

# English 150, section 008: English Composition

## Fisher 214, WF 12:30 – 1:50

---

### 1. **Instructor Information**

Instructor: Richard Pickard

Office hours: Saturday 12:00 to 1:00; Thursday 9:00 to 10:30

Office: Paul 318

Phone: TBA

Email: TBA

### 2. **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. Individual assignments range from 500-2,500 words in length (course total of 4,000-4,500 words).”

### 3. **Intended learning outcomes:**

*Writing:*

- develop a mature writing process, which includes pre-writing, outlining, drafting, peer editing, revising and proofing
- shape thoughts and ideas into unified, coherent paragraphs and essays
- select and use rhetorical patterns to serve various purposes and audiences
- use language precisely, effectively and grammatically
- vary writing style through sentence variety, vocabulary and figurative language

*Reading:*

- read mature expository and persuasive prose by student and professional writers
- analyze prose by identifying controlling ideas, supporting ideas, dominant rhetorical patterns, tone and style
- summarize prose (to reflect original idea, organization, tone) in different words

*Researching:*

- use a variety of sources (print, non-print, informal, interview) in expository paper
- choose to summarize, paraphrase, or directly quote from sources
- integrate the borrowed information smoothly and effectively into the paper
- document sources fully, ethically and according to bibliographic conventions

### 4. **Materials:**

*Required:*

- Course pack for English 150-008 (James Sexton).
- Bailey, Edward P. and Philip A. Powell, eds. The Practical Writer. Toronto: Thomson Heinle, 2003.
- Huxley, Aldous. Brave New World. Toronto: HarperPerennial, 1998.
- A good dictionary
- A good thesaurus

*Optional but highly recommended:*

- Hacker, Diana. A Canadian Pocket Style Manual. Toronto: NelsonCanada, 1995 (or any later edition).

**5. Assignments:**

	Description	Length	Date	Weight
1	In-class outline	300 words	Sept 29	5%
2	Completed essay	600-750 words	Oct 13	10%
3	In-class compare/contrast essay	750 words	Oct 27	15%
4	Argument/persuasive essay	750-1000 words	Nov 17	20%
5	Research essay	1500-1700 words	Dec 10	30%
6	Grammar quizzes (3, each worth 5%)		See schedule	15%
7	In-class work and participation		Perpetual	5%

**6. Grading system:**

9 = A+ = 95-100%	6 = B+ = 80-84%	3 = C+ = 65-69%
8 = A = 90-94%	5 = B = 75-79%	2 = C = 60-64%
7 = A- = 85-89%	4 = B- = 70-74%	1 = C- = 50-59%

**7. General information:**

Classes will proceed in part through discussion, requiring students to take an active role. If you have not completed all assigned tasks and readings before class begins, you cannot participate properly and you place an unfair burden on your classmates. To help create a positive learning environment, **I may ask students who clearly have not prepared for class to leave.**

Assignments must be handed in at the beginning of the class in which they are due; electronic submissions will not be accepted, and due dates are not negotiable. I consider an assignment received when it is in my hand; you are advised not to slip assignments under my office door. Late assignments will lose 10% per day for the first three days and will not be accepted thereafter.

If you miss an in-class assignment, you will receive a zero for the assignment unless you provide adequate proof of medical or other valid emergency. If you know in advance that you may not be able to attend class for such an assignment, please advise me as early as you can.

Marked assignments will normally be returned one week after they are submitted.

Please keep an electronic or hard copy of all essays, at least until the marked original is returned to you, in case your essay is misplaced, stolen, or damaged. You are also required to retain all returned work and produce it at my request.

Plagiarism: be extremely careful when using or working with another person's words or ideas. It is fraudulent to use either without identifying the author, and doing so can have a lasting impact on this course and your future. Refer regularly to the red plagiarism handout, and see me at any time if you have questions or concerns.

Please note that the college offers a variety of support services for students, such as academic advising, personal counseling, and a Learning Skills program. Information may be found in the Calendar, at the Registrar's Office, or online at [www.camosun.bc.ca](http://www.camosun.bc.ca).

Finally, Camosun College has developed a Student Conduct Policy. It is every student's responsibility to be familiar with this policy. A copy is available at all School Administrative Offices, at the Registrar's Office, in the Calendar, and online at [www.camosun.bc.ca](http://www.camosun.bc.ca).

