



School of Access  
Department of English

ENGLISH 092 (S03) May-August, 2013

## **PROVINCIAL ENGLISH COMPOSITION**

**Fisher 306, Mondays and Wednesdays, May 6-August 14, 4:00 PM-5:20 PM**

**INSTRUCTOR:** Sean Henry

**E-MAIL:** sghenry@uvic.ca

(for the moment; I will give you a Camosun address as soon as I have one!)

**OFFICE HOURS:** Wilna Thomas 101A,

11:30-12:30 Mon. & Wed. (or by appointment)

Warning! I do not check my e-mail account on weekends (well, rarely, at least). Please also note that although I do otherwise try to respond to e-mails within 24 hours, I cannot guarantee instant “turn around,” depending on the complexity of your question. In your messages, please make certain you give your **full name**, as well as your **course and section number**.

### **COURSE OVERVIEW**

This course provides practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares the student for college writing. English 092 (or ELD 092) combined with English 094 (or ELD 094) is equivalent to Provincial English 12.

### **COURSE GOALS AND LEARNING OBJECTIVES**

1. Critical and Creative Thinking. Students will
  - a) evaluate argument for validity, reliability, currency, and objectivity
  - b) analyze diction in a variety of non-fiction texts
  - c) analyze and explain the organizational methods used to develop a topic or an argument
  - d) articulate the connections between purpose, audience, and style
2. Reading and Reference. Students will
  - a) access and use the resources of libraries, the Internet, and other electronic media, including CD-ROM files, to gather information for research
  - b) cite and document sources where necessary, following MLA conventions
3. Written Communication. Students will
  - a) plan and write a variety of types of paragraphs and essays
  - b) integrate research material into a research paper or report using MLA conventions
  - c) edit written work for content, structure, grammar, punctuation, and usage
  - d) choose words appropriate to style and audience
  - e) use transitions to connect main and supporting points
  - f) vary sentences
4. Speaking and Listening Skills. Students will
  - a) speak, adjusting for audience, purpose, and situation, to inform, persuade, and interact in formal and informal situations

- b) give and respond to feedback during oral presentations
- c) collaborate and consult with others in completing communications tasks
- d) explain the value and limitations of collaborative work

### REQUIRED TEXTS

- ***Essay Essentials With Readings* by Sarah Norton and Brian Green (fifth edition)**  
I have ordered this textbook at the Camosun bookstore, but there may be a delay of perhaps a week before it is available. Check the bookstore—as will I—and we will keep one another updated when it is available.

### COURSE REQUIREMENTS

Assignment type	Details and Due Date	Value
Writing diagnostic	A short <b>in-class</b> writing task: <b>May 6<sup>th</sup></b>	0%
Short paragraphs (total 500 words)	Three short paragraphs to practice effective structure	10%
Summary assignment (150-200 words)	Summarize the key points and argument of a short reading	10%
Persuasive essay (600-700 words)	Short essay arguing a clear thesis	15%
Grammar and Editing work	Ongoing series of in-class exercises	20%
Research paper (1000 words)	A research paper that requires multiple sources and correct documentation <b>In-class proposal</b> <b>Draft and peer edit</b> <b>Final version</b>	25%= 5% proposal 10% draft 10% final
Final in-class essay	An <b>in-class</b> essay written on your choice of three topics I will give you	20%

Take note of the following:

1. This course is self-paced, but regular attendance is encouraged for success in this course, particularly since we will be doing in-class writing and exercises to help you hone your skills.
  2. **Please complete the assignments in the order listed in the grid above.** When you are ready to move onto the next assignment, see me for an assignment sheet for some specific direction on the task. I have ordered the assignments to reflect class content. Whatever the case, if you do not understand something or find yourself stuck, ask for guidance! I'm here to help—but don't be afraid to ask your fellow students, family, or friends.
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3. Students should be prepared to participate actively in class activities, such as discussions or peer editing. Remember that when we talk about one another's writing, we are only talking about the writing! Having your writing skills evaluated does not mean that you yourself are being evaluated. Writing is a learned skill, like any other.
4. Please make certain that you **type and double space all out-of-class assignments**, using a standard font such as Times New Roman 12 point type with one-inch margins. All assignments completed outside of class should include the student's name, the title of the assignment, the name of the course, the instructor's name, and the date.
5. **Be sure to keep a photocopy or a disk copy of all the assignments** you submit, just in case your work is lost, damaged or misplaced by accident.
6. No cell phones, laptops or other electronic devices are permitted in class without the permission of the instructor. If you cannot control the urge to check your cell phone or to surf online, you may be asked to leave the class.

#### **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

#### **ACADEMIC CONDUCT POLICY**

The college has an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section <http://www.camosun.bc.ca/policies/E-2.5.pdf>

#### **ACADEMIC PROGRESS POLICY**

The college also has an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

#### **Academic honesty**

The writing you do in English 092 must be your own. Presenting the work of others, whether it is used without attribution (plagiarism) or submitted by you but written by someone else (cheating), violates the college's policy on academic integrity.

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**GRADING**

Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>%</b>	<b>Notes</b>
A+	9	90–100	
A	8	85-89	
A-	7	80-84	
B+	6	77-79	
B	5	73-76	
B-	4	70-72	
C+	3	65-69	
C	2	60-64	
D	1	50-59	Minimum level of achievement for which credit is granted; a course with a 'D' grade cannot be used as a prerequisite
F	0	0–49	

**SCHEDULE: SUBJECT TO CHANGE, DEPENDING ON HOW THE CLASS DEVELOPS**

I will assign reading for the next day of each class, depending on the needs of the group. There are also in-class assignment not written on the schedule; how much each will be worth will depend on how many we do!

<b>Date</b>	<b>Readings/Assignments</b>
May 6 & 8 May 13 & 15	Administrative matters “What’s the point?” Discussing the assignments Introduction to academic writing: the shape of an essay; thesis statements; paragraphs
May 22, 27, & 29 (May 20 <sup>th</sup> is Victoria Day: no class)	Developing ideas and structure: more on essays, paragraphs, and sentences Sentence problems Punctuation is your friend!
June 3 & 5 June 10 & 12	On writing proposals and summaries The summary – relations with sources, joining a conversation Reading effectively Persuasive writing: taking a stand!

<b>Date</b>	<b>Readings/Assignments</b>
June 17 & 19 June 24 & 26	More on structure and development Keeping track of <i>agency</i> : who does what where?
July 3, 8, & 10 (July 1 is Canada Day: no class)	Research and scholarship: joining a bigger conversation Paper proposals Choosing an effective topic MLA documentation
July 15 & 17 July 22 & 24	On sources and interacting with texts and research Integrating quotations and using sources
July 29 & 31 August 7, 12, & 14 (August 5 is B.C. Day: no class)	Research methods: evaluating other people's work Peer editing In-class essay (if appropriate)