

**School of Arts & Science**  
**English Department**

**Engl 150-01 Introduction to Literature**  
**Summer 2004**

**COURSE OUTLINE**

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The Approved Course Description is available on the web @ [camosun.bc.ca](http://camosun.bc.ca)

⌘ Please note: It is recommended students keep this outline for their records.

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## 1. Instructor Information

- (a) Instructor: Dr. Candace Fertile
- (b) Office hours: MW 4-5 and T 11-2 or by appointment
- (c) Location: Paul 337
- (d) Phone: 370 3354
- (e) E-mail: [fertile@camosun.bc.ca](mailto:fertile@camosun.bc.ca)

## 2. 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.

### 3. Required Materials

- (a) ) Texts: *Reader's Choice: Essays and Stories* eds. Flachmann et al.  
*A Canadian Writer's Reference* (3<sup>rd</sup> edition) by Diana hacker
- (b) Other: a good desk dictionary (recommended—*Oxford Canadian Dictionary*)

### 4. Course Content and Schedule (schedule subject to change)

Schedule (subject to change)

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

You are required to read the introduction to each chapter in *Reader's Choice* and the specified selection(s) from that chapter.

July

5 Introduction to the course

Diagnostic Essay

7 Introduction RC and Chapter One RC plus “Kris King Looks Terrible”

**basic grammar** WR 447-464

Chapter Two RC plus “A Home at the End of the Journey” and “Elegy in Stone”

12 Chapter Three RC plus “Genius or Madness” and “The Myth: The Prairies Are Flat”

**sentence types** WR 464-465

Chapter Four RC plus “Dogs and Monsters” and “You Are a Contract Pain Killer”

**sentence errors** WR 194-206

14 Chapter Five RC plus “Life in the Stopwatch Age” and “Nine Ways of Looking at a Critic”

**subject-verb agreement and verbs** WR 151-175

Chapter Six RC plus “Opera Night in Canada”

**pronouns** WR 175-206

19 **ESSAY DUE**

Chapter Seven RC plus “Pretty Like a White Boy” and “I’m a Banana and Proud of It”

**punctuation** WR 235-272

Chapter Eight RC plus “Why We Crave Horror Movies” and “Starving for the Gold”

**mechanics** WR 275-292

21 Chapter Nine RC plus “Understanding Does Not Always Lead to Tolerance” and “My Body Is My Own Business”

Munro, “Boys and Girls,” RC 505 **word choice (diction)** WR 111-147

Shields, “Windows,” RC 520

26 **ESSAY DUE**

**mechanics** WR 275-292

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

28 discussion of research papers—to August 11 **researching** WR 295-325 and 329-377  
deadline for choosing topic for research papers (-5% from research paper if not completed)

**sentence style** WR 81-108

August

2 no class

4 **ESSAY DUE**

deadline for submission of tentative Works Cited properly formatted (-5% from research paper if not completed) and sentence outline for research paper (-5% if not completed)  
quotations and documentation WR

outline for research paper (-5% if not completed)

9 Style analysis continued

11 peer editing of research paper

16 grammar review and **RESEARCH PAPER DUE**

18 **GRAMMAR QUIZ AND IN-CLASS ESSAY**

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

Due: July 19 at the beginning of class

Choose one of the following topics from *Reader's Choice*. (under Choosing a Topic)

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:** comparison/contrast, definition, cause/effect

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

## **5. Basis of Student Assessment (Weighting)**

### **(a) Assignments:**

0% diagnostic essay (July 5; must be done to pass course)

10% first essay (500-750 words; due July 19; example, process-analysis, or division-classification)

15% second essay (600-800 words; due July 26; comparison-contrast, definition, or cause-effect)

20% third essay (750-1000 words; due August 4; analysis of a short story)

25% fourth essay (1200-1800 words; due August 16; research paper)

15% grammar quiz (August 18)

15% in-class essay (600 words minimum; August 18)

### **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.

### **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.

## **Expectations:**

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is impossible to pass this course without completing all the assigned written work, and work must be handed in on time (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. 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. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. 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, 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 (1), the date, and my name on the title page. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

**IMPORTANT:** You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. (Or write in the margins of your book, if you choose.) Look up unfamiliar words or words that do not make sense to you in the context. You cannot possibly understand if you don't understand the words.

**Quotations:** Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. Don't just plunk it into your paragraph. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the parenthetical citation.

## **6. Grading System**

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

## **7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

### **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### **ACADEMIC CONDUCT POLICY**

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)