited use of sources or overreliance on weak, outdated, or minimally relevant research. Little synthesis evident.	Insufficient research. Sources are inappropriate, unreliable, or largely absent. No meaningful literature review is demonstrated.
Thesis development, critical thought, and content	Presents a clear, insightful, and well-supported thesis. Critically analyzes causes, solutions, stakeholders, and influencing factors. Evaluates competing perspectives and demonstrates independent thinking.	Presents a clear thesis and analyzes key aspects of the issue. Demonstrates thoughtful consideration of solutions and contributing factors.	Thesis is present but may be somewhat general. Analysis addresses major points but may lack depth or critical evaluation.	Thesis is unclear, weak, or inconsistently supported. Analysis is largely descriptive rather than critical.	No clear thesis. Analysis is absent, inaccurate, or unsupported.
Organization	Essay is exceptionally well organized with logical flow, strong transitions, and fully developed paragraphs. Ideas build cohesively toward the conclusion.	Well organized with clear introduction, body, and conclusion. Most transitions and connections between ideas are effective.	Organization is generally clear, though some sections may lack development or cohesion.	Organization is inconsistent or difficult to follow. Development of ideas is uneven.	Lacks logical organization. Ideas are disconnected or difficult to understand.
Professional Writing and Academic Conventions	Writing is clear, professional, and virtually error-free. Consistently follows required citation and formatting guidelines. Academic tone is maintained throughout.	Writing is clear and professional with minor errors that do not impede understanding. Citation and formatting requirements are mostly followed.	Writing is generally understandable but contains some errors in grammar, mechanics, or formatting.	Frequent writing errors or citation issues interfere with clarity and professionalism.	Errors are pervasive and significantly hinder communication. Citation and formatting expectations are not met.
Formatting, APA7 Referencing and In-text Citations	Meets all formatting and APA7 requirements.	Minor formatting or APA7 errors.	Several formatting or APA7 errors.	Multiple formatting/APA7 deficiencies.	Significant formatting deficiencies.

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