

English 150
Section 017
Winter 2004
T/Th 2:30 – 3:50pm

Instructor: Dr. B.J. Wray
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Office Hours: 4 – 5pm T; 1 – 2pm Th, and by appointment

Required Texts

Ways of Reading, Eds. Bartholomae & Petrosky
Bedford Handbook, Ed. Diana Hacker

Pre-requisites

C+ in English 12 or assessment

Assignments

Essay #1 “Making Connections”	15%
Essay #2 “Writing on Writing”	15%
Essay #3 “Reading/Writing Culture”	20%
Peer Response Letters	15%
Midterm	10%
Final Exam	15%
Participation	10%

Calendar Description

This course centers 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. Individual assignments range in length from 500 – 2500 words (course total of 4000 – 4500 words).

Intended Learning Outcomes

At the end of the course students will be able 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 such as research and criticism.

- Analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style.
- Summarize expository prose in their 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, 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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Writing Assignments

The word requirement for all English 150 courses is 4,000 – 4,500 words of graded writing. You will meet the word requirement by completing three essays (1000 - 1200 words each), 3 peer response letters (200 - 300 words each), a midterm, and a final exam. Please note that you will have due dates for outlines, rough drafts, and for the final drafts of your essays; **all are required**. Your final drafts of the essays will be graded on an A-F scale. See separate handout on grading standards. **You must complete all the assigned papers, in sequence, as well as the final exam in order to pass the class.**

Essay Format

- All essays completed out of class must be typed and double-spaced with an appropriate font size (12 point is typical).
- Leave a margin of at least one inch on the sides and on the top and bottom of each page (for my comments).
- Title your essay (something original) and ensure that your name and ID are included.
- Number your pages.
- Please staple papers.
- Keep an extra copy of each essay until the graded essay is returned to you. Do not throw out any graded work until after you have received your final grade for the course.
- Please ensure that you proofread your essays very carefully. If you need extra help on basic grammar or mechanics, please consult with me or with tutors in the Learning Skills Center, or review the appropriate chapter(s) in your *Bedford Handbook*.
- When appropriate, cite sources and provide a “Works Cited” page.
- I may reproduce student essays (with names omitted) for in-class discussion purposes. If you do not want your essay photocopied, please indicate that on the last page of the essay.

Cover Letter

For each final paper submitted, you must also submit a cover letter addressed to me in which you evaluate your final draft and discuss, critically, your writing process. In the cover letter, please note what issues you would like me to pay special attention to while reading your paper (arguments you are unsure about, stylistic choices that you are experimenting with, questions concerning technique . . .). Also, outline your goals for the essay and evaluate your own performance on the assignment. Please attach this letter to the back of your final draft. **Please note that the cover letter is part of the paper and the paper will be marked down 1/3 of a grade if the letter is not handed in.**

Outlines

You are required to turn in an outline for each essay assignment. Due dates for outlines are included on your course reading and assignment schedule. Your outline may be in any format that works for you (i.e. a freewrite, a cluster, a diagram, a traditional outline, etc.) **Failure to turn in an outline will result in 1/3 of a grade deducted from your essay grade.**

Late Papers

All papers are due at the beginning of class on the date assigned. Do not submit papers to the English Department Office. **Late papers will be graded down one FULL letter grade per day late** (i.e. a B will become a C). Of course, if you have a medical or family emergency please let me know and we will work something out.

Attendance/Participation

In addition to regular attendance you are expected to contribute to class and group discussions on a regular basis. This class is interactive and discussion-based, so the more that you contribute, the more you will be rewarded (both in terms of your participation grade and your own satisfaction). Much of your knowledge of the course content will derive from discussion – not lecture – so you will miss the point of the class if you do not attend. **You may not make up in-class work.** Please let me know if any emergency or other important situation keeps you away from class. As you will see below, attendance is mandatory for peer review workshops.

Grading of Participation

You will be assigned a letter grade for your participation that will be based on the following:

- Attendance
 - Contributions to class discussions
 - Contributions to group discussions
 - Performance on in-class quizzes
 - In-class assignments such as freewriting sessions, group presentations, questions for a second reading, etc.
 - Overall level of engagement with the course (this includes making use of my office hours, energy levels and enthusiasm shown, engagement with other students, etc)
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Peer Review Workshops

In addition to discussing your writing and its development with the instructor, you will also receive revision assistance in the peer review workshops that I've scheduled into our class time. These workshops are essential to the process of improving your critical writing and reading skills. **If you miss a peer review workshop, a FULL GRADE will be deducted from your essay grade (i.e. A to a B).**

Drafts are due in class, a few days before the workshop (see the schedule for exact dates). You must submit a copy of your complete draft to each member of your assigned workshop group and the instructor (a total of three copies plus your original). A complete draft is at least as long as the specified essay length; outlines, notes, or two pages of prose will not be considered a complete draft. **If your draft does not meet the length requirement, the final paper grade will be penalized by 1/3 of a letter grade. If you do not hand a draft in on time, a FULL GRADE will be deducted from your essay grade.** Your draft must be typed. I will read your draft but not comment on it. But, if you'd like specific feedback, please see me in my office hours.

