

# ENGLISH 150: ENGLISH COMPOSITION

## SECTION 005, Spring 2003

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LECTURES: Mon., Wed. 6:00-9:00 pm      PHONE: 370-3393; 479-9273, 884-2282 (emergencies only)  
LOCATION: Young 219      OFFICE: Young 320; Tues. 12:00-1:00; Wed. 3:00-6:00; Thurs.  
4:00-6:00

### REQUIRED TEXTS:

M. Garret Baumann. *Ideas and Details*. **Mandatory.**  
English 150, Section 005/006, *Course Pack*. **Mandatory.**  
Jane E. Aaron and Murray MacArthur. *The Little, Brown Compact Handbook*. (Highly recommended).  
College/university level English dictionary (such as Oxford's or Webster's).  
Camosun College computer account; two IBM-formatted computer disks.

### COURSE DESCRIPTION:

*English 150* introduces you to writing and research skills for producing effective college and university-level essays. Effective writing is a **balance and relationship of ideas and details**. In this course, writing skills are developed through a series of essay compositions which conform to the academic standard of writing. The skills gained in this course are directly transferable to other college and university courses and programs that require essay-writing. The essays assignments here include a *wide variety of essay writing styles*: analytical, descriptive, persuasive, and argumentative. Based the needs of the class, we will integrate grammatical components where, and when, necessary.

Keep in mind that English 150 is an intensive writing course. You will be writing a lot, and good writing requires time! We will cover *all* of the different compositional stages required for **effective writing**: brainstorming, planning, scheduling, structuring, drafting, revising, editing, and proof-reading. These stages will be initiated in class through lectures, writing exercises and activities, group work, group/class discussion, and individual writings. In writing workshops, peer-edit reviews improve your drafts and allow you to gain the necessary editing skills needed for academic writing. Peer-edit reviews are an essential part of this course; it is compulsory to attend all workshops.

The **research essay**, a major component in this course, started early in the term, is an on-going project throughout this course. Through active learning, you will gain the academic skills you need for research, including: library use, source search, source synthesis and integration, bibliography, and documentation.

Valuable notes and exercises, as well as class readings, can be found in the course-pack. They will form the basis for a number of our lessons, so be sure to buy a course pack as soon as possible. Textbook readings in *Ideas and Details* will accompany specific assignments.

*English 150 equips you with the skills you need to become a better writer, researcher, and editor.* Ultimately writing is a process of self-discovery and the development of your own voice. I look forward to helping you bring your ideas into print!

“Good writing is clear thinking made visible.”  
~ Bill Wheeler ~

**IMPORTANT:**

Read this syllabus in its entirety.

Consult the course pack, Section One for information you need regarding assignment expectations, presentation, and submission.

*Our classroom environment is one of mutual respect and active exchange. Be prepared to listen attentively, as well as contribute to class discussion in a spirit of good will at all times.*

**COURSE OBJECTIVES:**

By the end of this course, you should be able to:

- Write essays which present a well-structured intermingling of ideas and details for specific audiences and purposes;
- Develop thesis statements which accurately reflect the arguments of your essays;
- Be familiar with various methods of outlining;
- Make informed decisions regarding essay planning, scheduling, and structuring;
- Make critical readings of texts written by professional writers and identify logical fallacies;
- Collaborate with a group in a professional manner on all aspects of writing
- Know how to give effective, critical feedback on essays for editing and proofing;
- Have an accurate understanding of how readers interpret your writing;
- Integrate direct quotation, paraphrase, summary, examples and other supporting details into an essay;
- Control all stylistic factors of writing, including voice, tone, figuration and perspective;
- Use the college / university library as research sources;
- Demonstrate all technical writing skills, in terms of: paragraph construction and organization, sentence structure, coherency and unity, transitions, clarity and coherence, mechanics (grammar, syntax, punctuation, spelling, capitalization);
- Identify common grammatical and punctuation errors, know their names, and correct them.

“I never know what I think about something until I read what I’ve written on it.”  
~ William Faulkner ~

**EVALUATION:**

Evaluation for English 150 is based on two important factors: peer reviews and essay assignments.

For both of these, ***CLASS ATTENDANCE IS ABSOLUTELY COMPULSORY***. Students who do not attend class regularly, or who fail to hand in assignments, may be advised to drop the course by the designated deadline.

**MISSED CLASSES:** It is your responsibility to get the lecture notes and handouts that you have missed in class. You may consult me regarding missed classes during office hours.

**MISSED PEER-EDIT REVIEWS:** You cannot “make up” a missed peer-edit review. If you miss a peer review, provide written documentation of a medical emergency, or other valid reason for absence. ALL peer-edit reviews must be handed in with your final assignment.

**LATE ESSAYS:** Late essays will receive a letter grade and percentage, but no commentary, and one letter grade lower than would normally be assigned. No essays are accepted if handed in later than *two weeks* after the assignment date.

## **ESSAY ASSIGNMENT/ EXAM DESCRIPTION AND DUE DATES:**

Asterisked (\*) assignments are written in-class. Note that some assignments here are preparatory work, and are not assigned individual grades.

Some classes may be scheduled in the Camosun computer labs. Be sure that you have set up a computer lab account and that you are able to log on before the scheduling of these labs.

