

# ENGLISH 150: ENGLISH COMPOSITION

## SECTION 002, Spring 2004

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OFFICE HOURS: Tues. 12:00-2:00; Wed. 11:30-12:30; appointments scheduled outside office hours only if necessary, please consult with me

### REQUIRED TEXTS:

M. Garret Baumann. *Ideas and Details*. Fifth Edition. **Mandatory.**  
English 150, Section 002 *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).

### 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 that 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 on the needs of the class, we will integrate the necessary grammatical components as scheduled.

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—don't miss them!

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 development. 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 important information you need regarding **assignment expectations, presentation, and submission, letter grading and explanation of evaluation.**

*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 well-structured essays which present an integration 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 peer-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;
- Use direct quotation, paraphrase, summary, examples and other supporting details in your essay;
- Control all stylistic factors of writing, including voice, tone, figuration and perspective;
- Use the college / university libraries as research sources;
- Demonstrate all technical writing skills: 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, and know how to 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 jeopardise their chances of achieving a passing grade.

**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 assignments.

**LATE ESSAYS:** Late essays will receive a letter grade and percentage, but no commentary. No essays are accepted if handed in later than one week 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.

Assignments/Exams	Length	Value	Due Date	Focus
In-class Narrative	1 - 1.5 pages	0%	First day of class	Diagnostic
Descriptive Essay	600 words; 3 pp.	15%	May 19	Paragraph structure
* Persuasive Essay	600 words; 3 pp.	15%	May 26	Critical reading
* Grammar Quiz	In-class	5%	June 9	Grammar, punctuation
Research Essay	2000 words; 10 pp.	40%	June 7	Argue; documentation
Literary Analysis	800 words, 4 pp.	20%	June 16	Interpretation
* Participation, PR		5%	All term	Active contribution

Assignment	Peer Review	Due Date
Descript/Comp.	May 12	May 19
Research Essay	June 2	June 7
Literary Analysis	June 14	June 16

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

Note that this schedule is tentative and may be subject to change during the term. “Preparation” includes weekly readings in *Ideas and Details* (listed after this schedule) and the Coursepack (assigned in class).

Date	Topic	Your Preparation
<b>May 3</b>	Introduction to Course & Class Members Diagnostic in-class Essay Ideas & Details Brainteasers: Mind, Senses, Imagination Grammar Focus: <i>Sentence Types</i>	Read syllabus & Course pack: Section One.  Bring an advertisement to class.
<b>May 5</b>	Paragraph Construction Essay Structure Research Essay Topics, Looping Exercise Grammar: <i>Transitions, Broad References</i>	Unmarked, in-class paragraph construction Grammar exercises Choose research essay topic.
<b>May 10</b>	From Outline to Thesis; Outline Styles Effective Thesis Statements “Beloved Object” Brainstorming	Find a beloved object. Draft Descriptive essay.

	Figurative Language & Poetic Imagery	
<b>May 12</b>	Collecting Research Sources: Library Visit Peer Review: Descriptive/Comparison Essay Grammar Focus: <i>Run-on, Fused Sentences; Comma Splices</i>	<b>PEER-REVIEW DESCRIPTIVE ESSAY, in class: May 12. Library exercise.</b>
<b>May 17</b>	<i>No class--Victoria Day. College closed.</i>	
<b>May 19</b>	Descriptive Essay due. Persuasive Essay Structures and Strategies. Anticipating an Audience. Rhetorical Figures; logical fallacies. Grammar Focus: <i>Commas</i> .	<b>DESCRIPTIVE ESSAY, due: May 19.</b> Read assigned poems & essays (Swift and Woolf) in coursepack.
<b>May 24</b>	Class discussion of Persuasive Essays. Bibliography: Sources, Styles, Formatting. Note-taking; citations. Documentation: MLA, APA.	Finish bibliography for Research paper.
<b>May 26</b>	In-class writing: Persuasive Essay. Research Paper Bibliography due in class. Grammar Focus: <i>Modifiers, Pronoun and subject-verb agreement</i> .	<b>PERSUASIVE ESSAY DUE, written in class: May 26. Research Paper Bibliography due.</b> Draft Research Paper.
<b>May 31</b>	Plagiarism. Using examples; quotation integration. Introduction to literary analysis. Grammar Focus: <i>Parallelism</i> .	Choose short story you want to write on. Read assigned story to discuss in class.
<b>June 2</b>	Literary Analysis: Narrative techniques. Class discussion of "The Necklace." Guidelines for Oral Presentations. Peer Review: Research Paper.	<b>PEER REVIEW: RESEARCH PAPER, in class June 2.</b>
<b>June 7</b>	Oral Presentations on short stories.	<b>RESEARCH PAPER, due in class June 7.</b>
<b>June 9</b>	Grammar Quiz: due.	<b>GRAMMAR QUIZ, in class, June 9.</b>
<b>June 14</b>	Peer Review: Literary Analysis.	<b>PEER REVIEW: LITERARY ANALYSIS, June 14.</b>
<b>June 16</b>	Submit literary analysis. Class Party.	<b>LITERARY ANALYSIS due, June 16.</b>

## **English 150: Reading Assignments**

All readings refer to the textbook, *Ideas and Details* (5<sup>th</sup> edition) 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 to class prepared!*

<b><i>DATE</i></b>	<b><i>IDEAS &amp; DETAILS</i></b>
Week One	Chapters 1, 2
Week Two	Chapters 3
Week Three	Chapters 4, 8
Week Four	Chapter 5, 9, 10
Week Five	Chapter 14, pp. 301-320
Week Six	Chapter 12
Week Seven	Chapter 12
Week Eight	Chapter 14, pp. 320-323
Week Nine	Chapter 14, pp. 324-333
Week Ten	Chapter 16
Week Eleven	Chapter 6, 13
Week Twelve	Chapter 14, pp. 333-348

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### **IMPORTANT DATES:**

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May 10	<i>Tuition fees due.</i>
May 17	<i>Victoria Day: college closed.</i>
June 2	<i>Last day to withdraw without a failing grade.</i>
June 21-23	<i>Exam period.</i>

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

- Essay presentation guidelines;
- grading standards & evaluation;
- late assignments;
- missed classes and
- peer-edit reviews.
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**Any questions? Please ask!**