



ENGL-090 – English – Provincial Level

College Preparation and Upgrading

Effective Term & Year: Fall 2022

Course Outline Review Date: 2025-03-01

Program Area: Upgrading for Academic and Career Entry

Description:

English 090 focuses on the following core skills: reading, comprehension, vocabulary development, study skills, literary appreciation and analysis, and writing. Through literature, research and analysis and class discussions, students broaden their knowledge of society as they meet the provincially articulated learning outcomes for Provincial Level ABE English.

Program Information:

English 090 is equivalent to Grade 12 English and can be used as the language arts requirement for the B.C. Adult Graduation Diploma.

Delivery Methods: Directed/Guided Studies, On-campus (Face-to-Face), Online

Credit Type: ABE Credits

Credits: 0

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	90
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	

Total	90
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Course Requisites:

- Completed at least 1 of the following:
 - ENGL080 – English – Advanced Level
 - EFLS 11 – EFP Literary Studies and Writing 11

Flexible Assessment: Yes

In some cases students may be able to apply for recognition of prior learning outside the classroom. This flexible assessment process provides equivalent course credit. It is a rigorous process that may include external evaluation, worksite assessment, demonstration, standardized test, self-assessment, interview, products/portfolio, and challenge exam, or other measures as appropriate. Tuition fees apply. Contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use for the face-to-face class:

McMahan, Funk, Ashley and Day, *Literature and the Writing Process*. Pearson Prentice Hall, 2010.

Rock, C. and Phadke, S., *Style and Substance*. 2nd Ed. Pearson, 2007.

Robinson, Eden. *Monkey Beach*. Vintage Canada, 2000.

Wagamese, Richard. *Indian Horse*. Douglas and McIntyre, 2012.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

Learning Outcomes:

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

Critical and Creative Thinking

- recognize tone, including irony and understatement in poetry, short stories, drama;
- evaluate argument for validity, reliability, currency and objectivity;
- recognize structural literary elements associated with particular standard formats;
- demonstrate an awareness and understanding of the power of language in literature, the importance of word choice and organization in furthering the problem solving process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage;
- analyze literary elements in various genres;

Speaking and Listening

- interact effectively in formal or informal situations;
- adjust speaking style to suit audience, purpose, and situation;
- use effective presentation aids to enhance communication;
- deliver a research-based oral presentation to persuade and respond effectively to feedback;
- give and respond effectively to feedback during oral presentations;
- demonstrate a critical understanding of arguments;

Reading, Research and Reference

- evaluate the effectiveness of one's own and others' written material using criteria that include the following:
 - plain language
 - coherence and organization
 - consistency in the application of usage conventions
 - relevance to argument of supporting evidence and examples
 - appropriateness to intended purpose and audience
 - attention to detail
- summarize, make inferences, draw conclusions and critically evaluate;
- paraphrase main ideas in written material;
- distinguish between implicit and explicit messages;
- apply prior knowledge and experience to assist understanding of new material;
- use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the internet;

- evaluate the influences, writing style and background of particular authors in order to understand their writings;
- read and demonstrate an understanding of short stories, poetry, drama and the novel, including works by Canadian authors;
- place a piece of literature in its historical and cultural context;
- describe the social and personal benefits of reading literature;

Written Communication

- apply a writing process approach (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (e.g. examples, evidence) and sentence structure;
- gather, evaluate, synthesize, and organize information into a research paper of approximately 1500 words using appropriate documentation style (e.g. MLA, APA, or Chicago);
- understand and avoid plagiarism;
- produce writing on demand (e.g. essays, exams);
- write literary essays using appropriate structure, development techniques, and literary conventions;
- discuss literary terms (such as conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the analysis of works studied.

Recommended Learning Outcomes:

Cooperative Communication:

- describe the value and limitations of collaborative work;
- collaborate and consult effectively with others in completing communications tasks through means that include:
 - interacting confidently
 - assuming responsibility for roles in teams
 - respecting and promoting respect for the contributions of other team members
 - demonstrating a commitment to the team and to project goals
- employ advanced problem-solving skills in cooperative communication activities;
- use a variety of resources and technologies when working with others; and
- evaluate group processes and individual roles in and contributions to group processes.

The course meets the 2017/18 ABE articulation handbook.

<https://www.bctransferguide.ca/transfer-options/adult-basic-education/>

Course Topics:

- Writing Process
- Essays

- Research Paper
- Short Stories
- Novel Study
- Poetry
- Non-Fiction
- Drama

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

The outcomes of this course meet and are consistent with the outcomes prescribed for Computer Studies: Fundamental Level in the Adult Basic Education in British Columbia Colleges – An Articulation Handbook –

<https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
In-class Assignments & Activities	25%
Writing Assignments	25%
Research Paper	15%
Midterm Exam	10%
Final Exam	25%
Total	100%

Assessment Type: Directed/Guided Studies

Assessment Type	% of Total Grade
Assignments essays, paragraphs, comprehension questions, responses, and research preparation	50%
Research Project, including oral presentation	15%
Grammar Exercises and Quizzes	10%
Final Exam	25%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	<50

Evaluation Notes: A grade of "D" grants credit, but may not be sufficient as a prerequisite for

sequential courses.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
 - Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
 - Policy 2.5.8 Academic Performance
 - Policy 2.5.3 Grade Appeal
 - Policy 2.4.9 Student Concerns Re Faculty
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Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.