

COURSE OUTLINE		
TERM: Spring 2023	COURSE NO: CDEN 004	
INSTRUCTOR:	COURSE TITLE: CDO English Fundamental 4	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 1.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Líl'wat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

This course is offered in blocks of 2 hours per week. This course can be offered in a paced or self-paced format.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course will prepare students to understand and reflect on a variety of reading material and to differentiate between literal and inferential meaning. Students will learn to write for a variety of purposes using compound words, contractions, possessives and basic punctuation. Students will also be introduced to note taking. This course will prepare students for CDEN 005. The course may be offered in both self-paced and paced formats and delivered in various locations in the Capilano region by the Community Development and Outreach Department.

COURSE NOTE

CDEN 004 is equivalent to BENF 004. Duplicate credit will not be granted for this course and BENF 004.

REQUIRED TEXTS AND/OR RESOURCES

Ivits, S. (2015). *BC Reads: Adult Literacy Fundamental English – Course Pack 4*. BC Campus
 Ivits, S. (2015) *BC Reads: Adult Literacy Fundamental English – Reader 4*. BC Campus
 Kita-Bradley, L (2011) *Active Reader 3*. Grassroots Press
 Rogers, S. *Vocabulary Booster Book 1*. Grassroots Press

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

Reading

Learning Outcome <i>Students will be able to ...</i>	Skills <i>By achieving this broader outcome, students will demonstrate that they can also ...</i>
1. read 3-5 paragraph passages of familiar genres (e.g. concrete, factual) including abstract, specialised vocabulary	<ul style="list-style-type: none"> • differentiate between fact and opinion • differentiate between likes, dislikes, and preferences • demonstrate strategies for learning and remembering words • use peer feedback and self-monitoring strategies to evaluate meanings and findings • draw inferences and conclusions • understand how quotation marks, semicolons, parentheses, and dashes affect meaning
2. read 3-paragraph passages of unfamiliar topic and genres (e.g. argument, opinion, inference) including familiar vocabulary	

Writing

Learning Outcome <i>Students will be able to ...</i>	Skills <i>By achieving this broader outcome, students will demonstrate that they can also ...</i>

<ol style="list-style-type: none"> 1. write paragraphs of five to eight sentences using familiar forms (i.e. narrative, process, descriptive, opinion) 2. Write formal correspondence to a specified audience 	<ul style="list-style-type: none"> • use paragraph structure: topic sentence, supporting details, conclusion, and transitional words and phrases • use paragraph format: title line, blank line, indentation, connected sentences, clear margins • demonstrate logical sequencing of sentences • write compound sentences using common subordinating conjunctions • write compound sentences using commas and FANBOYS • recognize and correct fragments and run-on sentences • use consistent verb tenses • use common regular and irregular past tense verbs • use subject/verb agreement • use standard pronoun reference and agreement • edit written work • spell common sight words and homonyms • use MLA format for headings, titles, and margins
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This course meets the required outcomes described in the *Adult Basic Education: A Guide to Upgrading in British Columbia's Public Post-Secondary Institutions (An Articulation Handbook) 2021-22*.

COURSE CONTENT

The skills listed below will be taught throughout the curriculum, integrated into the learning context. Students enter the program with different strengths and abilities in English and the curriculum will provides for individualized support and practice.

- Word analysis and vocabulary building
- Reading for enjoyment
- Dictionary skills
- Locating information in a text document
- Basic grammar and sentence structure
- Sentences – simple, complex, compound
- Journal writing
- Narrative & descriptive paragraphs
- Forms & applications

- Spelling
- Basic computer skills
- Goal setting
- Personal organization
- Self-care

EVALUATION PROFILE

Credit will be given to those students who demonstrate mastery of the learning outcomes at this level, based on a one on one assessment session with the instructor.

GRADING PROFILE

Credit/No Credit

Incomplete Grades

Not applicable. Students may be assigned “NC” (No credit) if they require more time to finish the course.

Late Assignments

Late assignments will be accepted. Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor.

*** Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors.

Electronic Devices

Students may use electronic devices during class with instructor approval only.

On-line Communication

Instructors will contact students by phone or text.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilano.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilano.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.