

Winter 2003 ENGLISH 150

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<http://deserv1.camosun.bc.ca:8950/webct/public/home.pl>
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Instructor: Barb Latham	Office: Paul 322	Phone: 370-3345
Email: latham@camosun.bc.ca	Eng 150 (09) Fisher 200	M & W 10:00-11:20

My Office Hours: Monday 11:30 to 12:30 or by appointment

Regular attendance is expected; attendance is recorded

Barb's Home Page: <http://www.camosun.bc.ca/~latham>

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TEXTBOOKS:

- Hacker, Diana. A Canadian Writers's Reference. Updated 2nd ed. Canada: Nelson's. 2001.
- Flachmann et al. Reader's Choice 4th ed. Toronto: Prentice Hall, 2003.
[Click here to go to the Prentice Hall webpage for the Flachmann text](#)

ON RESERVE:

Kiniry, Malcolm & Mike Rose, ed. Critical Strategies for Academic Thinking and Writing. 3rd ed. Boston: St. Martin's Press, 1998. (3 copies)

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Calendar Description: English 150 (3.0) English Composition

This course centres on generating, organizing and expressing ideas in clear and effective written prose. Instruction and practice in writing college-level expository prose, based on appropriate models, form the the core. Finished assignments total 4000- 4500 words.

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CORE LEARNING OBJECTIVES for ENGLISH 150

Students will learn to:

- write expository prose for various purposes and audiences
- 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 and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- research topics for expository papers
- 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 specified bibliographic conventions

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COURSE CONTENT:

This course emphasizes common patterns of thinking and writing: summary, comparison, definition, classification and analysis. This curriculum provides you with experience in using these patterns in your essay writing. You will identify these approaches as you read essays on various subjects . Additionally, you will complete informal writing in a Response Journal.

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COURSE GOALS:

- This course is designed to give students practice in writing academic essays.
- Students will compose essays using academic conventions of evidence. These essays require the student to develop a clearly stated thesis on a single topic; support it with appropriate examples, documentation, or illustrations; and come to a conclusion about the topic. The student must choose a subject, write a first draft, and prepare a final essay.
- Students will express their emerging thoughts in a Response Journal.
- Students will develop small group communication skills. This will involve assisting group members accomplish a goal effectively by bringing to the group well thought out ideas; a willingness to support and summarize others ideas; and a belief that differences can be resolved. Providing feedback and clarifying one's own ideas will be required. Asking key questions will be encouraged.

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COURSE STRUCTURE:

Each week consists of two 1.5 hour blocks. Each class will require preparation and participation. An integral part of your preparation will be a [Response Journal](#). It will be the centre of your first responses to thinking and writing about a reading. Equally important is the expectation of your bringing writing plans and rough drafts to class for peer discussion.

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RESPONSE JOURNALS

All 6 assignments must be completed to pass this course.

Your Response Journal is part of your preparation for class and class participation from start to finish. You will submit 2 Journals. Your preparation involves writing in response to assigned readings. The second source of content for the Response Journal is class exercises. Finally, your rough drafts for all your essays should be kept in your Journal. Naturally the writing in your Journal will be speculative and unpolished.

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SIGNIFICANT DATES:

Beginning of classes: Monday January 6, 2003
 Reading Break: February 13/14
 Last day to withdraw without academic penalty: March 10th
 Last day of classes: Friday April 11

NB: All assignments must be completed to pass this course.

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SUPPLEMENTARY ASSISTANCE:

1. For "typing" essays, use the free College computer facilities throughout the basement of the Ewing building.
2. For tutorial assistance with rough drafts of essays make appointments asap with the English Writing Centre in Dunlop 207, opposite Counselling.
3. Useful MLA documentation conventions on-line are found at the following University of Wisconsin url: <http://www.wisc.edu/writing/Handbook/Documentation.html>
4. To do real research online you are expected to go beyond *GOOGLE* by College instructors. Plan to use [EBSCO HOST](#) and other [online data banks](#), (identified here), and available in the college library, and at home, via your student card access code. Remember that [GOOGLE](#) is a search engine with limited academic use.
5. For useful, brief audio files on writing, listen to Debbie Gascoyne discuss writing. These files are available in [LINKS](#) on the English Department Homepage.

