

CAMOSUN COLLEGE - COURSE OUTLINE

English 082E (05) - Basic English Composition Reserved for Non-Native Speakers of English Winter, 2003

Instructor: Elizabeth West

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Office Hours: Tuesday: 9:30 - 10:20; 1:30 - 2:20 and Wednesday 9:30 - 10:20;
2:30 - 3:20 or by appointment

Class Hours: 10:30 - 12:20 Tuesday and Wednesday, Fisher 216

10:30 - 11:20 Wednesday and Thursday, Fisher 216

Credit Value: 3

In-class workload: 5 hours per week

Out-of-class Workload: 5 hours per week

Prerequisites: English 10 or English 070 or assessment

Required Texts: *Mosaics: Focusing on Paragraphs and Essays* by Kim Flachmann
A Pocket Style Manual (3rd Edition) by Diana Hacker
An English-English dictionary

Course Description:

This course focuses on instruction and practice in the writing of paragraphs, summaries, essays and a research paper. Through critical and analytical reading of selected texts by professional writers and successful student writers, you will examine the different basic essay styles or categories (rhetorical modes) and the methods of development within essays. You will develop strategies using these styles and methods to organize your own ideas into unified, coherent compositions that present and develop a thesis.

Course Objectives:

This course is specifically aimed at the development of advanced academic writing competence in students who are non-native speakers of English and who, at entry, are at a level equivalent to completion of Grade 10.

The goal of this course is the achievement of the specific structural and linguistic skills required to organize and develop effective writing at the college level. You will also learn the research/documentation strategies needed for college writing.

At exit, the student:

- a. achieves provincial Grade XII English equivalency (when English 084 or 084E is also completed);
- b. meets the criteria of admission to English 150.
- c. demonstrates the ability to cope with the writing requirements of college-level academic courses:
 - i) long and short format answers used in test writing
 - ii) thesis-based compositions, using expository and persuasive modesand
 - varied analytical methods of development
 - iii) research papers, including basic research strategies, and documentation
 - and citation (MLA style)

Course Content:

Progression to these goals will be made through instruction, reading, discussion and a variety of writing assignments. We will work through a series of compositions of increasing length and complexity, using a variety of rhetorical modes and methods of development, to the sophisticated level of a major persuasive (argument) essay and a documented research paper.

We will also work on developing summary skills by summarizing a variety of articles, leading up to an in-class reading comprehension/summary exercise.

Writing is a personal expression of your thoughts and ideas. Journals are an effective way to develop fluency, discover your interests and knowledge, and develop your writing style. Academic writing is more successful, has more 'punch', when it is clearly individual. To that end, during the first part of the term, you will work on "free" journals, to explore your own ideas and style. For each formal essay assignment, you will also hand in a writing journal, in which you reflect on the development of your essay and engage in a dialogue with the instructor regarding the process and progress of your writing.

You cannot become a good writer without reading good writing! By examining a variety of articles by different authors, students will experience at first-hand good writing styles and techniques and develop reading comprehension and appreciation of successful writing.

We will examine certain recurring grammatical errors, especially those sentence-level errors common to ESL students at your level.

Specific areas of study:

Sentence structure: the structure of complex sentences

Transitions: using clear transitions to aid reader comprehension

Subject, purpose, audience, tone

Styles of discourse (rhetorical modes): narrative, descriptive, expository,
Persuasive/argumentative

Methods of development: Illustration; Definition; Process Analysis;

Classification and Division; Comparison/Contrast; Cause and Effect

Research strategies and format

Elements of academic writing: including thesis development, organization of
supporting ideas, maintenance of essay unity and coherence,
summarizing

and paraphrasing

Reading and Writing in English 082E:

Good writing does not just happen. The best writers spend a great deal of time thinking, planning, rewriting and editing. We will do in-class writing, including two unprepared time-controlled exercises to prepare you for exam writing, but much of the work will be done out of class. Also, reading and writing go hand in hand. Good readers are usually good writers! Practice in reading comprehension, both literal and inferential, along with exposure to good writing techniques, will be provided.

Intended Learning Outcomes

By the end of English 082E, you will be able to do the following:

A. Writing and Organization

1. Plan, write, revise, and edit various types of paragraphs and essays using accurate vocabulary.
2. Choose topics that go beyond personal experience and reflect general world knowledge.
3. Choose and use appropriate methods of development in descriptive, narrative, expository, and persuasive prose.
4. Present a logical and unified progression of thought within written essays, well argued, well supported, and of appropriate length.
5. Demonstrate an ability to link ideas coherently and clearly.
6. Locate, access, and select appropriate information from a variety of sources.
7. Evaluate the quality, currency, and accuracy of each information source.
8. Use appropriate academic format for acknowledging sources of information.

