

ENGLISH 150: ENGLISH COMPOSITION SECTION R30, Fall 2002

INSTRUCTOR: Maureen Niwa-Heinen

EMAIL: nheinen@camosun.bc.ca; mniwa@uvic.ca

LECTURES: Tues., Thurs. 4:00-5:20

PHONE: 370-3393; 884-2282 (emergencies only)

LOCATION: Young 316 (Tues.), 317 (Thurs.)

OFFICE: Young 320; Tues. 1:30-2:30; Thurs. 10:00-11:00; Friday 12:00-2:00 and 4:00-5:00

REQUIRED TEXTS:

M. Garret Bauman. *Ideas and Details*. **Mandatory.**

English 150 / Section R13, *Course Pack*. **Mandatory.**

Diana Harker. *A Canadian Writer's Reference*, or *A Pocket-Style Manual* (Optional).

College/university level English dictionary.

Camosun College computer account; two IBM-formatted computer disks.

COURSE DESCRIPTION:

English 150 introduces you to the writing and research skills you need for producing effective college and university-level essays. Effective writing is a ***balance and relationship of ideas and details***. Writing is a process of (self)discovery achieved through drafting—an ongoing process of articulation and revision. Writing skills are practised and developed through a series of essay compositions which conform to an academic standard and style of writing. This course covers all of the stages required for ***effective writing***: brainstorming, planning, scheduling, structuring, drafting, revising, editing, and proof-reading. You will do writing exercises in each class. Classes consist of lectures, warm-up writing exercises, group-work, and discussion. Classes assist you in completing the assignments for this course, as well as offer writing workshops to improve your grammar. In workshops, your essays will receive a *peer-editing review*, teaching you how to critically evaluate, improve, and revise your drafts.

The critical reading and writing skills you gain in this course are transferable to other college and university courses which require you to write essays. Thus, the assignments in English 150 include a ***wide variety essay writing styles***, including the informative, descriptive, persuasive, argumentative, and analytical style of essays.

The ***research essay***, a major component in this course, started early on, is worked on throughout the term. The active learning in this major assignment teaches you the academic writing skills you need for research, including library use, source search, proper documentation and bibliography styles. The research essay assignment consists of three stages: annotated bibliography, rough draft workshop and final draft. Supplementary readings found in the course pack provide you with a number of different writing strategies, the basis for our in-class discussions and exercises. Readings in the textbook will be assigned as weekly homework; it is assumed that all readings, when assigned, are completed before the beginning of next class.

English 150 equips you with the skills you need to become a better writer, researcher, and critical thinker. Writing is, ultimately, an expression of the self. I look forward to helping you hear your writing voice “within,” and bring it into print.

“Good writing is clear thinking made visible.”

~ Bill Wheeler ~

FOR FURTHER INFORMATION ON CLASS EXPECTATIONS, ESSAY PRESENTATION, AND ASSIGNMENT EVALUATION, PLEASE READ THIS SYLLABUS IN ITS ENTIRETY, AS WELL AS CONSULT THE **COURSE PACK** REQUIRED FOR THIS COURSE. *Our classroom environment is one of mutual respect and active exchange. Be prepared to fully engage in acts of listening, as well as willingly contribute your own perspective without antagonism and in a spirit of good will at all times.*

COURSE OBJECTIVES:

By the end of this course, you should be able to:

- Write expository, persuasive and argumentative prose which presents a well-structured intermingling of ideas and details for specific audiences and purposes;
- Develop thesis statements which accurately reflect the range, scope and direction of your essay;
- Be familiar with various methods of outlining;
- Make informed decisions regarding essay planning, scheduling, and structuring;
- Make critical readings of texts written by professional writers;
- Collaborate with a group in a professional manner on all aspects of revising, editing and proofing;
- Have an accurate understanding of how a reader interprets your writing;
- Integrate examples and other supporting material into an essay;
- Control all stylistic factors of writing, including voice, tone, approach and figuration;
- Use the library and internet as research sources;
- Demonstrate technical writing skills, in terms of: paragraph construction and organization, sentence structure, coherency and unity, transitions, clarity, mechanics (grammar, syntax, punctuation, spelling, capitalization).

“I never know what I think about something until I read what I’ve written on it.”
~ William Faulkner ~

EVALUATION:

Evaluation for English 150 will be based on a number of completed essay assignments. Due to the assumption that writing is a process, **CLASS ATTENDANCE AND WORKSHOP PARTICIPATION IS COMPULSORY**. You will not do well in this course if you do not attend the classes. It is your responsibility to get the materials that you have missed in class, and to provide documentation of a medical emergency, or other valid absences. Students who are not attending class and/or consistently failing to hand in assignments may be advised to drop the course by the designated deadline. Asterisked (*) assignments are written *in-class*.

