

ENGLISH 150 SECTION 08

FALL 2002

TEXTS:

Furberg, J. and R. Hopkins. *College Style Sheet*. Vancouver: 49th Avenue Press, 2001.

Montgomery, Peter, ed. *Supplementary Material*. Victoria, BC: Camosun College, 2001.

Scholes, R., N. Comely and J. Peritz. *The Practice of Writing*. 5th. ed. NY: St. Martin's, 2001.

ACTIVITY

Weight

BASIC WRITING STYLE

15%

(exercises from Section One of *Supplementary Material*,
and second and third assignment sheets)

HANDLING COMPOSITION

45%

- 1 - Writing about one's self (TEXT: Part Two)
 - 2 - Writing about the world (TEXT: Part Three)
 - 3 - Writing for action (TEXT: Part Four)
and inspiration (TEXT: Part Fiver)
- Write 4 short (2¼ - 4 pages) essays using methods
studied, with topics to be supplied by text, student,
and teacher. See next page for individual weightings.

SUMMARY

10%

(Section Three of *Supplementary Material*)

RESEARCH

Do the research for and produce a 1500 word document
roughly according to the following steps:

- 1) Oct 4 - indicate TOPIC for research 2.5%
- 2) Oct 18 - show basic OUTLINE for paper 2.5%
- 3) Nov 8 - Submit DOCUMENTATION REVIEW 2.5%
- 4) Nov 20 - review ROUGH WORK for paper 10%
(receives same mark as final draft)
- 5) Dec 4 - review PARENTHETIC REFERENCES,
WORKS CITED & TABLE OF CONTENTS 2.5%
- 6) Dec 6 - hand in RESEARCH PAPER, if in
acceptable form 10%

TOTAL WEIGHTING

100%

Course Timetable

Period	Research technique	Essay Type	Aspect of Style
Sep.	4 Introduction		Sep 5 Library Orientation
	11 Bibliography	Writing Self	p. 33 Wrotten Rules
	18 Notes	Narrating	p. 87 Consistency
	25 Report/Opinion	Describing	p. 122 Figures of Speech
Oct.	2 Footnotes	Classifying	p. 140 Connections
	4	*** Indicate topic for final project ***	
	9 Format	Analyzing	p. 161
	16 Samples	Analyzing	p. 165
	18	*** Show outline for final project ***	
	23 Plagiarism	Directing	p. 218 Small exercise.
	30 Illustrations	Persuading	p. 230 Parallelism
Nov.	6 First hand Research	Arguing	p. 242 Passive Voice
	8	*** Submit Documentation Review for final project ***	
	13 SUMMARY (discuss)	Synthesizing	p. 321
	15 SUMMARY (write in class or hand in Dec 6)		
	20f	Review ROUGH WORK for final project, individually.	
Dec.	4	Review footnotes and bibliography, individually.	
	6	Submit (if format approved) final project.	

ESSAY OVERVIEW

Due dates			Length	Weight
Sep. 20	- Writing about self (in-class essay)		90 minutes	7.5%
Oct. 4	- Narration/Description		3 1/4 pages	10%
Oct. 25	- Classification/Analysis		3 1/4 pages	12.5%
Nov. 15	- Direction/Persuasion/ Argumentation/Synthesis		4 1/4 pages	15% --- 45%

Essays 2,3 and 4 may be resubmitted for remarking, if proofed by classmate, with classmate's legible signature and original, marked version attached, before the next essay is marked.

Extensions must be requested in writing and have the new date for submission included.

Late essays (having no extensions, or exceeding their extensions) will be docked up to one mark.

ENGLISH 150 SECTION 08
ASSIGNMENT 1 WRITING ABOUT SELF

DUE DATE: Sep. 20 LENGTH: 2 1/4 pages VALUE: 7.5%

IN-CLASS ESSAY

Use one of the topics below to write an essay about some personal response to the world or about some personal experience in the past which has some special importance to you.
(It needn't be very personal.)