Peer Response Letter

You will be responsible for reading your group members' drafts and for bringing to the peer review workshop a one-page letter in response to each draft. You must bring **two copies** of each letter (one for the writer of the essay, and one for the instructor) to the peer review workshop. Your letter must be typed, written in a letter format, and should be approximately 200 - 300 words in length. Include your name and the name of the essay writer on your response letter. More information of writing peer response letters will be handed out before the first response is due.

Grading of the Peer Response Letters

These responses are worth ten percent of your course grade and will be graded based on the effort made, as well as the usefulness and effectiveness of the comments. This response letter may be informal, yet it must be clear and substantive. The response letter records and communicates to the writer of the essay your feedback and suggestions for revision.

Consultations

I encourage you to come to my office whenever you have questions – about the class, about a paper, about the readings, and so forth. You will be sure to find me in my office hours, but if these times are inconvenient for you, please make an alternate appointment. Please use e-mail if you find it more convenient to communicate with me that way. I check my email regularly (weekdays and weekends) and am happy to respond a.s.a.p.

Plagiarism

Please read the handout on plagiarism carefully. Plagiarism is absolutely unacceptable and will be punished severely.

ENGLISH 150-017
Winter 2004
Dr. B.J. Wray

SCHEDULE OF READINGS & ASSIGNMENTS

**Except where indicated, all readings are from the Bartholomae & Petrosky anthology.
 All readings must be completed by the date indicated.**

DATE	READING	ASSIGNMENT
January 6	Introduction to the course	
January 8	Bartholomae, "Introduction: Ways of Reading," 1-18 Annotating & Notetaking Hacker: 479-86; 560-63	
January 13	Freire, "The Banking Concept of Education," 259-275 Planning/Audience Hacker: 2-30	DUE: Notes for one question in "Questions for a second reading" for Freire (*Keep copies of these notes for yourself for future reference)
January 15	Continue discussion of Freire Rough Draft/Thesis Hacker: 30-40	Handout: Essay assignment #1 "Making Connections"
January 20	Rodriguez, "The Achievement of Desire," 652-676	DUE: Notes for one question in "Questions for a second reading" for Rodriguez
January 22	Continue discussion of Rodriguez Arguments/Response/Revision Hacker: 41-71; 492-518	DUE: Outline for Essay #1
January 27	Continue discussion of Freire and Rodriguez Paragraph Structure and Transitions Hacker: 72-99	
January 29	Continue discussion of Freire	Handout: Peer Response

	and Rodriguez Integrating Sources Hacker 580 - 590	Information DUE: Rough Draft Essay #1 to Peer Review Group (3 copies of your essay)
February 3	Peer Review Workshop #1	DUE: Peer Response Letters (2 copies of each letter)
February 5	Rich, "When We Dead Awaken," 627-640 MLA Citation Style Hacker: 591-631	DUE: Notes for one question in "Questions for a second reading" for Rich
February 10	Continue discussion of Rich Active Verbs/ Parallel Ideas/Word Choice Hacker: 136-140; 142-146; 204-208	DUE: Final version Essay #1 Handout: Essay Assignment #2, "Writing on Writing"
February 12	READING BREAK	HOLIDAY
February 17	Wideman, "Our Time," 750-790	DUE: Notes for one question in "Questions for a second reading" for Wideman
February 19	Continue discussion of Wideman	DUE: Outline for Essay #2
February 24	Continue discussion of Rich and Wideman	
February 26	Continue discussion of Rich and Wideman	DUE: Rough Draft, Essay #2 to Peer Reviewers (3 copies of your essay)
March 2	MIDTERM EXAM	
March 4	Peer Review Workshop #2	DUE: Peer Response Letters (2 copies of each letter)

March 9	Berger, "Ways of Seeing," 105-128	DUE: Notes for one question in "Questions for a Second Reading" for Berger
March 11	Continue discussion of Berger	DUE: Final Version, Essay #2 Handout: Essay Assignment #3 "Reading/Writing Culture"
March 16	Bordo, "Hunger as Ideology," 139-175	DUE: Notes for one question in "Questions for a second reading" for Bordo
March 18	Continue discussion of Bordo	
March 23	Foucault, "Panopticism," 225-58	DUE: Notes for one question in "Questions for a second reading" for Foucault DUE: Outline for Essay #3
March 25	Continue discussion of Foucault	
March 30	Continue discussion of Berger, Bordo, and Foucault	DUE: Rough Draft, Essay #3 (3 copies of your essay)
April 1	Peer Review Workshop #3	DUE: Peer Response Letters (2 copies of each letter) HANDOUT: Final Exam Prompt
April 6	Course Review	
April 8	IN CLASS FINAL EXAM	DUE: Final Version, Essay #3