ENGLISH 150 ASSIGNMENT AND EXAM DESCRIPTION AND DUE DATES:

Assignments/Exams	Length	Value	Due Date	Focus
In-class Narrative	1 - 1.5 pages	0%	September 3	Diagnostic
Ad Critique	350 words; 2 pp.	5%	September 19	Paragraph dev.
Descriptive Essay	600 words; 3 pp.	10%	October 8	Essay structure
* Persuasive Analysis	600 words; 3 pp.	15%	October 24	Critical reading
Literary Analysis				
Oral presentation	Group, 15 mins.	5%	Nov. 19-Dec. 5	Oral delivery
Essay	850 words, 4 pp.	15%	December 5	Interpretation
Research Essay				
Proposal	200 words, 1 page	0%	September 26	Focussing topic
Annotated Biblio.	8 sources	8 %	October 29	Bibliography skills
Final Draft	1000 words; 5 pp.	22 %	November 21	Argue; synthesis
* Final Exam	600 words; 3 pp.	15%	Check schedule.	Essay writing.
Class participation		5%	Course long.	Active contribution

SOME WRITING WORKSHOPS and in-class writings may be scheduled in computer labs; these dates will be announced. A 5% penalty will be deducted for missed workshop; see course pack for more important information on workshops.

ENGLISH 150: CLASS DESCRIPTION & PREPARATION

*Note that this schedule is tentative and may be subject to change during the term.
"Preparation" includes the weekly readings, assigned below.*

<i>Date</i>	<i>Topic</i>	<i>Your Preparation</i>
September 3	Introduction to Course Diagnostic in-class Essay	Read syllabus & coursepack, section one.
September 5	Ideas & Details Syllabus Quiz	Find or record an advertisement for next class.
September 10, 12	Brainteasers: Mind, Senses, Imagination Introduction to Workshops	WORKSHOP ad critique: Thursday, September 12
	Research Essay Topics Paragraph Construction Topic Sentences, Transitions	Grammar Focus: <i>Transitions, Broad References</i>

September 17, 19	From Thesis to Outline Forming a Good Thesis Statement Outline Styles	AD CRITIQUE DUE: Thursday, September 19
September 24, 26	Using What You Know! Descriptive/Informative Essays Figurative Language: Rhetorical Power Poetic Terms	RESEARCH PROPSAL DUE: Thursday, September 26 Library Exercise due: Oct. 1
October 1, 3	Collecting Research Sources Library Class Visit	WORKSHOP DESCRIPTIVE ESSAY: October 3 Grammar Focus: <i>Run-ons, Fragments, Fusions</i>
October 8, 10	Persuasive Essays: Logical Fallacies and Rhetorical Figures Anticipating an Audience	DESCRIPTIVE ESSAY DUE: October 8.
October 15, 17	Persuasive Strategies in <i>Barbie</i> essays Introduction to bibliography styles.	Read three essays on <i>Barbie</i> in course pack. In-class debate and discussion. Grammar Focus: Modifiers.
October 22	Bibliography: Sources, Annotations, Styles and Formatting. MLA and APA style.	PERSUASIVE ANALYSIS: In- class writing, October 24.
October 24	Persuasive analysis: in-class writing.	ANNOTATED BIBLIOGRAPHY: October 29. * Complete rough draft of research paper soon.
October 29	Drafting a research paper: tips! Notetaking from research sources. MLA/APA in-text citations; quotation integration.	Grammar Focus: <i>Punctuation, Pronoun/Subject Agreement.</i>
October 31	Interpreting Fiction. Narrative Techniques & Analysis.	WORKSHOP RESEARCH ESSAY: November 7.
November 5, 7	Revising the Research Paper. Class discussion of shared short story. Sign up for oral presentations.	Brainstorm content, delivery & format. Prepare necessary material and book equipment.
November 12, 14	Group work on Oral Presentations. Guidelines for oral presentations and a literary analysis.	RESEARCH ESSAY DUE: November 21.
November 19, 21	Oral presentations on short stories.	



November 26, 28	Oral presentations on short stories.	Peer-reviews of presentations.
December 3, 5	Oral presentations on short stories. Preparation for final exam: writing an essay exam.	LITERARY ANALYSIS DUE: December 5. Check exam schedule for date and time of final exam.