Paper for the assignment will be supplied. You may bring the text, a dictionary and very basic notes in simple, point form. Copying out a pre-written piece will not be acceptable.

Plan your essay ahead of time, and make sure you can get it written in the time allotted. All the appropriate aspects of a good essay will be taken into account, except format. Please double space and do not use pencil (it on't be accepted).

For whichever choice you make, there is help on the last page of its section in the text.

EXPRESSION

1. "On Being Blue" p. 39 - 40
Complete sentences are not necessary, but the presentation should not be just random. The sequence should make sense in some way or other. Use another colour or another sense or a combination of senses and colours, as long as everything fits together as a whole.

2. "Speaking Images" p. 41 - 45
This should read as one coherent statement about how you respond to one of the works of art.

3. "Tools and Totems" p. 45 - 50
The idea here is to develop your thoughts on some common object you find interesting.

REFLECTION

4. "Reflecting on a Photograph" p. 52 - 56

- | | | |
|----|----------------------------------|------------|
| 5. | "Telling Stories" | p. 57 - 61 |
| 6. | "Reflecting on Your School Days" | p. 61 - 64 |
| 7. | "Other Ways of Seeing" | p. 65 - 69 |

ENGLISH 150 SECTION 08
ASSIGNMENT 2 NARRATION / DESCRIPTION

DUE DATE: Oct. 4 LENGTH: 3 1/4 pages VALUE: 10%

Using a word-processor, do ONLY ONE of the following assignments from the text. Your final version is to be handed in, in printed form, following the rules of format as given in the course outline. Please do not submit this essay via computer.

NB: You are to use at least two different kinds of figures of speech in writing one of the following pieces. Put an asterisk beside each figure of speech, and in the margin to the right, write the name of the figure of speech. You will be getting a separate mark for the figures of speech.

NBB: THIS IS FORMAL WRITING. ESSAYS WHICH USE 'I', 'YOU', 'WE', 'ME', 'US', 'MY', 'YOUR', 'OUR' WILL BE RETURNED UNMARKED. USE THIRD PERSON PRONOUNS ONLY.

NARRATION: Use no outside research for any of these topics.

- | | | |
|----|---|--------------|
| 1. | "Patterning Events" | p. 98 - 102 |
| | Follow the instructions on page 102, but write the piece in the third person, as if it were about someone else. If desired, one could use one's own name. | |
| 2. | "Organising a Life time" | p. 102 - 109 |
| | Use only the material in the book, no outside references, to turn Crane's life into an interesting story-like biography. Substitute Leonard Cohen if you want a Canadian author instead. All the equivalent material is in Section Four of the Supplementary Material text. | |
| 3. | "Interview Time" | p. 110 - 116 |
| | For success here, keep the focus on the person interviewed, rather than following the model in the text. Create an interesting story about the person herself in her own context, rather than the interview context. | |
| 4. | "Telling a Good Story" | p. 116 - 121 |
| | Use the material and ideas in the text, to create your own interesting story. It can be humourous or serious, realistic or entirely fanciful. | |

DESCRIPTION: Use no outside research for any of these topics.

5. "Describing a Place" p. 123 - 127
Use as much or as little of the instruction in the text as you find helpful.
6. "Changing Places" p. 127 - 132
7. "Describing a Hogarth Street Scene" p. 133 - 136
(See Supp. Material IV, and see Peter for a larger copy of picture, p 130.)
8. "Reading the Image of Celebrity or Somone you Know" p. 137 - 139
Use a famous face or a face of someone you know. Attach the picture.

ENGLISH 150 SECTION 08
ASSIGNMENT 3 CLASSIFICATION / ANALYSIS

DUE DATE: Oct. 25 LENGTH: 3 1/4 pages VALUE: 12.5%

Using a word-processor, do ONLY ONE of the following assignments from the text. Your final version is to be handed in, in printed form, following the rules of format as given in the course outline. Please do not submit this essay via computer.