Assignments/Exams	Length	Value	Due Date	Focus
In-class Narrative	1 - 1.5 pages	0%	First day of class	Diagnostic
Descript/Comp. Essay	600 words; 3 pp.	15%	May 21	Paragraph structure
* Persuasive Essay	600 words; 3 pp.	15%	May 26	Critical reading
Literary Analysis	800 words, 4 pp.	20%	June 16	Interpretation
Research Essay	2000 words; 10 pp.	40%	June 23	Argue; documentation
* Grammar Quiz	In-class	5%	June 4	Grammar, punctuation
* Participation, PR		5%	All term	Active contribution

Assignment	Peer Review #1	Peer Review #2	Due Date
Descript.Comp.	May 12	May 14	May 21
Literary Analysis	June 4	June 9	June 16
Research Essay	June 16	June 18	June 23

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## **ENGLISH 150: CLASS DESCRIPTION & PREPARATION**

*Note that this schedule is tentative and may be subject to change during the term. “Preparation” includes weekly readings, assigned in class.*

<i>Date</i>	<i>Topic</i>	<i>Your Preparation</i>
<b>May 5</b>	Introduction to Course & Each Other Diagnostic in-class Essay Ideas & Details	Read syllabus & Coursepack, Section One. Find or record an advertisement for next class.
<b>May 7</b>	Syllabus Quiz Brainteasers: Mind, Senses, Imagination  Research Essay Topics Paragraph Construction Topic Sentences, Transitions	<b>Bring an ad to class.</b>  Grammar Focus: <i>Transitions, Broad References</i>

<b>May 12</b>	From Thesis to Outline Forming an Effective Thesis Statement Outline Styles Using What You Know! Descriptive/Comparative Essays	<b>PEER-REVIEW #1: DESCRIPTIVE / COMPARISON ESSAY</b>
<b>May 14</b>	Figurative Language: Rhetorical Power Poetic Terms  Collecting Research Sources Library Class Visit	Grammar Focus: <i>Run-ons, Fragments, Fusions, Comma Splice</i> <b>PEER REVIEW #2: DESCRIPTIVE / COMPARISON ESSAY.</b> <b>Library Exercise</b>
<b>May 21</b>	Persuasive Essays: Logical Fallacies, Rhetorical Figures, Structuring Persuasion Anticipating an Audience Class discussion of persuasive essays.	Read persuasive essays. <b>DESCRIPTIVE/COMPARISON ESSAY DUE: May 21.</b>
<b>May 26</b>	Bibliography: Sources, Annotations, Styles and Formatting. MLA and APA style.	Grammar Focus: <i>Modifiers.</i> <b>IN-CLASS PERSUASIVE ESSAY: May 26.</b>
<b>May 28</b>	Persuasive analysis: in-class writing. Drafting a research paper: tips! Notetaking from research sources. MLA/APA in-text citations; quotation integration.	Complete rough draft of research paper soon. <i>Parallelism and pronoun agreement.</i>
<b>June 2</b>	Interpreting Fiction. Narrative Techniques & Analysis. Guidelines for Oral presentations.	Grammar Focus: <i>Punctuation, Pronoun/Subject Agreement.</i>
<b>June 4</b>	Class discussion of shared short story. Oral presentations.	<b>PEER –REVIEW #1: LITERARY ANALYSIS. GRAMMAR QUIZ.</b>
<b>June 9</b>	Oral Presentations. Structuring a literary analysis.	Brainstorm content, delivery & format. Prepare necessary material and book equipment. <b>PEER-REVIEW #2: LITERARY ANALYSIS.</b>
<b>June 16</b>	Oral presentations on short stories.	<b>PEER-REVIEW #1: RESEARCH PAPER. LITERARY ANALYSIS DUE.</b>

<b>June 18</b>	Oral presentations on short stories.	<b>PEER-REVIEW #2: RESEARCH PAPER.</b> Peer-reviews of presentations.
<b>June 23</b>	First day of examination period.	<b>RESEARCH ESSAY DUE: June 23.</b>

### **English 150: Reading Assignments**

All readings refer to the textbook, *Ideas and Details* by Garrett Baumann. Readings from the *Coursepack* will be assigned at each class. Readings are to be completed *before* scheduled classes on the following weekly basis. *Come prepared!*

<b>DATE</b>	<b>IDEAS &amp; DETAILS</b>
Week One	Chapters 1 & 2
Week Two	Chapters 3 , 4, 6, 7
Week Three	Chapters 8, 10
Week Four	Chapter 13
Week Five	Chapter 11, 13
Week Six	Chapter 13, if not completed
Week Seven	Chapter 5, 12

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#### **IMPORTANT DATES:**

May 12	<i>Tuition fees due.</i>
May 19	<i>Victoria Day: college closed.</i>
June 4	<i>Last day to withdraw without a failing grade.</i>
June 23-25	<i>Exam period.</i>

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#### **\*\*IMPORTANT**

See the *Coursepack, Section One* for detailed information on:

- Essay presentation guidelines;
- grading standards & evaluation;
- late assignments;
- missed classes and
- peer-edit reviews.

*Any questions? Please ask!*