English 150: Reading Assignments

All readings refer to the textbook, *Ideas and Details* by Garrett Baumann. Readings from the *Coursepack* will be assigned at each class. Readings are to be completed *before* scheduled classes on the following weekly basis. If these readings are to be completed ahead of time, you may be lost on the activities and exercises presented in class lectures and discussions. *Come prepared!*

DATE	IDEAS & DETAILS
Week One	Chapters 1 & 2
Week Two	Chapters 3 , 4, 6, 7
Week Three	Chapters 8, 10
Week Four	Chapter 13
Week Five	Chapter 11
Week Six	Chapter 13, if not completed
Week Seven	Chapter 13, if not completed
Week Eight	Chapter 5
Week Nine	Chapter 12

IMPORTANT DATES:

September 17	<i>Tuition fees due.</i>
October 14	<i>Thanksgiving: college closed.</i>
October 31	<i>Application deadline for University Transfer.</i>
November 5	<i>Last day to withdraw without a failing grade.</i>
December 9-17	<i>Exam period.</i>

ESSAY PRESENTATION GUIDELINES:

By the time your essay is in its final form, you are expected to have completed all technical considerations and formal draft stages. Your ideas should be clearly expressed, linked and presented. All necessary revisions should be completed; your essay should be carefully proof-read. Each assignment **MUST BE TYPED**, and should include the following:

- a separate title page indicating the title, course name, section number, date, assignment number, instructor's name, your name;

- page numbers in the top right-hand corner of each page, excluding the title page;
- a staple in the top left-hand corner of the essay;
- adequate margins surrounding the text; single side only;
- double-spacing, consistently used throughout (no extra spacing between paragraphs);
- paragraphs indented 1/2 inch, or one tab space;
- a font that is 12-point and easy to read (e.g., Times Roman)
- a title which accurately reflects both the topic and the attitude or thesis taken towards the topic (usually a two-part title);
- a well developed, clearly expressed thesis statement;
- well structured paragraphs with topic sentences;
- coherent transitions between paragraphs;
- a carefully constructed argument or exposition which consistently supports the thesis;
- an absence of all grammatical and syntactical errors, as well as vague wording;
- a conclusion which arises out of the points presented; *and*
- all peer-editing material.

Check individual assignments for additional instructions.

Note that essay assignments may be stapled in the left hand corner: *please no folders*.

Assignments which are not typed will not be accepted under any circumstances, unless they are in-class exercises or in-class writings.

IMPORTANT NOTES REGARDING ESSAY ASSIGNMENTS:

To receive the highest grade possible, review the following rules for completing and submitting assignments. *Remember:*

- Each essay must present, argue and support a thesis.
- ALL essay assignments must be handed in and graded *before* the final exam is written. If *all* essay assignments are not completed, you may not receive a passing grade for this course.
- **Late essays will be deducted 5% for each day late** for a period for up to three business days. Without sufficient reason *and permission* from myself, essays arriving more than three days late will *not* be accepted under any circumstances. All late essays must be submitted to me in person or dated by my office mate in order to be accepted for grading.
- **Late essays will only receive a letter-grade, without commentary.** If you wish to discuss the essay or grade with me, please make an appointment, or see me during office hours.
- **Only one assignment of the first two assignments (the ad critique and descriptive essay) may be rewritten** and resubmitted for re-grading, if permission is granted from me. Papers submitted for regrading must be submitted *by NOVEMBER 21*, and will not receive commentary—simply a letter grade. Papers receiving an A-level grade will **NOT** be granted permission for re-grading!
- **Any evidence of plagiarism will be reported to the appropriate officials.** You will receive a zero on the assignment and will not be allowed a rewrite.
- **Photocopy and diskcopy every assignment you hand in.** Since excuses regarding computer failures/difficulties, etc. will not be accepted, it is advisable to frequently

print out assignments while they are in progress so that you retain a hard-copy. Keep all of your returned work on file.

- **If you need help, it is your responsibility to seek it.** If you are unable to see me during office hours, PLEASE MAKE AN APPOINTMENT. If I am not in my office, the fastest way to reach me is by phone or email. Note that I may need to hire a babysitter for scheduled appointments, so these must be made in advance.

GRADING STANDARDS:

<u>Grade</u>	<u>Description</u>	<u>% Range</u>
A+		95-100
A		90-94
A-		85-89
	<i>Brilliant to Very Good:</i> all requirements met; in-depth analysis/exposition of subject reflected in thesis; detailed supporting examples; linked ideas; conclusion resolves, applies and expands thesis; error-free; distinct improvement between drafts; stimulates the reader; memorable; of a nearly publishable caliber.	
B+		80-84
B		75-79
B-		70-74
	<i>Good to Very Fine:</i> meets requirements but lacks the thoroughness and thinking processes behind an A paper; slightly underdeveloped thesis, which may weaken conclusion in terms of range and scope; may be missing some transitions; examples may need to be more clearly contextualised within the parameters of the thesis; slightly sloppy proof-reading; some significant changes made between drafts; easily accessible to reader but requires a more distinct style.	
C+		65-69
C		60-64
	<i>Fine to Satisfactory:</i> meets half requirements or less; generalized thesis which fails to produce a clear focus; organizational problems; lack of paragraph development and transitions; lack of an adequate number of examples or examples not adequately explained and related back to thesis; overall weak argument; significant number of proof-reading / grammatical / syntactical errors; reads as a preliminary, rather than final, draft; needs more work on all aspects; bores the reader.	
D		50-59
	<i>Barely Passing to Poor:</i> not sure if assignment sheet was consulted in terms of requirements; very fuzzy thesis, or entirely lacking a thesis; extremely truncated paragraphs which do not present a point nor provide enough examples; absence of produced drafts through in scheduled workshops; reads as a very rough draft with copious errors in proof-reading, spelling, grammar, punctuation, etc.; needs a lot of work to achieve the next level; enrages the reader.	
F		0-49
	<i>Just Bad:</i> no understanding of what the assignment is or is about; total absence of thought or work; assignment may be very late or not handed in; may present a personal opinion which is not contextualised within the appropriate essay style (except for the narrative essay); exhibits nothing of the essay construction / structure taught in class; has not been previously drafted; has so many technical errors that the marker simply give up on reading and correcting it; confuses and frustrates the reader.	

