

**School of Arts and Science
Department of English**

**English 150: English Composition
Fall 2004**

Section 06: Mondays & Wednesdays: 2:30-3:50

COURSE OUTLINE

Calendar Description

This course centres on organising 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 will range in length from 500 to 2500 words. Finished assignments total 4000-4500 words.

Instructor Information

Instructor: **Kelly Pitman**

Office hours:

Monday: 12:30-1:30

Tuesday: 10:30-11:30

Wednesday: 10:00-12:00

Office location: **Paul 218**

Phone: **370-3362**

E-mail: **pitman@camosun.bc.ca**

Intended Learning Outcomes for English 150

Successful students will:

write expository prose for various purposes and audiences

develop a mature writing process that 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.
analyse expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
summarise expository prose in own words to reflect coherently the original's ideas, organisation, and tone

research topics for expository papers
use a variety of sources, which may include personal knowledge, interview, print, and other media
choose to summarise, 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 Materials

Bauman, M. Garrett: Ideas and Details: A Guide to College Writing (5th edition)
 Pitman, Kelly: Supplementary Readings for English 150
 a paper folder with two pockets

Assignments

Assignment	Value	Date
Examples paragraph	10%	Peer edit: September 27 Final draft: September 29
Informative essay	15%	Peer edit: October 13 Final draft: October 18
Persuasive essay	15%	First draft: October 27 (in class) Final draft: November 1 (in class)
Summary	15%	Peer edit: November 10 Final draft: November 15
Research essay	30%	Outline: November 22 First peer edit: December 1 Second peer edit: December 6 Final draft: December 3
Grammar tests and short exercises	15%	Ongoing

Grading System

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

General Information

All due dates are **firm**. Late assignments will not receive comments and will lose **5% per day** unless accompanied by **appropriate documentation of illness or strife**. I may grant extensions for **valid reasons** if requested **before the due date**.

The best way to be sure that I receive an assignment on the relevant due date is to hand it to me directly in class. If your assignment is late, please bring it to my office. I will consider the assignment handed in when I receive it.

Major assignments are **mandatory**. Students who do not hand in these assignments will fail the course. Missed grammar tests and short exercises will not automatically result in an “F,” but will obviously affect a student’s overall grade.

Grammar tests will be based on assigned readings and in-class lessons (see attached schedule). I will also sometimes assign short individual or group exercises, usually to be done in class, and will periodically grade these exercises. Please note that **missed grammar tests and short exercises cannot be made up later**.

I will assign students to writing and discussion groups and rearrange these groups at my discretion. These groups will perform a variety of tasks, including peer edits of major assignments. It is crucial that **all** students attend **all** peer-edit sessions for two reasons. First, you will benefit from having other perspectives on your writing. Second, you have a responsibility to the other members of your writing group. **Therefore, students who do not attend, who arrive late or unprepared for, or who do not fully participate in scheduled peer-edit sessions will lose 10% on the relevant assignment.** In addition, peer edits count as short exercises.

Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the **minimum** penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Please refer to the attached handout on plagiarism to familiarize yourself with both the definitions of plagiarism and the consequences for plagiarism at Camosun College. In addition, students are responsible for familiarizing themselves with the college’s policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location:
www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.

You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.

This is an adult institution. I expect you to conduct yourself in class accordingly and to treat each other and myself with respect. Students who disrupt the class will be asked to modify their behaviour. Students who continue to disrupt the class may be asked to leave.

Please feel free to contact me whenever you have any questions or comments about your writing, your grade, or any other aspects of the course. Drop in during my office hours, or make an appointment to come and see me at a more convenient time. If I am in my office, you can reach me at the phone number listed at the beginning of this syllabus; if not, you may leave a message at the same number or send me a message via e-mail.

Learning Support and Services for Students

There are numerous 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>