

There is an essential experience that you owe yourselves, one which . . . finally depends on you, in all your interactions with yourself and your world. This is the experience of taking responsibility toward yourselves Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you, it means learning to respect and use your own brains and instincts, hence grappling with hard work. Adrienne Rich

. . . write in the kitchen, lock yourself up in the bathroom. Write on the bus or the welfare line, on the job or during meals Gloria Anzaldua



School of Arts and Science
English Department
English 150-11
Winter 2003

Course Outline

1. Instructor Information

- (a) Instructor: Moira F. Walker
- (b) Office hours: M/W 1:30-2:30 p.m.; T/Th 10:30-11:30 a.m.
- (c) Location: Paul 235
- (d) Telephone: 370-3330

2. Intended Learning Outcomes

Please see the end of this outline for this section, an administration requirement.

3. Required Materials

- (a) Texts
 - Bauman, M. Garrett. *Ideas and Details: A Guide to College Writing*. 4th ed. Fort Worth, TX: Harcourt College, 2001.
 - Walker, M. *English 150: Readings*.
- (b) Other
 - A good dictionary, for example, the *Gage Canadian Dictionary*.

4. Course Content

Instructor's Purposes: My purposes in teaching this course are to enhance your appreciation of writing as a valuable and, in our society, crucial means of expression and to encourage you both to recognize and to extend your ability to write.

5. Basis of Student Assessment (Weighting)

(a) Assignments Due dates to be set as the class progresses.

1. Business letter and envelope Value: 10
 - must be an actual letter (see Writing Suggestion #13 (Bauman 11));
 - must, like all assignments, be typed;
 - must use a standard font of size 12;
 - must conform to the block or modified block format;
 - must be properly spaced.
2. Personal Narrative Value: 20
 - must include on the top, left hand corner of the first page your name, my name, English 150-11, the date;
 - must be typed, doubled spaced, and have standard margins;
 - must be paginated;
 - must use the first-person point of view—I;
 - may use a range of forms of English;
 - must include one source;
 - must be documented properly using the MLA format. See Chapter 14 of our text or consult the following University of Wisconsin URL:
<<http://www.wisc.edu/writing/Handbook/Documentation.html>>.
3. Extended Definition Value: 20
 - must use the format defined for #2 above (see the first three dots);
 - may use the first-person point of view;
 - may use one or more methods of development but must include one metaphor or analogy and at least one example;
 - must include a Works Cited list that lists at least two print sources.
4. Report Value: 20
 - must use the format supplied in class;
 - must be typed, doubled spaced, and have standard margins;
 - must be based on an interview.
5. Independent Project Due Week 14 Value: 25
 - must use the format defined for #2 above (see first three dots);
 - must include a Works Cited list and include a minimum of four print, non-internet sources, at least one of which must be an article;
 - may use the first-person point of view;
 - must be submitted in a folder and include a set of index cards, a journal of your daily/weekly progress on the gestation of the project, and a complete list of material you have considered or perused.

Note: In addition, you must attend a ten-minute interview to discuss your progress, and you will read the paper aloud in class during the final week of term.

(b) Quizzes: A quiz on chapter 14. Value: 2.5

(c) Exams: As this is a university-transfer writing course, there will be no tests.

(d) Other: Newspaper project/library exercise Value: 2.5

6. Grading System

The following percentage conversion to letter grade will be used:

A+ =95-100	B- = 75-79	I =See Calendar
A =90-94	C+ =65-69	AUD =Audit
A- =85-89	C =60-64	W =Official withdrawal
B+ =80-84	D =50-59	
B =75-79	F =0-49	

2. Intended Learning Outcomes

According to the English Department, students should have had some practice with the following activities and skills upon completing English 150:

- writing expository prose for various purposes and audiences;
- developing a mature writing process, which may include prewriting, planning, drafting, conferring, revising, and editing/proofing;
- selecting and using rhetorical patterns purposefully;
- selecting and using appropriate clear, cohesive, and effective English;
- varying style purposefully through attending to sentence rhythms, sentence variety, vocabulary, and figurative language;
- reading mature expository and persuasive prose by student and professional writers;
- varying reading approach for different purposes;
- analyzing expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical patterns, tone, and features of style;
- summarizing expository prose in own words to reflect coherently the original's ideas, organization, and tone;
- researching topics for expository papers;
- using a variety of sources, which may include personal knowledge, interviews, print, and other media;
- choosing to summarize, paraphrase, or directly quote from sources;
- integrating the results of research into expository papers;
- documenting sources fully and ethically, according to specified bibliographic conventions.

To assist your studies at Camosun, the college offers a number of services, workshops, and centres. Do make use of them!

Computer Labs – Ewing, 1st floor (See Rm. 102 & 110 for time tables)

Counselling – Dawson 202

Learning Skills Centre – Dawson 202

Library: Please acquire a library card as soon as possible.

Writing Centre – Dawson 207

See the College Calendar, the Registrar's Office, or the College web site at <http://www.camosun.bc.ca> for further details.