

English 150: College Composition Section 1 Summer 2003
Instructor: Dr. Candace Fertile
Office: Paul 337
Telephone: 370-3354 (with 24 hour voice mail)
Email: fertile@camosun.bc.ca
Office Hours: Monday, Wednesday 4-6 or by appointment

Calendar Description: This course centres on 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 core. Finished assignments total 4000-4500 words.

Core Learning Objectives for English 150:

Students will (I hope)

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 prose by identifying controlling ideas, supporting ideas, dominant rhetorical patterns, 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

use a variety of sources, which may include personal knowledge, interviews, 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

Evaluation Guide:

A+ 95-100; A 90-94; A- 85-89; B+ 80-84; B 75-79; B-70-74; C+ 65-69; C 60-64;
D 50-59; F 0-49

Texts:

Reader's Choice: Essays and Stories, third Canadian edition, 2003, edited by Flachmann et al.

A Canadian Writer's Reference, by Diana Hacker

a good desk dictionary (recommended The Canadian Oxford Dictionary)

Evaluation:

- 0% diagnostic essay (July 2; must be done to pass course)
- 10% first essay (500-750 words; due July 14; example, process-analysis, or division-classification)
- 15% second essay (600-800 words; due July 21; comparison-contrast, definition, or cause-effect)
- 15% third essay (750-1000 words; due July 30; analysis of a short story)
- 25% fourth essay (1200-1800 words; due August 13; research paper)
- 10% journals (submitted throughout course)
- 10% grammar quiz (August 18)
- 10% in-class essay (600 words minimum; August 18)

Please note the following:

Students are expected to attend each class and to participate fully. Students must be prepared to devote time and effort to this course. It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Work must be handed in on time (which means at the BEGINNING of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. You should assume that your essays must be handed in on time. Do not use last minute computer problems as an excuse for late essays.

Students may be expected to participate in peer review as part of the process of writing and evaluating. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. A plagiarized paper will be given a grade of zero, as a minimum penalty. If you have any questions about this matter, do not hesitate to ask me.

All written work must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font with at least a 12 pitch size, staple the pages together in the top left-hand corner, number the pages in the top right-hand corner, and do not use a folder or cover. Put your title, your name, the class and section, the date, and my name on the title page. If you prefer not to use a title page, put the required information at the top of the first page.

You must keep a folder of rough work done in the preparation of essays. Include any scraps of paper, notes, file cards, lists, photocopies, and drafts of the essay. If you are asked to hand in this folder, you must do so or the essay will receive a grade of zero. If you prepare your essays on a computer, make hard copies of various drafts as you go along. Keep a copy of your work. Also keep your graded work until you have received your final mark in the course.

If you are having difficulty, please come and talk to me.

Diagnostic Essay:

Although this essay is worth 0%, it must be done in order to get a passing grade in the class. The purpose of the diagnostic essay is for me to see the students' level of writing and to be able to give students a sense of my marking. The diagnostic essay also allows me to identify any serious problems that need immediate attention.

Journal Entries:

Each class I will give you a topic or two for a journal entry. These entries are opportunities for you to write on topics in a free manner. I will read the entries but not mark them. Sometimes I will read the journal entries aloud or ask students to read their work. Each entry must be at least 200 words. Put the word count at the end of the journal entry. Use manuscript format. Put your name and the number of the journal in the top left-hand corner. The idea of the journals is to get more practice in writing, particularly without the threat of red ink. You may rant, rave, ponder, speculate, theorize, describe, criticize or whatever. You do not need to do a rough and a good copy, but do try to make the entry understandable. If you complete 20 journals on time, and they meet the length requirement, you get the 10%.

Essays:

Topics for essays will be handed out well in advance of the due dates. Choice is available.

Grammar Quiz:

Throughout the course students will be working on writing skills, often by completing exercises. The grammar quiz at the end of the course will follow the format of the exercises. The purpose of the grammar part of the course is to enable students to identify errors in sentences and supply a correction. Basic grammar terminology is used.

In-class Essay:

The final task in the course is to write an in-class essay. A choice of topics will be given at the beginning of the class period, and the essay must be completed within that class period.

Schedule (subject to change)

Note: RC refers to *Reader's Choice*, WR to *A Canadian Writer's Reference*

July

2 Introduction

Diagnostic Essay

7 Introduction RC and Chapter One RC **basic parts of speech** WR 361-367

Chapter Two RC **basic parts of speech and parts of the sentence** WR 368-375

9 Chapter Three RC **sentence types** WR 375-377

Chapter Four RC **sentence errors** WR 156-166

14 Chapter Five RC **subject-verb agreement and verbs** WR 121-140

ESSAY DUE / Chapter Six RC **passive and active voice** WR 141

16 Chapter Seven RC **pronouns** WR 143-152

Chapter Eight RC **pronouns**

21 Chapter Nine RC **adjectives and adverbs** WR 152-156

Munro, "Boys and Girls," RC 505 **word choice (diction)** WR 87-118

ESSAY DUE

Shields, "Windows," RC 520 **apostrophes** WR 212-214

23 Chapter Ten RC **commas** WR 193-207

sample analysis of story and small group discussion of short stories for essay

28 Chapter Ten cont. **semi-colons and colons** WR 207-211

peer editing of essay on short story **quotation marks and other marks** WR 214-227

30 ESSAY DUE / discussion of research papers—to August 11 WR 251-270

spelling; mechanics WR 231-248

deadline for choosing topic for research papers (-5% from research paper if not completed)

parallelism and logic WR 63-68

August

4 no class

6 deadline for submission of tentative Works Cited (-5% from research paper if not completed)

modifiers WR 68-72

quotations and documentation WR 273-313

deadline for submission of sentence outline for research paper (-5% if not completed)

11 peer editing of research paper

13 grammar review and RESEARCH PAPER DUE

18 grammar quiz and in-class essay

Essay One: example, process-analysis, or division/classification

Choose one of the following topics from *Reader's Choice*.

page 125 #1 or #3

page 129 #2 or #3

page 138 #1 or #2

page 145 #1

page 167 #3

page 171 #1 or #3

page 177 #2

page 181 #1

page 184 #2 or #3

page 200 #2

page 204 #1 or #2 or #3

page 216 #1

Essay Two

Choose one of the following topics from *Reader's Choice*.

page 238 #2

page 246 #1 or #2 or #3

page 254 #1

page 259 #1 or #2 or #3

page 265 #1 or #2

page 283 #1

page 288 #3

page 293 #3

page 300 #2

page 318 #1 or #2

page 325 #3

page 334 #2

page 339 #1

page 349 #1

page 350 #3