

Course Outline English 150

ENGLISH 150 Fall 2001

Course Outline Instructor: Barb Latham Office: Paul 322 Phone: 370-3345
Email: latham@camosun.bc.ca Eng150 (11) MW (10:00)
Eng150 (07) MW (13:20)

Office Hours: TBA or by appointment.

I am regularly available via email. I am not normally on-campus on Friday.

Arts & Science Office: Fisher #104 Phone: 370-3294

Attendance: Regular attendance is expected; attendance is recorded

LOOKING FOR WEBCT? "Sign in" page is at

<http://deserv1.camosun.bc.ca:8950/webct/public/home.pl>

Barb's Home Page: <http://www.camosun.bc.ca/~latham>

Email Address: Use WEBct email or latham@camosun.bc.ca

Chairperson: Deanna Roozendaal Paul #324 Phone: 370-3123

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TEXTBOOKS:

Hacker, Diana. A Canadian Writers's Reference. Updated 2nd ed. Canada: Nelson's. 2001. See helpful online site.

<http://www.bedfordstmartins.com/hacker/pocket/>

Flachmann et al. Reader's Choice 3rd ed. Toronto: Prentice Hall, 2000.

Click here to go to the Prentice Hall webpage for the Flachmann text

ON RESERVE:

Kiniry, Malcolm & Mike Rose, ed. Critical Strategies for Academic Thinking and

Writing. 3rd ed. Boston: St. Martin's Press, 1998. (3 copies)

McQuade, Donald and Christine McQuade Seeing & Writing. Boston: Bedford/St. Martin's, 2000. (1 copy)

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Calendar Description: English 150 (3.0) English Composition

This course centres on generating, organizing and expressing ideas in clear

and effective written prose. Instruction and practice in writing college-level

expository prose, based on appropriate models, form the the core.

Finished

assignments total 4000- 4500 words.

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CORE LEARNING OBJECTIVES for ENGLISH 150

Students will learn to:

- 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 and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- 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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COURSE CONTENT:

This course emphasizes common patterns of thinking and writing: summary, definition, comparison, classification and analysis. This curriculum provides you with experience in using these patterns in your essay writing.

You will identify these approaches as you read essays on various subjects .

Additionally, you will complete informal writing in a Response Journal.

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COURSE GOALS:

This course is designed to give students practice in writing academic essays.

Students will compose essays using academic conventions of evidence. These

essays require the student to develop a clearly stated thesis on a single

topic; support it with appropriate examples, documentation, or illustrations;

and come to a conclusion about the topic. The student must choose a subject,

write a first draft, and prepare a final essay.

Students will express their emerging thoughts in a Response Journal. Students will develop small group communication skills. This will involve assisting group members accomplish a goal effectively by bringing to the group well thought out ideas; a willingness to support and summarize others ideas; and a belief that differences can be resolved. Providing feedback and clarifying one's own ideas will be required. Asking key questions will be encouraged.

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COURSE STRUCTURE:

Each week consists of two 1.5 hour blocks. Each class will require preparation and participation. An integral part of your preparation will be a Response Journal. It will be the centre of your first responses to thinking and writing about a reading. Equally important is the expectation of your bringing writing plans and rough drafts to class for peer discussion.

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RESPONSE JOURNALS

All 6 assignments must be completed to pass this course. Your Response Journal is part of your preparation for class and class participation from start to finish. You will submit 2 Journals. Your preparation involves writing in response to assigned readings. The second source of content for the Response Journal is class exercises. Finally, your rough drafts for all your essays should be kept in your Journal. Naturally the writing in your Journal will be speculative and unpolished.

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SIGNIFICANT DATES:

Beginning of classes: Tuesday September 4, 2001
Thanksgiving: Monday October 8th (College Closed)
Remembrance Day: Monday November 12th (College Closed)
Last day to withdraw without academic penalty: Tuesday November 6, 2001
Last day of classes: Friday December 7th, 2001
Exam week: December 10-18, 2001
NB: All assignments must be completed to pass this course.

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SUPPLEMENTARY ASSISTANCE:

1. For "typing" your essays, plan to use the College facilities. Check the schedules now for "open" times in the computer facility in the basement of the Ewing building (Rooms 100, 103, 110, 112, 113)
2. For tutorial assistance with rough drafts of essays make appointments a.s.a.p. with staff in the English Writing Centre located in the Fisher Building opposite the bookstore or in the Paul Building third floor at Room 327.