NB: THIS IS FORMAL WRITING. ESSAYS WHICH USE 'I', 'YOU', 'WE', 'ME', 'US', 'MY', 'YOUR', 'OUR' WILL BE RETURNED UNMARKED. USE THIRD PERSON PRONOUNS ONLY.

CLASSIFICATION: Use no outside research for any of these topics.

1. Social Categories in an Institution p. 142 - 144
2. Social Types in a Particular Place p. 144 - 146
3. From Abstract to Concrete p. 146 - 149
Two choices here: write on power or on some other major abstract concept. Make the abstract idea concrete by showing how it can be used to group people.
4. The Type and The Individual p. 149 - 160

ANALYSIS: Use no outside research for any of these topics.

5. Causes and Effects (not in text):
Discuss the causes and effects of a current situation in the world or in your own life which has an impact on you either directly as a person, or indirectly as a Canadian citizen or member of the world community.
6. Basic Analysis (not in text):
Find a fairly sophisticated magazine ad. with a lot of substance to it. Discuss

all its major elements with a view to explaining why those elements are there.

7. "Making Comparisons" p. 165 - 169
8. "Comparative Thinking" p. 169 - 182
9. "Testing a Generalization" p. 183 - 204
Talk about the ads in groups, not one by one, or merely in a running sequence that follows the years of the ads.
10. Writing and Knowledge
Do one of the two projects on page 211. First put a plan together for doing, it, and then check it with Peter for suggestions and possible difficulties.

ENGLISH 150 SECTION 08
ASSIGNMENT 4 WRITING FOR ACTION AND CHANGE

DUE DATE: Nov. 15 LENGTH: 4 1/4 pages VALUE: 15%

Using a word-processor, DO either PART A or PART B below. Your final version is to be handed in, in printed form, following the rules of format as given in the course outline. Please do not submit this essay via computer.

REMEMBER: Please include TWO separate sets of parallelism: one set should be parallelism of words, the other set can be parallelism of phrases, sentences or paragraphs. You will receive a separate mark for the parallelism, as part of the 10% mark for small exercises. To get credit, please underline each example, and state what type it is, beside it in the margin. See Supplementary Material I - 8.

ENGLISH 150 SECTION 08
SUMMARY ASSIGNMENT on EXPERIMENTING, DRAFTING AND REVISING
DUE DATE: Write in class or hand in Dec. 6
LENGTH: 500 words max. VALUE: 10%

NB: The summary must observe the rules of format on page 10 of the course outline, including the use of *margins, double spacing, page numbers and a title page, as with formal essays.*

This assignment is laid out in the third section of your supplementary pages. It involves summarising material on pages III - 1 to III - 4 of the SUPPLEMENTARY MATERIAL.

Page III - 5 to III - 6 provides an example of how to do a summary.

Page III - 7 provides advice.

Page III - 8 provides a check list to use after you have a rough draft of your summary, as well as a list of things to make sure you have not done.

The planned procedure is, during a regular to:

1. look at the example on III - 5;
2. look at the advice on III - 8;
3. go through III - 1 to III - 4 together, to get some hints on how to handle the passage.

Extensions will be granted upon request in writing.

EVALUATION OF MARKS AND EXERCISES

The mark you receive on each exercise and essay will be a number anywhere from 0 to 9. The conversion scale used to translate numbers into grades at the end of the course is as follows:

9 A+	7 A-	5 B	3 C+	1 D
8 A	6 B+	4 B-	2 C	0 F

- 9** Used only for very exceptional work. Perhaps some special insight that deserves extra recognition.
- 8** As for 7 but with fullest possible development or tighter over-all unity.
- 7** The kind of work that might be expected at the next level up. Complete and clear understanding and presentation with a high degree of originality.
- 6** As for 5 but with virtually no errors in expression, editing, or proof-reading.
- 5** As for 4 but with strong evidence that everything is under control. No significant errors.
- 4** All is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved. Errors in expression and mechanics are few and far between.
- 3** Varies. May mean virtually no errors in expression are present; things are clear, but there is little sign of creativity. May mean a very good paper but weak spelling and/or grammar.
- 2** Some weaknesses in expression, but nothing major. The basic material is obviously understood well, but not much attempt to put it into a new light or point of view.

