



**CAMOSUN COLLEGE**  
*School Of Arts & Science*  
*English Department*

**ENGL 150 - English Composition**  
**Winter 2002**

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## **COURSE OUTLINE**

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The Approved Course Description is available on the web @camosun.bc.ca

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### **1. Instructor Information**

- (a) Instructor: Dr. Nigel Brooks
- (b) Office hours: Tuesdays & Thursdays 13:30 - 14:20  
Wednesdays 10:00 - 10:50
- (c) Location: Paul 237
- (d) Phone: 370-3302
- (e) E-mail: Brooks@Camosun.bc.ca
- (f) Website:

### **2. Intended Learning Outcomes**

Students will:

**write** expository prose for various purposes and audiences  
**develop** a mature writing process which may include prewriting, planning, drafting, conferring, revising, and editing/proofing  
**select and use** rhetorical patterns purposefully  
**write** correct, clear, cohesive, and effective English  
**vary** style purposefully through manipulating sentence rhythms, sentence variety, vocabulary, and figurative language

**read** mature expository and persuasive prose by student and professional writers  
**vary** their reading approach for different purposes  
**analyze** expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style  
**summarize** expository prose in own words to reflect coherently the original's ideas, organization, and tone

**research** topics for expository papers  
**use** a variety of sources, which may include personal knowledge, interview, print, and other media  
**choose** to summarize, paraphrase, or directly quote from sources  
**integrate** the results of research into expository papers  
**document** sources fully and ethically, according to specified bibliographic conventions

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### 3. Required Materials

(a) Texts

*Landmarks*, edited by Roberta Birks, Tomi Eng and Julie Wallachi.  
*A Canadian Writer's Pocket Guide* by Jack Finnbogason and Al Valleau.

(b) Other

### 4. Course Content and Schedule

#### **Purpose of the Course:**

The overall purpose of the course is to turn the student into a clear and effective writer by emphasising the stages through which an essay evolves: brainstorming on a subject, choosing a thesis, drawing up an outline, prewriting a rough draft, revising the draft, producing a more polished version of the essay and realising that further improvements can be made to this version. The other basic premise of the course is that the ability to write well stems from the ability to read effectively. Active reading and writing activities will occur in class and all such work will count towards the final grade. There may be occasional supplementary essays to read--essays that are not in the main text.

From the outset there will be constant recourse to discussion groups and peer reviewing so that the student is made aware of how he can write for different audiences and not just for the instructor. The function of the instructor is to facilitate the writing process in a workshop environment and thus the instructor does not lecture exclusively but fosters discussion in a seminar situation. Study period time will be devoted to various projects, both group and individual. Students will also assess their own progress in the course and voice any concerns they may have; these study periods provide an opportunity for feed-back from student to instructor.

There will be analysis of essay writing successes and failures drawn anonymously from the students' own work. From the very first week, preparation will begin for the research paper; close attention will be paid to research techniques and a library orientation tour will be organised in the first few weeks. Students will give progress reports on their work to each other, and finally, to the class as a whole, in the form of the oral report. Later in the semester there will be debates in class to help students organise a coherent argument.

Because of the active participation of the students in classroom strategies, regular class attendance is crucial. If a student is frequently absent from class, he or she is missing much of crucial importance and will be asked to drop the course. To end on a positive note, however, this course is designed to let the student explore many of his or her own interests through writing, reading and discussion, thereby creating greater self-awareness and self-confidence for all future endeavours.

#### **Assignment Schedule:**

Week One

Course Introduction.

In-class narrative essay with weighting of 5%.

Week Two

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Introduce peer-reviewing and establish discussion groups.  
Submit brief research topic proposals.

### Week Three

Students should have read Eva Hoffman's *Life in a New Language* and Thomas King's *How I Spent My Summer Vacation*.

Library Tour.

In-class test on narrative essays.

In-class activities during the semester will carry an overall course weighting of 15%.

### Week Four

Students should have read Margaret Laurence's *Down East* and Michael Ondaatje's *Aunts*.

In-class test on descriptive essays.

### Week Five

Descriptive essay due in with weighting of 10%.

Review grammatical errors.

In-class groups work on advertisement for Camosun College

### Week Six

Students should have read David Suzuki's *The Prostitution of Academia* and Emily Martin's *The Egg and the Sperm*.

In-class test on expository essays.

### Week Seven

Instruction on how to give oral reports.

Sign-up for oral reports on research topics.

### Week Eight

Conferences with students.

Prepare for oral reports.

Expository essay due in with weighting of 10%.

### Week Nine

Oral progress reports begin with weighting of 10%.

### Week Ten

Oral progress reports continue.

Outline of research essay due in with weighting of 10%.

### Week Eleven

Students should have read Carole Corbeil's *The Advertised Infant* and Stephen Hume's *The Games We Play*

In-class test on argumentative essays.

Form debating teams and start preparing debates.

### Week Twelve

Debates begin with weighting of 10%.

Research essays due in with weighting of 20%.

### Week Thirteen

Debates continue.

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Week Fourteen

In-class argumentative essay with weighting of 10%.

### 5. Basis of Student Assessment (Weighting)

(a) Assignments

There are four essays of between 500 and 750 words in length, classroom activities and exercises, an outline, an oral presentation of ten minutes, a debate and a research essay of between 1000 and 1500 words. This schedule does not detail everything that will be done in the course and it is subject to alteration, for example, more than two of the essays may be written in class.

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

### 6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

## 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

There is 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.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)