3. Useful Documentation conventions on-line are found at the following University of Wisconsin url:

<http://www.wisc.edu/writing/Handbook/Documentation.html>

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ARTS & SCIENCE/ENGLISH DEPARTMENT GRADING SYSTEM:

A+=95-100... B+=80-84... C+=65-69...

A = 90-94 B = 75-79 C=60-64

A-= 85-89 B-= 70-74 D=50-59

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ASSIGNMENTS: All 6 assignments must be completed to pass this course.

Assignment Week Due Day & Date Due Percent Length in Words

Introductory Week 1 diagnostic various

Assign #1 Summary Week 4 Mon Sept 24th 10% min 60; max 80

Journal #1 Week 6 15%

Assign #2 Definition Week 7 15% minimum 700

Assign #3 Comparison Week 10 25% minimum 1250

Assign #4 Analysis Week 14 Wed Dec 5th 25% minimum 1250

Journal #2 Week 13 Wed Nov 28th 10%

PROBLEMS WITH DEADLINES: READ THE FINE PRINT PLEASE

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE. Late submission of

papers and journals will be penalized one point per day. E.G. if you hand in

an essay one day later than expected you will receive 13 out of 20 instead of

14. Requests for extensions will not normally be granted. At any rate, you

must request them prior to the due date. No assignments will be accepted later

than 5 days after the due date without prior discussion with me. Phone my work

phone number (370-3345) any time of the day or night to leave a message asking

for an extension or leave a request in writing. Also, note well that assignments will not be accepted from students who miss more than 25%

(or more

than 7) classes. Under no circumstances will batches of assignments be accepted. If you have "a friend" deliver an essay to me, you are STILL responsible for my receiving it. If your friend fails to deliver it to me, it

is STILL LATE and you are responsible for producing another copy of it.

Plagiarism is Academic Misconduct for which large penalties occur but the

greatest penalty is your own loss of self-respect.

ATTENDANCE:

Attendance will be recorded. It is your responsibility to catch up on work

missed in class. This will be difficult without the help of a classmate since

group work will be substantial. Please plan ahead to ensure your 100% attendance. Finally, note well that assignments will not be accepted

from

students who miss more than 25% (or more than 7) classes.

All there is to writing is having ideas. To learn to write is to learn

to have ideas. --Robert Frost

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ATTACHMENTS :

TASK ORIENTED GROUP BEHAVIOURS

These behaviours keep the group going

LEADING BEHAVIOR: Helps lead the group by showing persistence in task-directed

activities. Initiates discussion, tries to keep the members on the "right

track": proposes goals and tasks to stimulate action within the group and

facilitates movement toward the group's goal.

REINFORCING BEHAVIOR: Is encouraging and supportive to group members; demonstrates openness and acceptance of other members' ideas; gives recognition for contribution; encourages participation from all group members.

These characteristics can be demonstrated verbally or nonverbally.

INFORMATION/OPINION SEEKING/GIVING BEHAVIOR: Asks other members for information or elaboration in order to clarify their ideas. Offers data or

elaboration in order to clarify her position related to the task.

SUMMARIZING BEHAVIOR: Restates major point of view and content that have been

discussed up until that point.

CLOSURE BEHAVIOR: Reaches consensus on completion of task and makes plans for

any further meetings.

MEDIATING BEHAVIOR: Persuades members to constructively analyze differences of

opinion; searches for common elements; attempts to alleviate disagreement; is

willing to compromise one's ideas for the accomplishment of the group's task.

BLOCKING BEHAVIORS These behaviours stop the group's progress:

ATTACKING BEHAVIOR: Verbal or nonverbal behavior which is perceived to be

hostile or derogatory by other group members.

DOMINATING BEHAVIOR: One person takes power in a group which is not assigned

or delegated by the other group members or predetermined by outside authority

or status. The dominator tends to be the loudest, most frequent speaker and

often interrupts others to make a point.

INTERFERING BEHAVIOR: Any verbal or nonverbal behavior which distracts the

group members from the task at hand. These behaviors may be expressed pleasantly (i.e. joke telling) or unpleasantly (i.e. pencil tapping).

WITHDRAWING BEHAVIOR: Whether motivated by anger, boredom or some other emotion, a member stops participating in the group process in a way that is

obvious to the other members of the group.

BEING DEFENSIVE: Overreacting to another member's challenge of one's statements. The negative extreme of advocating behavior.

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