

English 150 - English Composition Spring, 2004  
Room Fisher 214 Monday, Wednesday 6-9 p.m.

Course Outline

Instructor: Thea Todd

Office: Paul 235

Office hours: Mon., Wed., 5:15-5:45; Sat. afternoon by appointment

e-mail: [toddt@camosun.bc.ca](mailto:toddt@camosun.bc.ca)

telephone: 370-3330

“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. Individual assignments range in length from 500 to 2500 words (course total of 4000-4500 words).”

**Intended Learning Outcomes**

At the end of the course, students should 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.

**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.

**REQUIRED TEXTS:**

Own a good dictionary.

Sneddon, Scott et al. *Writing for Real*

## **WRITING ASSIGNMENTS AND GRADING:**

Most of the writing we do this term will be worked on in class. It is essential to your grade that you attend and participate in all classes.

More technical assignments, such as the bibliographic exercise, will be evaluated for accuracy. Essays receive more complex evaluation. I look for organization, depth of ideas, and effectiveness of details used in support. Accurate grammar and spelling are essential to good writing. Although some grammar points will be covered in class, students are responsible for reviewing the grammar section in the textbook (Appendix A).

Late assignments may lose marks at the rate of 5% per day.

Students who fail to complete any out-of-class assignments by the final class date, or who fail the final exam, will fail the course. Failure to hand in other writing assignments will significantly lower the final grade.

Out-of-class assignments are to be **typed and double-spaced**. Please don't forget to put your full name on your paper. Keep a photocopy or disk copy of all assignments.

There will be written guidelines for each major assignment. From time to time I will ask you to hand in some work we've been doing in class. There will also be short, in-class quizzes. These quizzes and short assignments will be worth 10% of your final grade.

I suggest that you keep all of your essays and other writing assignments, along with drafts, in a folder. I may ask to see previous work.

## **IMPORTANT DATES:**

May 12: Major Assignment 1 due  
May 24: Victoria Day holiday – no class  
May 26: Major Assignment 2 due  
May 31 & June 2: Major Assignment 3 due - Progress report  
June 9: Workshop for Research paper  
June 14: Major Assignment 4: in-class assignment  
June 16: Last day of class  
Research essay due; Final exam

## **GRADING:**

Assignments will receive letter grades. The numerical equivalents are as follows:

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
		F = 0-49