

CAMOSUN COLLEGE - COURSE OUTLINE - WINTER 2003
ENGLISH 082E (01)

BASIC ENGLISH COMPOSITION
(Reserved for Non-Native Speakers of English)

Instructor: Christine Kirchner
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Office Hours: Monday, 10:30 a.m. – 12:30 p.m.
Wednesday, 10:00 a.m. – 1:00 p.m.
- or by appointment.

Class Meets: Monday, 8:30 a.m. – 10:20 a.m. in Fisher 210.
Wednesday & Thursday, 8:30 a.m. – 9:50 a.m. in Fisher 214.

Prerequisites: English 070E and 077E or assessment.

Texts: Required

Green and Norton (1999), *Essay Essentials with Readings*.
Any good collegiate dictionary.

Recommended

MLA Handbook for Writers of Research.
Online! A reference guide to using internet sources.

Course Description: This course provides practice and instruction in the planning, writing and revising of paragraphs and essays. This course will prepare the non-native English speaker for college-level writing. Finished assignments total 3000 – 3500 words.

Course Learning Objectives: This course is specifically aimed at developing advanced academic competence in college preparatory students who are non-native speakers of English and who, at entry, are at least equivalent to Grade 10. The intended learning outcomes for the course are as follows:

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.

Progression towards these final outcomes will be made through instruction, group discussions, oral presentations, and practical reading/writing experience in addition to instructor and peer review/feedback. The student will progress, step by step, by writing a series of compositions of increasing length and complexity, using a variety of methods of development and rhetorical modes, to a final documented research paper.

Evaluation will be based on the following:

- In-class Diagnostic essay: 250-500 words **(5%)**.
- Descriptive/Narrative essay: 400-650 words **(10%)**.
- Summary (in-class) **(10%)**.
- Three Grammar Quizzes (in-class) **(5% each = 15% total)**.
- Reading Comprehension Exercise (in-class) **(20%)**.
- Five-minute Oral Presentation on your Research Topic **(10% -includes peer evaluation)**.
- Research essay: 750-1000 words **(25%)**.
- Participation: attendance, preparation, contribution to class discussions, peer editing, & participation in writing groups **(5%)**.

Grades:

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
			I	=	Incomplete

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. 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.

CLASS SCHEDULE

Mon., Jan. 6	Course Introduction. Diagnostic Essay (in-class writing exercise).
Wed., Jan. 8	“Getting to Know You” Oral Exercise.
Thurs., Jan. 9	Organization: “The Five-Paragraph Essay.” Read Chapter 1, pp. 1-5 “Your Audience and You” <u>Essay Essentials</u> (EE.).
Mon., Jan. 13	“Review & Revise Diagnostic Essay” Read pp. 8-15 “Your Audience and You” cont’d. (EE.). Read Chapter 2 “Selecting a Subject” (EE.). Read Chapter 3 “Managing the Main Points” (EE.).
Wed., Jan. 15	Read Chapter 4 “Writing the Thesis Statement” (EE.). Read Chapter 28 “Solving Run-On Problems” (EE.). Read Chapter 34 “Solving Pronoun Problems” (EE.).
Thurs., Jan. 16	Read Chapter 5 “Drafting the Blueprint” (EE.). Read Chapter 16 “Process” (EE.). Read Chapter 17 “Classification and Division” (EE.). Read Chapter 18 “Cause and Effect” (EE.).

Mon., Jan. 20	Read Chapter 19 “Comparison and Contrast” (<u>EE.</u>). Read Chapter 6 “Understanding Form and Function” (<u>EE.</u>). Read Chapter 7 “Crafting the Topic Sentence” (<u>EE.</u>).
Wed., Jan. 22	Read Chapter 8 “Developing the Topic” (<u>EE.</u>). Read Chapter 9 “Keeping Your Readers With You” (<u>EE.</u>). Read Chapter 10 “Writing Introductions and Conclusions” (<u>EE.</u>).
Thurs., Jan. 23	“Peer Review” Bring three (3) copies of your <u>revised</u> Diagnostic Essay to class.
Mon., Jan. 27	Final Draft of the Diagnostic Essay is due at the beginning of class. “Descriptive and Narrative Essay Writing” Read Chapter 14 “Description” (<u>EE.</u>). Read Chapter 15 “Narration” (<u>EE.</u>).
Wed., Jan. 29	Grammar Quiz #1 (5%).
Thurs., Jan. 30	Descriptive and Narrative Essay Writing, cont’d
Mon., Feb. 3	“Peer Review” Bring three (3) copies of your Descriptive/Narrative Essay to class.
Wed., Feb. 5	“Writing Summaries” Read class handouts on Summaries & pp. 200-201 (<u>EE.</u>).
Thurs., Feb. 6	In-class Summary (10%).
Mon., Feb. 10	Descriptive Narrative Essay is due at the beginning of class. Read Chapter 27 “Solving Sentence-Fragment Problems” (<u>EE.</u>).
Wed., Feb. 12	Read Chapter 29 “Solving Modifier Problems” (<u>EE.</u>). Read Chapter 30 “The Parallelism Principle” (<u>EE.</u>).
Thurs., Feb. 13	<i>READING BREAK – NO CLASS – COLLEGE CLOSED</i>
Mon., Feb. 17	Reading Comprehension Exercise (in-class) (20%)
Wed., Feb. 19	Grammar Quiz #2 (5%).
Thurs., Feb. 20	“The Research Essay” Read Chapter 22 “Writing a Research Paper” (<u>EE.</u>).
Mon. Feb. 24	“The Research Essay” cont’d.
Wed., Feb. 26	Read Chapter 23 “Researching Your Subject” (<u>EE.</u>).

Thurs., Feb. 27	Research Education Class in the Library
Mon., Mar. 3	Read Chapter 24 “Documenting Your Research” (<u>EE</u>).
Wed., Mar. 5	“The Research Essay” cont’d.
Thurs., Mar. 6	Read Chapter 25 “Formatting a Research Paper” (<u>EE</u>).
Mon., Mar. 10	“The Research Essay” cont’d.
Wed., Mar. 12	“The Research Essay” cont’d.
Thurs., Mar. 13	“The Research Essay” cont’d.
Mon., Mar. 17	“The Research Essay” cont’d.
	Read class handout on Punctuation.
Wed., Mar. 19	“The Research Essay” cont’d.
Thurs., Mar. 20	“The Research Essay” cont’d.
Mon., Mar. 24	“Peer Review”
	Bring three (3) copies of your Research Essay to class.
Wed., Mar. 26	Video: <i>Speaking Effectively to 1 or 1000</i> .
Thurs., Mar. 27	“The Research Essay” cont’d.
Mon., Mar. 31	Research Essay is due at the beginning of class (25%).
Wed., Apr. 2	Oral Presentations on Your Research Topic (10%)
Thurs., Apr. 3	Oral Presentations on Your Research Topic (10%)
Mon., Apr. 7	Oral Presentations on Your Research Topic (10%)
Wed., Apr. 9	Grammar Quiz # 3
Thurs. Apr. 10	Wrap-up.

