

CAMOSUN COLLEGE
School of Arts and Science
English Department

ENGLISH 150 COURSE OUTLINE

Instructor: Laurie Abel
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Texts: Required
Literature and the Environment by Anderson, Slovic, O'Grady

Recommended
3-ring binder for notes and handouts

Course Content Outline

My approach is based on the assumption that writing develops and improves through *reading and writing*. In this class, you will read engaging first-person narratives, thought-provoking opinion pieces, and carefully researched papers. Your text has some of the best environmental literature published, but you'll also read articles on other subjects. We will learn to read literature with enjoyment, and then, because we are writers, with closer scrutiny to see how various effects have been achieved.

In this class, you will learn to write with confidence. Confidence is a very important part of writing. It's what allows us to begin writing, to keep going, and to take risks. Risks result in papers people want to read, rather than "safe" ho-hum papers. I hope to inspire confidence by providing many opportunities to write, by being clear about "what I want" on assignments, and by providing feedback throughout the writing process.

Students will experience a range of expression from more personal, subjective and informal to a more impersonal, objective and formal style of writing. We will explore the process(es) of writing, including choosing and focusing on a topic, determining purpose and audience, formulating a thesis statement, planning and organizing, drafting, revising, and proofreading (editing). Classes will include formal lectures as well as in-class writing exercises, and you will receive ongoing feedback and evaluation based on a body of writing.

Basis of Student Assessment

Much of the course content is active writing. There are four assignments (5% each) which will help you increase fluency, identify subject areas of interest and knowledge, develop voice/style, and improve editing skills. There are three papers (20% each) which include three styles of essay writing: personal, persuasive and literary analysis. The final component of the course is a presentation (20%) using PowerPoint and a written account of the presentation.

Assignments and Evaluation

| | |
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| Four Assignments | 20 |
| Descriptive/Narrative essay (1000 words) | 20 |
| Persuasive essay (1000 words) | 20 |
| Literary Analysis (1250) | 20 |
| PowerPoint presentation (750 words) | 20 |
| | <hr/> |
| | 100 % |

Students' Responsibilities

1. All assignments must be completed for credit in this course.
2. Students will be expected to attend class regularly (phoning or relaying a message if unable to be present), complete assigned readings, contribute to class discussions, set personal goals, choose topics they know and care about, request assistance, have drafts and final copies ready on-time, and encourage and assist other students.
3. Attendance will be recorded each class. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
4. A full draft of writing assignments must be brought to class on the day designated for peer review. This draft, with the signature of a student editor and an evaluation form, must be stapled to the back of the submitted final paper. Students who skip a scheduled peer review will automatically receive a deduction of 10%.
5. Format for final papers must follow MLA style, which is fully explained in your text. Assignments and final papers must be received at the beginning of class, on the date they are due. Late papers will not be received except in the case of (documented)

medical emergency. Electronic excuses will not be listened to. If your computer fails, I will accept a handwritten copy of your work.

6. Plagiarism is the conscious theft of another person's ideas and/or words, presenting them as your own by not acknowledging their true source. Two of the principal goals of the academic experience are to foster original thought and intellectual honesty. Plagiarism is a violation of academic ethics which results in serious penalties. Therefore, it is vital to give credit where credit is due. Use research/reference materials to support your ideas, not replace them, and make sure your documentation is accurate. For College policies regarding plagiarism, see Student Conduct Policy, "Academic Misconduct," in the Camosun Student Calendar.

Instructor's Responsibilities

The instructor will adapt the course appropriately, function as a senior learner, share her own writing, stimulate and support the learning of others, give every opportunity for success, provide knowledge as needed, facilitate cooperation and community, provide clear instructions and examples for assignments, comment helpfully, return work promptly, and treat students with respect, fairness, and honesty.

ENGL 150 Calendar Description

This course centres on 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 core. Finished assignments total 4000 - 4500 words. (Camosun College Calendar, 2002)

Pre-requisites

ENGL 12 with a C+ or ENGL 082 +084, or ENGL 082E + 084E or ABEN 080 or assessment.

Course Particulars

3 credits, 3 in-class hours/week, 14 weeks

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

Grading System:

A+ = 95-100%
 A = 90-94
 A- = 85-89
 B+ = 80-84
 B = 75-79
 B- = 70-74

C+ = 65-69
 C = 60-64
 D = 50-59
 F = Below 50
 INC = Incomplete

Students should expect to see letter grades on their work.