

English 150 (03)
Summer 2004
English Composition
(University Transfer)

Instructor: Thom Bland

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Office hours: Wednesday 8:30-8:50 and 12:00-12:50

Friday 8:30-8:50 and 12:00-12:50 or by appointment

Class Times: Wednesday and Friday 9:00 to 11:50 in WT102

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Texts: *Reader's Choice: Essays and Stories*, edited by Kim Flachmann, Michael Flachmann, and Alexandra MacLennan, (Prentice Hall Allyn and Bacon, 2003), Canadian Edition.

A good dictionary

McCourt, Frank, *Angela's Ashes*

The College Style Sheet, Furberg and Hopkins, 5th Edition

Calendar Description: 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. Finished assignments total 4000-4500 words.

Course Objectives: Students will

- write expository prose for various purposes and audiences
- develop a mature writing process which may include prewriting, planning, drafting conferring, revisiting, 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
- analyse expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in 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

Evaluation:

Paper 1 (1000 words)	July 23	15
Paper 2 (1500 words)	August 6	25
Paper 3 (1000 words) (in-class)	August 20	20
Participation-Class Presentations	Continuous	20
In-Class Writing (1000 words)	Continuous	<u>30</u>
	TOTAL	110

NOTE: IT IS IMPOSSIBLE TO PASS THIS COURSE WITHOUT HANDING IN ALL ASSIGNMENTS.

NOTE: BEGIN READING *ANGELA'S ASHES* IMMEDIATELY.

Due Dates: All essays are due on the dates specified. **10%** will be deducted for **EACH** of the first **two** days a paper is late. After this period, the work will not be accepted.

Essay Format: Please follow the Modern Language Association guide for essay format as found in *The College Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see <http://webster.comnet.edu/mla/index.shtml>
Submit **ALL** essays **TWICE**. **ONE** copy should be on paper and the **SECOND** copy should be submitted electronically as an attachment to an email.

Plagiarism: Plagiarism is putting someone else's PROSE OR IDEAS into your writing and not saying where you got them. You thereby imply that the other person's work is your own. This is serious and will be dealt with accordingly. If you do not understand my definition please see me. You will be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career.

Evaluation Guide: As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

F Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

D Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

C+ Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

B Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood.

A The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. No mechanical errors.

Camosun College's Percentages and Letter Grade Equivalents:

A+	95 - 100	B-	70 - 74
A	90 - 94	C+	65 - 69
A-	85 - 89	C	60 - 64
B+	80 - 84	D	50 - 59
B	75 - 79	F	0 - 49

My Philosophy: your academic well-being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

Attendance /Participation: You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom and to the assigned readings. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your attendance also indicates something as well. It is impossible to pass this course without at least 80% attendance. Lack of attendance will clearly influence your participation grade as well. A number of writing assignments will be given in class; if you miss doing these, you cannot pass this course.

Your Writing: ALL FINISHED WORK SHOULD BE TYPED AS MUCH AS POSSIBLE. TYPE OTHER WORK AS WELL. Please keep **ALL** of your writing for this class in a duotang binder. You will be asked to submit it at least twice during the term. This collection will include such things as the various drafts of your papers, finished essays, whatever in-class writing you do for me. Please include **your responses to the readings for this course.**

Handing in something to me should not prevent you from carrying on in another area of your writing--hence the duotang binder. When I have your duotang, keep writing and put your new writing in this collection later when I hand the duotang back to you. This duotang binder should be present at **EVERY** class.

The only thing that really improves writing is doing a great deal of it, so you will be asked to do some writing in almost every class. This will be combined with a fairly demanding out-of-class workload. Although the in-class writing is important to your learning, it will **not all** be graded. It is, however, a necessary part of English 150 and failure to do it will result in a failing grade for the course.

Note: I will mark all essays out of 20. You must convert it to its weighted value afterwards.

Reading and Writing Assignments English 150 Spring 2002

Paper 1: This paper will be a close analysis of one of the pieces under discussion in the early part of the course from the text *Reader's Choice*. It will have a value of **15 points (see evaluation section above)** and is due on or before **July 23, 2004**. It **MUST** be written in the third person and contain a fully documented citation page. I will give you more information about this essay in class. For now, just remember that for this paper you will be looking at both form and content.

Paper 2: This essay, with a value of **25 points (see evaluation section above)**, will also be created from our readings of the text *Reader's Choice*. It **MUST** be written in the third person and contain a fully documented citation page. It should be approximately **1500 words** long and it is due on or before **August 6, 2004**. *Reader's Choice* is a book full of ideas. What you will do is take at least one of those ideas (expressed in at **least two** of the articles) and compare them in essay form. For example, Foster and Abel both write about being a Canadian from different perspectives. They might be compared. Lau and Coady both write about fitting in but from very different perspectives. They might be compared. Leighton and Solomon both write about technology, as do several other authors in your text. In other words, this assignment has a great deal of latitude; you can design your own paper.

Paper 3: This essay will be an analysis of *Angela's Ashes* for **20 points (see evaluation section above)**. The final version of this paper will be written in class and take the form of a three hour exam on **August 20, 2004**. At this point in the course, you should be able to plan a paper using one of the rhetorical designs discussed in class and/or in the text. I will be giving you suggestions as we near the end of the course, but this is when you should be quite good at inventing and shaping an academic paper. Please note that this exercise is designed to give you two things: first, it will give you the experience of writing under pressure, though it is somewhat reduced from what you may experience in upcoming classes; second, it will teach you how to prepare and write future exams while minimizing the usual panic. I will be discussing this more as we near the end of the term. **BEGIN READING THIS BOOK IMMEDIATELY**. The outline and draft versions of these papers will be done the week before.

In any given class, I may ask you to write about the reading that you have done in a particular week. This you may hand in immediately. This means you should **ALWAYS** have the reading done **BEFORE** class.

Rough Guideline for Readings

Note that these will be done in somewhat the order they are presented. Also, begin reading *Angela's Ashes* immediately even though it will not be discussed until later in the course

Reader's Choice –read the introduction to each chapter listed below

Please note that Chapter 10 on documentation will be of use to you well before the end of the course. I would read it carefully somewhere around week 3.

YOUR SPECIFIC RESPONSIBILITY: At the very beginning of the class, you will be given a number. That number will correspond with the numbers below. For example, if you are given the number “8” at the beginning of the course, you will be the class expert on the Coren article listed below. When we get to your number, you will be expected to discuss the article connected with your number and lead some of the class discussion around that specific piece. I will be explaining this more in the first class.

Introduction

- Chapter 1 Highway 46, (1)Bidini 50,
- Chapter 2 (2)Abel 79, (3)Lau 92, (4)Lewis 99
- Chapter 3 (5)Coady 121, (6)Foster 156, (7)Kingwell 171
- Chapter 10 Student Essay: Documentation at Work 401
- Chapter 4 (8)Coren 172
- Chapter 5 (9)Foot 195, (10)Cross 200,
- Chapter 6 (11)Gray 229, (12)Steinem 247, (13)Solomon 260
- Chapter 7 (14)Taylor 276, (15)Choy 283,
- Chapter 8 (16)King 313, (17)Robinson 326, (18)Leighton 339
- Chapter 9 (19)Cowan 365, (20)Solomon 369
(21) Opposing views 385-388

