

**CAMOSUN COLLEGE - COURSE OUTLINE - FALL 2004
ENGLISH 150 (05)**

ENGLISH COMPOSITION

Instructor: Christine Kirchner
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Office Hours: Monday, 2:30 p.m. – 4:00 p.m.
Tuesday, 12:00 p.m. – 1:00 p.m.
Wednesday, 2:30 p.m. – 4:00 p.m.
- or by appointment.

Class Meets: Tuesday & Thursday, 10:30 a.m. – 11:50 p.m. in WT 101.

Course 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.

Texts: Required

Green and Norton (2003) 3rd. ed., *Essay Essentials with Readings*.
English 150 Course Package
Any good collegiate dictionary.

Recommended

MLA Handbook for Writers of Research.
Online! A reference guide to using internet sources.

Course Learning Objectives: During the course you will increase your ability to write expository prose for various purposes and audiences by learning to

- 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 your reading approach for different purposes
- analyze expository and persuasive prose by identifying controlling ideas, dominant rhetorical patterns, tone, and features of style
- summarize expository prose in your own words to reflect coherently the ideas, organization, and tone of the original
- 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 will be based on the following:

- In-class Diagnostic essay: 400-750 words **(5%) Final Draft Due Thurs., Sept. 23.**
- Descriptive/Narrative essay: 750-1000 words **(15%) Due Thurs., Oct. 7.**
- Summary (in-class) **(5%) Thurs., Oct. 28.**
- Grammar Quizzes (in-class) **(10%) Tues., Nov. 2 & Thurs., Dec. 2.**
- Five-minute Oral Presentation on a Grammar Topic **(5% -includes peer evaluation) Tues., Nov. 9; Tues., Nov. 16; Thurs., Nov. 18; & Tues., Nov. 23.**
- Oral Presentation Report 400-750 words **(10%) Due Thurs., Nov. 25.**
- Final in-class assignment: a Critical Review 500-800 words **(15%) Tues., Dec. 7.**
- Research essay: 1000-1500 words **(30%) Due Thurs., Dec. 9.**
- Participation: attendance, preparation, contribution to class discussions, & participation in writing groups **(5%) on-going.**

Grades:

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	=	Below 50%
			I	=	Incomplete

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.

CLASS SCHEDULE

Tues., Sept. 7	Course Introduction
Thurs., Sept. 9	In-class Diagnostic Essay (5%)
Tues., Sept. 14	Organization: “The Five-Paragraph Essay” Read pp. 1-25 <u>Essay Essentials</u> (E.E.).
Thurs., Sept. 16	Review & Revise Diagnostic Essay Read pp. 26-64 (E.E.).

Tues., Sept. 21	Descriptive & Narrative Essay Writing Read pp. 141-67 (E.E.).
Thurs., Sept. 23	Final Draft of the Diagnostic Essay is due at the beginning of class. Descriptive & Narrative Essay Writing, cont'd.
Tues., Sept. 28	Read Unit Five "The Research Paper," pp.243-310 (E.E.).
Thurs., Sept. 30	Research Education Class in the Library.
Tues., Oct. 5	Research Papers, cont'd. Sign up for Oral Presentations on Grammar Topic
Thurs., Oct. 7	Descriptive / Narrative Essay (15%) is due at the beginning of class. Research Papers, cont'd. Review Chapter 21 "Quotation, Paraphrase, and Summary," pp. 256-73 (E.E.). Review chapter 17, Comparison & Contrast, pp. 196-207 (E.E.)
Tues., Oct. 12	Read: Silver Donald Cameron, "The Living Beach" (Course Package).
Thurs., Oct. 14	Read: Sharon Butala, "Standing at Ease in Nature" (Course Package).
Tues., Oct. 19	Read: Michele Lemon, "Understanding Does Not Always Lead to Tolerance" and Naheed Mustafa, "My Body Is My Own Business" (Course Package).
Thurs., Oct. 21	Read: Drew Hayden Taylor, "Pretty Like a White Boy: The Adventures of a Blue Eyed Ojibway" and Cecil Foster, "Why Blacks Get Mad" (Course Package).
Tues., Oct. 26	Read: Robert Fulford, "The Fading Power of the Written Word" and Donald Hall, "To Read Fiction" (Course Package). Writing Summaries: read "How to Summarize an Article" & "Summaries" (Course Package), and review pp. 256-61 (E.E.).
Thurs., Oct. 28	In-class Summary (5%).
Tues., Nov. 2	Grammar Quiz (5%).
Thurs., Nov. 4	Submit by email or hard copy your research essay topic. Video: Public Speaking Tips
Tues., Nov. 9	Oral Presentations on Grammar Topic (5%).

Thurs., Nov. 11	<i>NO CLASS. REMEMBRANCE DAY. COLLEGE CLOSED.</i>
Tues., Nov. 16	Oral Presentations, cont'd.
Thurs., Nov. 18	Oral Presentations, cont'd.
Tues., Nov. 23	Oral Presentations, cont'd.
Thurs., Nov. 25	Oral Presentation Report (10%) is due at the beginning of class.
Tues., Nov. 30	Writing a Critical Review. Discussion & Assignment of Final In-class Essay – a Critical Review.
Thurs., Dec. 2	Grammar Quiz (5%).
Tues., Dec. 7	Final In-class Assignment – a Critical Review (15%).
Thurs., Dec. 9	Last class of the course. Research Paper (30%) is due at the beginning of class.