WORKSHOP GUIDELINES

Writing workshops allow us to share our writing process and product in *collaborative* ways. We share ideas by exchanging versions of our essays in progress. Because workshops promote an interactive exchange between readers and writers, they give you constructive feedback on your draft before your essay is due.

In-class workshops provide the following:

- Critical commentary which helps you begin the revising stage of your essay;
- Readers' perspectives that let you know if your content / argument is clear and persuasive;
- Note of errors in punctuation, grammar, and spelling;
- A peer-editing report that lets you know what is left to be done.

This kind of input allows you to develop your ideas to their full potential. It also gives your essay a professional finish. For this reason, it is **MANDATORY** to attend each formally scheduled workshop and to **FULLY PARTICIPATE** in the peer-editing process.

Assignments will be graded assuming that they have received the benefit of a workshop / peer-editing process.

If your final essay is not submitted with completed Peer-Editing Reports, it will receive a 5% deduction.

Therefore, come prepared with 3 copies of your draft on Workshop days.

Workshop Requirements:

1. Bring **three typed hard photocopies** of your draft.

Be prepared. If you do not bring separate, typed copies of your draft, the group will not be able to workshop your essay. There will be nothing for your group to comment upon or to mark up. If you do not bring in copies, you will receive the 5% deduction on your final assignment. The same rule holds for drafts that are handwritten and hard to read. Due to time constraints and out of respect for others, *hand-written, unfinished, messy drafts will not be considered.*

2. Presentation.

Following the specific workshop guidelines, you will be required to present specific parts of your draft, or your whole draft, to your workshop group. Working in small groups, you let the group know what you want specific feedback on. You will have the group's attention for 10-15 minutes. Be organised and prepared with this presentation.

WORKSHOP cont.

3. Criticism.

After your presentation, give each member of the group a chance to comment informally on your work, and a chance to edit your work. Encourage group members to offer critical commentary on your content. Be *specific* with what you need help with. For instance, saying that you need help “with your introduction” is too general. Say, “I need to clarify the last half of my thesis statement. Could you give me some suggestions?”

If you are not specific with your questions, the commentary you receive could be too vague or general to work with.

4. Take turns.

When you are done, move onto the next person. Each person in the group should receive the same amount of time and the same amount of feedback, depending on the length and stage of her or his draft.

5. Fill out Peer Editing Reports.

Peer Editing Reports, specific to each assignment, must be completed for *each* group member. Be specific with each comment. For instance, saying the essay is “good,” is too general. State what exactly makes the essay effective (“well-developed thesis,” “effective transition to the concluding paragraph,” etc.). When the report is complete, give it to the author of the essay.

All peer-editing reports that you receive need to be attached to the final assignment in order to save the 5% deduction.

Note that all editorial reports must be immediately handed over to the author upon completion. Because we are working within strict deadlines, **NO LATE REPORTS CAN BE ACCEPTED.** These reports are reviewed by the instructor to ensure that everyone is participating equally and constructively.

WORKSHOP cont.

WORKSHOP CONDUCT:

- We are all vulnerable to criticism—even when it is constructive. We come from a diversity of culture, values, and experience. Be *sensitive* in choosing your words and framing your comments.
- Clearly articulate your points to your peers with sensitivity, respect and good manners. Listen quietly and carefully when others are presenting their work; comment on the *good* before the *bad*.
- When you are offering suggestions, be sure to support them with concrete examples from the draft. Try to offer ways in which to fix the problems. For example, if you suggest that a certain paragraph does not support the thesis, try suggesting an alternative thesis that will more accurately reflect the argument.
- Refrain from dominating the time or discussion. Share opinions, without repeating or imposing them.
- If you are experiencing difficulties with communication or ego-resistance within the workshop setting, refrain from bringing this observation up within the group. Note it in your editorial report, and I will mediate for you.