

ENGLISH 150, SECTIONS 02 & 05

INSTRUCTOR: KELLY PITMAN

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Office Hours:

Monday and Wednesday: 10:30-12

Tuesday: 2:30-3:30

(or by appointment)

In English 150, students learn how to read critically and how to write effective prose at the college or university level. This course is based on the premise of active learning: writing is best learned by reading, writing, and receiving feedback. Accordingly, lectures will be brief and we will emphasize group activity and practice exercises. Thus, regular attendance and keeping up with reading are crucial to both individual success and a productive classroom community.

Intended Learning Outcomes

Students in English 150 will

write expository prose for various purposes and audiences and

- **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

read mature expository prose and persuasive prose by student and professional writers and

- **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

research topics for expository papers and

- **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 specific bibliographic conventions

Required Texts and Supplies

Bauman: *Ideas and Details* (4th edition)

Pitman: *Supplementary Readings for English 150*

a good dictionary

a folder with two pockets

Assignments

Examples paragraph	10%	Peer edit Final draft	January 23 January 28
Informative essay	15%	Peer edit Final draft	February 6 February 11
Persuasive essay	15%	In class	February 25
Summary	15%	Peer edit Final draft	March 11 March 13
Research essay	30%	Outline First peer edit Second peer edit Final draft	March 25 April 3 April 8 April 10
In-class exercises and grammar tests	15%	In class	ongoing

Grading System:

Exceptional:	A+(95-100)		
Excellent:	A (90-94)	A- (85-89)	B+ (80-84)
Good:	B (75-79)	B- (70-74)	C+ (65-69)
Competent:	C (60-64)		
Barely Passing:	D (50-59)		
Failing:	F (0-49)		

General Information

All due dates are **firm**. Late assignments will not receive comments and will lose **5% per day** unless accompanied by **appropriate documentation of illness or strife**. I may grant extensions for **valid reasons** if requested **before the due date**.

The best way to be sure that I receive an assignment on the relevant due date is to hand it to me directly in class. If your assignment is late, please bring it to my office. I will consider the assignment handed in when I receive it.

Major assignments are **mandatory**. Students who do not hand in these assignments will fail the course. Missed grammar tests and short exercises will not automatically result in an “F,” but will obviously affect a student’s overall grade.

Grammar tests will be based on assigned readings and in-class lessons (see schedule on page 4 of this outline). I will also sometimes assign short individual or group exercises, usually to be done in class, and will periodically grade these exercises at my discretion. Please note that **missed grammar tests and short exercises cannot be made up later.**

I will assign students to writing and discussion groups and rearrange these groups at my discretion. These groups will perform a variety of tasks, including peer edits of major assignments. It is crucial that **all** students attend **all** peer-edit sessions for two reasons. First, you will benefit from having other perspectives on your writing. Second, you have a responsibility to the other members of your writing group. **Therefore, students who do not attend, who arrive late or unprepared for, or who do not fully participate in scheduled peer-edit sessions will lose 10% on the relevant assignment.** In addition, peer edits count as short exercises.

Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. Plagiarism includes the following:

- handing in essays written by others, even when they are adapted by you
- using brief or extended passages from critical works, either amateur or professional, without providing appropriate documentation
- using other writers' ideas, even when they are rephrased in your own words, without providing appropriate documentation
- having someone else rewrite or revise your essay to improve your organization or your use of language, even though the ideas may be yours

The **minimum** penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. We will discuss plagiarism in class, but if you are unsure about whether you might be plagiarizing please discuss it with me **before** handing in the relevant assignment.

You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.

You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.

This is an adult institution. I expect you to conduct yourself in class accordingly and to treat each other and myself with respect. Students who disrupt the class will be asked to modify their behaviour. Students who continue to disrupt the class may be asked to leave.

Please feel free to contact me whenever you have any questions or comments about your writing, your grade, or any other aspects of the course. Drop in during my office hours, or make an appointment to come and see me at a more convenient time. If I am in my office, you can reach me at the phone number listed at the beginning of this syllabus; if not, you may leave a message at the same number or send me a message via e-mail.