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ARTS & SCIENCE/ENGLISH DEPARTMENT GRADING SYSTEM:

A+=95-100...	B+=80-84...	C+=65-69...
A = 90-94	B = 75-79	C=60-64
A-= 85-89	B-= 70-74	D=50-59

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ASSIGNMENTS: All 6 assignments must be completed to pass this course.

Assignment	Week Due	Day & Date Due	Points	Length in Words
Introductory	Week 1		diagnostic	various
Assign #1 Summary	Week 4		10	min 90; max 120
Journal #1	Week 6		10	
Assign #2 Comparison	Week 7		20	minimum 1000
Assign #3 Definition	Week 10		20	minimum 1200
Assign #4 Analysis	Week 14		25	minimum 1500
Journal #2	Week 13		15	

PROBLEMS WITH DEADLINES: READ THE FINE PRINT PLEASE

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE. Late submission of papers and journals will be penalized one point per day. E.G. if you hand in an essay one day later than expected you will

receive 13 out of 20 instead of 14. Requests for extensions will not normally be granted. At any rate, you must request them prior to the due date. No assignments will be accepted later than 5 days after the due date without prior discussion with me. Phone my work phone number (370-3345) any time of the day or night to leave a message asking for an extension or leave a request in writing. Also, note well that assignments will not be accepted from students who miss more than 25% (or more than 7) classes. Under no circumstances will batches of assignments be accepted. If you have "a friend" deliver an essay to me, you are STILL responsible for my receiving it. If your friend fails to deliver it to me, it is STILL LATE and you are responsible for producing another copy of it. Plagiarism is Academic Misconduct for which large penalties occur but the greatest penalty is your own loss of self-respect.

ATTENDANCE:

Attendance will be recorded. It is your responsibility to catch up on work missed in class. This will be difficult without the help of a classmate since group work will be substantial. Please plan ahead to ensure your 100% attendance. **Finally, note well that assignments will not be accepted from students who miss more than 25% (or more than 7) classes.**

*All there is to writing is having ideas.
To learn to write is to learn to have
ideas. --Robert Frost*

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ATTACHMENTS :

TASK ORIENTED GROUP BEHAVIOURS

These behaviours keep the group going

LEADING BEHAVIOR: Helps lead the group by showing persistence in task-directed activities. Initiates discussion, tries to keep the members on the "right track": proposes goals and tasks to stimulate action within the group and facilitates movement toward the group's goal.

REINFORCING BEHAVIOR: Is encouraging and supportive to group members; demonstrates openness and acceptance of other members' ideas; gives recognition for contribution; encourages participation from all group members. These characteristics can be demonstrated verbally or nonverbally.

INFORMATION/OPINION SEEKING/GIVING BEHAVIOR: Asks other members for information or elaboration in order to clarify their ideas. Offers data or elaboration in order to clarify her position related to the task.

SUMMARIZING BEHAVIOR: Restates major point of view and content that have been discussed up until that point.

CLOSURE BEHAVIOR: Reaches consensus on completion of task and makes plans for any further meetings.

MEDIATING BEHAVIOR: Persuades members to constructively analyze differences of opinion; searches for common elements; attempts to alleviate

disagreement; is willing to compromise one's ideas for the accomplishment of the group's task.

BLOCKING BEHAVIORS These behaviours stop the group's progress:

ATTACKING BEHAVIOR: Verbal or nonverbal behavior which is perceived to be hostile or derogatory by other group members.

DOMINATING BEHAVIOR: One person takes power in a group which is not assigned or delegated by the other group members or predetermined by outside authority or status. The dominator tends to be the loudest, most frequent speaker and often interrupts others to make a point.

INTERFERING BEHAVIOR: Any verbal or nonverbal behavior which distracts the group members from the task at hand. These behaviors may be expressed pleasantly (i.e. joke telling) or unpleasantly (i.e. pencil tapping).

WITHDRAWING BEHAVIOR: Whether motivated by anger, boredom or some other emotion, a member stops participating in the group process in a way that is obvious to the other members of the group.

BEING DEFENSIVE: Overreacting to another member's challenge of one's statements. The negative extreme of advocating behavior.