- 1** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or not thoroughly understood.
- 0** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.
- R** Paper returned without mark because proper conventions of format such as margins, title page, double spacing, page numbering, were not observed. Alter and resubmit as soon as possible. No marks are lost.

CLASS PARTICIPATION as such will not be graded, but 85% attendance is required to get a passing mark. Also, unproductive behaviour in class, especially irrelevant private talk, can result in penalties on essays.

EVALUATION OF EXERCISES:

The following scale will be used for small exercises marked on a percentage basis:

9 = 95 - 100%	6 = 80 - 84%	3 = 65 - 69%
8 = 90 - 94%	5 = 75 - 79%	2 = 60 - 64%
7 = 85 - 89%	4 = 70 - 74%	1 = 50 - 59%

WORD LENGTH: 1 full, 12 point printed page = 225 significant words

RULES OF FORMAT

NB: PAPERS WHICH NEGLECT THESE STANDARD RULES OF FORMAT WILL BE RETURNED UNMARKED.

1. Use white, unruled, unlined paper of standard size (8 1/2 x 11 inches).
2. Essays that are too hard to read because of ink colour, faintness, or type size, and essays that are hand-written, except Assignment 1, will be returned unmarked.
3. Print on one side of the page only. Only 12 point print size should be used. Smaller sizes will not be accepted; larger sizes will affect word count.
4. Double space only, for essays. Larger spacing between lines will affect word count. Indent and single space long quotes.
5. Leave margins of 1 1/2" on left and top, and 1" on the right and bottom.
6. Number pages in upper right hand corner, about 3/4" in from edges of paper. Do not circle the page number or put dashes or other marks with it. Pages with titles at the top, such as the first page of an essay or chapter or some other subdivision, should either be left unnumbered or be numbered at the bottom centre, about 3/4" from edge of paper.

7. Pages should be clipped or stapled together. Essays that lack such, or use other devices will not be accepted.

8. USE A TITLE PAGE.

Include a title, your name, course and course number, the due date, the assignment number, and the name of the instructor. Use neat, clear spacing.

9. TITLES:

YOUR OWN TITLES SHOULD NOT BE UNDERLINED OR PUT IN QUOTATION MARKS.

Titles of short stories, poems, magazine articles, chapters of books, and generally any title that is within a larger work, should be put in quotation marks.

Titles of plays, novels, and collections of short stories and poems -- in fact, the title of any piece that stands by itself, independent of other works -- should be underlined.

If your title contains the title of another work, then the borrowed title should be either underlined or put in quotes according to the rules just mentioned.

10. Papers should look neat and tidy. Please do not write in changes on a final draft, or submit a draft with a lot of white outs. As much as possible papers should have a professional quality to them. Do not fold, spindle or mutilate.

!!!!!!!!!! THIS IS YOUR INVITATION !!!!!!!!!!

Come and see me ANYTIME.

Ask for a free book.

I will be available particularly for YOU between
4:30 and 5:20 p.m.

on

Wednesdays and Fridays

in the my office, or the cafeteria,

or at other times by appointment.

Office: Paul 326 Phone: 370-3342

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CALENDAR DESCRIPTION:

English 150 (3.0) English Composition This 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. The course meets in a 2 hour, 1 hour, 1 hour pattern; instructors provide 1 office hour a week per section. In Spring/Summer the course meets in two 3 hour blocks.

The English Department's determination as to what students will learn in ENGLISH 150:

Students will learn to

read mature expository prose by student and professional writers (expository prose includes persuasion).

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
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
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.