**8. Predicted schedule (subject to change, with notice given):**

This schedule refers only to material included in the texts ordered through the Camosun College bookstore. I will occasionally provide additional material for reading and study; this will be provided to you either one week ahead of time, or during the class in which it will be discussed. The following are the text abbreviations appearing in the table:

- **Sexton:** Course pack for English 150-008 (James Sexton).
- **PW:** Bailey, Edward P. and Philip A. Powell, eds. The Practical Writer. Toronto: Thomson Heinle, 2003.
- **BNW:** Huxley, Aldous. Brave New World. Toronto: HarperPerennial, 1998.

<b>Date</b>	<b>Description, Topics and/or Assigned Readings</b>	<b>Assignment</b>
<b>Sept 8</b>	Introduction to course	
<b>Sept 10</b>	Collective course planning	Diagnostic writing exercise
<b>Sept 15</b>	Prewriting Writing a summary <u>PW</u> chapters 1-3 (esp. pp. 6-7, 14-21, 23)	
<b>Sept 17</b>	Sexton 4: Edgar Allan Poe, “The Cask of Amontillado” <u>PW</u> chapter 6 (“Tips on the Writing Process”) and 37 (“Parallelism”)	In-class exercise: parallel structure
<b>Sept 22</b>	<u>PW</u> chapters 9 (“Overview of Five-Paragraph Essay”), 12 (“Central Paragraphs”) and 26 (“Definitions”)	In-class exercise: topic sentences
<b>Sept 24</b>	Sexton 33-34: The sonnet Discussion of in-class outline exercise (Sept 29 – 5%)	
<b>Sept 29</b>	Counseling Services presentation (?) Sexton 9: Saki, “The Open Window” <u>PW</u> chapter 36 (“Sentence Variety”)	In-class outline (5%)
<b>Oct 1</b>	Sexton 21: Paul Roberts, “A Brief History of English” <u>PW</u> chapters 27 (“Sentence Fragment”) and 28 (“Comma Splice and Fused Sentence”)	
<b>Oct 6</b>	Subject-verb agreement <u>PW</u> chapters 4 (“Unity”) and 5 (“Coherence”) <u>PW</u> chapters 13 (“Introduction”) and 14 (“Conclusion”)	In-class exercise: unity and coherence
<b>Oct 8</b>	Revising your own drafts Sexton 1: Kate Chopin, “The Story of an Hour” Sexton 13: W. Somerset Maugham, “Appointment in Samarra”	
<b>Oct 13</b>	Using the library <u>PW</u> chapters 26, (“Definitions”), 29 (“Comma”) and 33 (“Apostrophe”)	Completed essay due (10%)
<b>Oct 15</b>	<u>PW</u> chapter 15 (“Comparison and Contrast”)	Grammar quiz (5%)

Date	Description	Assignment
<b>Oct 20</b>	Sexton 16: Irony – “Ozymandias”, “Richard Cory”, “Base Details”	
<b>Oct 22</b>	Sexton 26: Jonathan Swift, “A Modest Proposal”  Plagiarism Compare/ contrast outlining	In-class exercise: compare/ contrast outlining
<b>Oct 27</b>	<u>PW</u> chapters 30 (“Semicolon”), 31 (“Colon”) and 32 (“The Dash”)	
<b>Oct 29</b>		In-class: compare/contrast essay (15%)
<b>Nov 3</b>	Aldous Huxley, <u>Brave New World</u> ( <u>BNW</u> )	
<b>Nov 5</b>	<u>BNW</u> Argument/persuasion essays	Grammar quiz (5%)
<b>Nov 10</b>	Sexton 21: Roberts, “A Brief History of English” – yes, again! <u>BNW</u>	
<b>Nov 12</b>	<u>BNW</u> Peer edit: rough draft of argument essay	
<b>Nov 17</b>	<u>BNW</u> <u>PW</u> chapters 39 (“Subject-Verb Agreement”) and 40 (“Pronoun Agreement”)	Argument essay due (20%)
<b>Nov 19</b>	<u>BNW</u> <u>PW</u> chapters 19 (“Overview of Research Paper”), 21 (“Taking and Organizing Notes”) and 22 (“Organizing Your Thoughts and Support”)	
<b>Nov 24</b>	Sexton 38: W.D. Valgardson, “Granite Point” Outlining a research paper	Research paper proposal due In-class exercise: outlining
<b>Nov 26</b>	<u>PW</u> chapter 38 (“Misplaced Modifiers”) Plagiarism	Research paper outline due
<b>Dec 1</b>	Peer edit: rough draft of research paper	Grammar quiz (5%)
<b>Dec 3</b>	MLA – works cited or consulted lists MLA – parenthetical citations	
<b>Dec 8</b>	Final thoughts on writing, and on writing well	
<b>Dec 10</b>	Summary of class	Research paper due (30%)