9. Integrate and synthesize information from outside sources into a coherent, well-supported research paper.

B. Grammar and Mechanics

Identify and correct errors in sentence structure, verb agreement, punctuation, and spelling.

C. Read, comprehend, and analyze selected texts

1. Find and use information and ideas from a variety of complex native-speaker texts.
2. Identify the main points, supporting details, and rhetorical modes in assigned texts.
3. Comprehend assignments and exam questions.
4. Summarize and paraphrase from written sources.
5. Analyze and evaluate a variety of texts.
6. Use effective strategies to learn and apply new vocabulary presented in college and university level courses.

D. Understand and function effectively in a Canadian post-secondary classroom

1. Prepare and present an organized oral presentation relevant to purpose and audience using appropriate audiovisual supports.
2. Demonstrate respect for learner colleagues, including those from differing cultural and linguistic backgrounds.
3. Collaborate with others in group tasks and discussions.
4. Abide by the concept of academic honesty.

Evaluation

Evaluation will be based on both in- and out-of-class performance. There is no final exam. There will be two in-class, timed writing exercises comprised of:

- a) A reading comprehension section based on an unseen article, requiring short and long answer formats and True/False questions.
- b) An unprepared essay on a topic based on an article, which may include using information from the article with acknowledgement.

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| 2 Short Compositions (includes 1 in-class) | 2x10 = 20 |
| 1 Reading Comprehension Exercise | |
| Including Summary Writing (in-class) | 10 |
| 2 Major Compositions/Essays | 2x20 = 40 |
| 1 Research Paper | 30 |
| Timed Writing I (in-class) | 35 |

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| Timed Writing II (in-class) | 45 |
| Presentations | 20 |
| TOTAL | 200 Marks |

Participation in class discussions and projects will have a bearing on the final evaluation; needless to say, your attendance will be a determining factor.

Please note that in order to meet the criteria for entry into English 150, some students may need to take English 082E for more than one term.

Grades:

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| A+ | = 95-100% | B- | = 70-74% |
| A | = 90-94 | C+ | = 65-69 |
| A- | = 85-89 | C | = 60-64 |
| B+ | = 80-84 | D | = 50-59 |
| B | = 75-79 | F | = below 50 |
| | | IN | = <60 |

Important Information on Evaluation

In order to pass the course, students must achieve separate passing grades in both assignments done in class and compositions worked on at home. In-class assignments include the reading comprehension/ summary assignment and the two timed reading and writing assignments.

The purpose of this [policy is to make sure that students are independently capable of reading and writing at the level necessary for success in college level courses. We encourage students to work on developing a good understanding and practice of the writing process, which includes planning, writing first drafts and revising. However, we also need to be sure that students will be well prepared to read and understand college level texts and produce grammatical, well organized writing without outside help.

Therefore, you must attain a minimum of 60% in each of the following areas to successfully complete the course:

In-class assignments: 60%

Compositions/Essays worked on at home: 60%

Notes:

1. The grades "D" and "F" are not normally awarded. Instead a grade of IN will be awarded. This grade does not change to an "F" after 6 weeks. Instead, when the student has successfully completed the course, the "IN" grade will change to the grade that has been awarded.

2. Students whose future career goals do not require a "C" standing may be awarded a "D" Grade (Pass 50-59%) provided they have completed all major assignments and their total mark for the term is between 50-59%. For UT and Technology students, a "C" grade is the minimum prerequisite.
3. 80% attendance is required to perform adequately in this course. If you are sick or have another valid reason for your absence, please telephone the instructor or send a message through a friend or class-mate regarding your absence. This will ensure that there is a possibility to negotiate extensions for assignments if needed.
4. In cases where the total mark is below 50% and the attendance less than 80%, an "F" grade may be awarded.
5. Except in cases of verified illness or other legitimate reasons, all homework must be handed in when due and all in-class assignments done on the specified date.
6. Failure to complete assignments on time during the term could result in a loss of up to 10% of the grade per late day per assignment, except in the case of medically certified illness.
7. All assignments must be completed to fulfill the requirements of this course and receive a C, the minimum prerequisite grade for English 150. Assignments must be neatly done - on one side of the paper, double spaced with adequate margins. Take-home assignments should be key-boarded/typed and stapled.
8. Where the instructor's consideration is warranted by circumstances, extensions of deadlines and an "I" grade to allow for a late submission of the final grade may be negotiated, provided the student has taken the trouble to keep the instructor informed. However, if assignments are not completed, the "I" grade converts to an "F"