

CAMOSUN COLLEGE - COURSE OUTLINE

ENGLISH 082E SECTION 06 BASIC ENGLISH COMPOSITION FOR NON-NATIVE SPEAKERS WINTER 2003

Instructor: Mavis Smith
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Office:
Office hours:

Course location:

Class times: Tuesday, Thursday 6:30 – 8:30
Wednesday, 6:30 – 7:20

Credit value: 3

Prerequisites: English 10 or English 070 or assessment

Required Texts:

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

Recommended: English Thesaurus

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 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 and documentation strategies needed for college writing.

At exit, the student:

- Achieves Grade 12 English equivalency (when English 084 or 084E is also completed);
- Meets the criteria of admission to English 150 (a minimum grade of C in 082E);
- Demonstrates the ability to cope with the writing requirements of college-level academic courses including:
 - Long and short format answers used in test writing
 - Thesis-based compositions, using expository and persuasive modes and varied analytical methods of development
 - Research papers, including basic research strategies and proper documentation and citation of sources (MLA style)

Course content:

Progression to the course objectives 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 and 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 impact, when it is clearly individual. Therefore, during the term, you will write personal 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 the 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, first-hand, good writing styles and techniques and develop reading comprehension and appreciation of successful writing.

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

Specific areas of study:

- Sentence structure: The structure of complex sentences
- Transitions: Using clear transitions to aid reader comprehension
- Subject, audience, purpose, 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 formats including taking notes, quoting sources, summarizing and paraphrasing from sources, and avoiding plagiarism.
- Elements of academic writing including thesis development, organization of supporting ideas, and maintenance of essay unity and coherence.

The writing process

Good writing does not just happen. The best writers spend a great deal of time thinking, planning and organizing, writing, revising, re-writing, and editing. All of this requires time and attention. Therefore, much of the writing process will take place out of the classroom. However, since successful academic performance also requires thinking and writing effectively under time constraints, we will also do in-class, time controlled writing exercises to prepare you for exam writing in future courses.

Reading

Extensive, critical reading is essential to good writing. Good readers are usually good writers. Reading a variety of challenging materials is essential to improve your writing in terms of content, language, and style. Practice in reading comprehension, both literal and inferential, along with exposure to various examples of writing will be provided through:

- Reading, evaluating, and discussing selected writing samples
- Peer review and peer evaluation of drafts of your writing

Grading:

<u>Grade</u>	<u>Percentage</u>		
A+	95-100%	C+	65-69%
A	90-94%	C	60-64%
A-	85-89%	D	50-59%
B+	80-84%	F	0 -49%
B	75-79%		
B-	70-74%	I	Work is incomplete (See Note 1)

Evaluation:

Evaluation is based on **both** in-class and out-of-class performance. There is no final exam.

Short Composition	10
Short Composition (In class)	10
Reading Comprehension exercise, including summary writing (In class)	10
Timed Writing I (In class)	30
Timed Writing II (In class)	40
2 Major Compositions/Essays	2 X 20=40
Research Paper	30
Group Presentation	10
Individual Research Presentation	10
In-Class Participation and journals	<u>10</u>
Total	<u>200</u> marks

Completion Requirements:

In order to pass the course, students must achieve separate passing grades in both participation and assignments completed **in class** (100 points) and assignments and compositions worked on at home (100 points).

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

In-class assignments	60%
Compositions/ assignments prepared at home	60%

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 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.

Length of Time in 082:

Because students vary widely, it may take some students more than one term to complete the 082 level. In order to meet the criteria for entry into English 150, students may need more than one term in English 082.

Notes:

1. An "I" grade is will be assigned when a student has been unable to complete the requirements of the course due to hardship or other circumstances such as illness or death in the family. Extension of deadlines may be negotiated, **provided the student has taken the trouble to keep the instructor informed**. Course requirements must be completed within 6 weeks or the "I" grade will be changed to an "F".
2. Students whose future career goals do not require a "C" standing may be awarded a "D" grade (Minimum passing grade) provided they have completed all major assignments and their total mark for the term is between 50-59%. For University Transfer and Technology students, a "C" grade is the minimum prerequisite.
3. Except in cases of verified illness or other legitimate reasons, all assignments must be handed in when due and all in-class assignments must be done on the specified date. 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.
4. All assignments must be completed to fulfill the requirements of this course and receive a C, the minimum prerequisite grade for entry to English 150.
5. Regular attendance of at least 80% is necessary to perform adequately in this course. If you attend regularly and work consistently at your English, you will make progress. If you know that you will be absent due to family or health reasons, please inform the instructor by phone, e-mail, or through another student. Then, it may be possible to negotiate extensions for assignments if needed.
6. In all assignments, students are expected to do their own writing. You may get assistance from the Writing Centre. However, copying another person's writing without acknowledgement, or having someone else write all or part of your composition is **plagiarism** and will incur any or all penalties as stated in the college calendar.
7. To be successful in English 082E requires dedication, determination, and hard work. Continued practice, giving yourself a chance to take risks and make errors and to learn from them in the revision process, is one of the best ways to become a good writer and an independent learner. Regular attendance, good time management, and a commitment to the writing process including paying attention to the feedback from your peers and your instructor will provide you with the best chance of success in the course. Your willingness to take chances in your writing, accept challenges in class, and maintain a positive attitude will make this course a satisfying and exciting learning experience for you. I hope we can work together to make this a pleasant and productive semester.

TENTATIVE TIMETABLE FOR ENGLISH 082E ASSIGNMENTS

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>DUE DATE</u>
WEEK 1 JAN 6-8	Diagnostic Essay	
WEEK 3 JAN 21-23	Summarizing exercise (practice)	_____
WEEK 4 JAN 28-30	Short Composition #1 (10 marks)	_____
WEEK 5 FEB 4-6	In Class Reading Comprehension and Summary (10 marks)	_____
WEEK 6 FEB 11-13 (Reading Break Feb. 13-14)	In Class Short Composition #2 (10 marks)	_____
WEEK 7 FEB 18-20	Group Presentations (10 marks)	_____
WEEK 8 FEB 25-27	In Class Timed Writing #1 (30 marks) Expository Essay DRAFT Due	_____ _____
WEEK 9 MARCH 4-6	Expository Essay Due (20 marks)	_____
WEEK 10 MARCH 11-13	Group Debates (part of Persuasive Essay assignment)	
WEEK 11 MARCH 18-20	Persuasive Essay DRAFT Due	_____
WEEK 12 MARCH 25-27	Persuasive Essay and Outline Due (20 marks)	_____
WEEK 13 APRIL 1-3	In Class Timed Writing #2 (40 marks) Research Draft Due	_____ _____
WEEK 14 APRIL 8-10	Oral Presentations of Research (10 marks)	_____
	Research Paper Due (30 marks)	_____