

**CAMOSUN COLLEGE--COURSE OUTLINE
ENGLISH 150: ENGLISH COMPOSITION--FALL 2004**

INSTRUCTOR	Gordon Alexander
OFFICE / HOURS	Paul 322 /Mon & Wed 11:30-12:30 or appointment
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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.

PREREQUISITES: ENGL 12; or ENGL 082, and 084 or 086; or Assessment

CREDIT VALUE: 3 **CONTACT HOURS:** 3 hours per week

GENERAL OBJECTIVES: During the course you will develop your ability to write expository prose for mainly academic 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;

to read mature expository and persuasive prose by student and professional writers by learning to

- vary the reading approach for different purposes
- analyze 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

to research topics for expository papers by learning to

- 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

GRADING SYSTEM:

Excellent	Good	Satisfactory	Unsatisfactory
95 - 100 % = A+	80 - 84 % = B+	65 - 69 % = C+	50 - 59 % = D
90 - 94 % = A	75 - 79 % = B	60 - 64 % = C	0 - 49 % = F
85 - 89 % = A-	70 - 74 % = B-	I = Incomplete standing (negotiated)	

COURSE CONTENT OUTLINE INCLUDING DESIGN AND ACTIVITIES:

The course will focus on strategies in reading and writing expository and persuasive prose. Readings selected from the text form the basis for discussion, informal writing, and major assignments, depending upon student interests and needs. Working in small groups, exhibiting mastery of various paragraph patterns, and writing informally will allow you to explore and experiment with these skills as you prepare to apply them in a series of major writing assignments that move from simpler to more complex, and from more personal to more impersonal. Each assignment will require you to find and focus a topic, collect supporting material, shape and develop a draft, edit it into a finished product, and acknowledge sources. Oral presentations of several assignments may be included. Career-related tasks will form part of the course as applicable, and are encouraged.

This course is based on the following **ASSUMPTIONS ABOUT WRITING:**

WRITING IS AN ACT OF THINKING. Writing is both a finished product reflecting what we have thought and a process of discovering what we have to say through exploratory practice pieces. Meaningful writing, then, projects the writer's commitment to the ideas presented and an honest attempt to explore and extend these ideas. Consequently, we will be concerned with discovering ideas that are worth writing about.

WRITING AND READING ARE INTERDEPENDENT PROCESSES RELYING ON COMPLEMENTARY TECHNIQUES AND SKILLS. We will read, analyze, and discuss both professional and student prose to discover what writers say, how they convey their messages, and documentation conventions.

WRITING INCLUDES MUCH MORE THAN PRODUCING A FIRST DRAFT. It is a process involving decisions about purpose, audience, content, organization, and style. These decisions are made and modified as we find a subject, research, and think about it; plan, rehearse, and draft material into a composition; revise and edit the draft into finished form. Seldom is this process a neat sequence of steps; more often it is repetitive and messy. We need patience during this process.

WRITING DEVELOPS AND IMPROVES THROUGH WRITING. Completing short pieces in class and longer assignments out of class will give you the

opportunity to practice and experiment with writing strategies and to become more conscious of your process and choices.

WRITING IS A SKILL THAT CAN ALWAYS BE IMPROVED. This truth is both encouraging, in that there is room for experimenting and growing, and frustrating, in that a piece of writing is seldom truly finished. Developing your critical ability as you review your own and others' work will help you focus on what a piece says as well as catch the obvious errors.

WRITING IS DESIGNED FOR AN AUDIENCE (READERS). Class members as well as the instructor fulfill this role for you. Expect to show your work at various stages to your peers.

WRITING FOR PRACTICAL PURPOSES REQUIRES AWARENESS OF ALL ASPECTS OF LANGUAGE. To write clearly and appropriately for career-related tasks is as demanding as academic writing, perhaps more demanding. It demands attention to completeness balanced by concision, correctness, accuracy, and psychological maturity of thought and expression. It also tests creativity in complex ways.

YOUR RESPONSIBILITIES:

ATTENDANCE: You are expected to attend class prepared to participate in class activities. Consult the weekly schedule for readings and other tasks to be completed prior to class. If you must be absent, arrange with a classmate to be informed of tasks for the next class. Repeated absences (more than 6) may result in my request that you drop the course.

ASSIGNMENTS: You must submit printed copies of assignments 1 to 4 inclusive to complete the course. These assignments must follow format requirements and meet the due dates. **MAJOR ASSIGNMENTS SUBMITTED LATE WILL BE PENALIZED 5% PER DAY TO A MAXIMUM OF 5 DAYS.** Avoid penalties by starting assignments early, working through a series of stages and drafts, and seeking help from peers, the instructor, and the Writing Centre. Minor tasks must be completed on the assigned day.

RETAIN THE GRADED COPY OF EACH ASSIGNMENT FOR RESUBMISSION NEAR THE END OF THE COURSE. Also keep your early jottings, outlines, notes, and drafts. You may be required to submit your preparatory work. If you do most of your work on computers, print your material at various stages. You will need to bring drafts to class for review.

REWRITES: Those who receive D or F on Assignment 1 may rewrite the assignment after speaking with me. Those who receive D or F on other assignments should make an appointment to review their work, including plans, notes, and drafts, to decide whether a rewrite is warranted. Any rewritten assignment for the course will receive a maximum grade of C.

CONDUCT: See pamphlet of Student Conduct Policy, especially Academic Misconduct (Plagiarism), available in the registration area and on the web.

Our classroom behavior should reflect mutual respect. In practice, this means that we will listen when a classmate expresses a view, raises a question, or reports a group's conclusions, not only when the instructor speaks. Arriving on time for class and not leaving early without notifying the instructor in advance will also contribute to our efficiency and focus.

BASIS OF STUDENT ASSESSMENT

You will receive written notice of any changes to this description of assignments and weightings greater than 10%.

Two of these assignments may be graded by another instructor or marker.

1. Review of Basic Essay Pattern: Your English and Writing Experience (500-700 words)	0
2. Assignment 1: Summary of an Article and Comment (exactly 200 words plus Works Cited entry)	10
3. Assignment 2: Comparison/Contrast of Two Articles (point by point) (1000-1500 words plus at least 4 Works Cited entries)	20
4. Assignment 3: Researched Definition with Examples (900-1200 words in-class plus at least 2 Works Cited entries)	20
5. Assignment 4: Analysis using a Theory (1250-1750 words plus at least 4 Works Cited entries)	30
6. Journal Writing: Proof of Preparation and Other Tasks	10
7. Other: Oral Presentations, Self-analysis, Contribution	10
	Total 100

TEXTS: The Essentials of Academic Writing, Derek Soles, 2005
Dictionary (Oxford Canadian or Gage Canadian?)

RESOURCES: General Purpose Computer Labs: Ewing 1st Floor
Counseling Centre: Dawson 202
Learning Skills Centre & Writing Centre: Dawson 202
The Language Help Centre (International Students): Ewing

SCHEDULE AND READING LIST: Fall 2004
Pages refer to The Essentials of Academic Writing
Complete readings prior to class time

- w1 S 8 introductions, text, personal goals, tasks: journal responses and essay on your English and writing experience
- w2 S 13 essay due class time; prepare to summarize: "The Appeal of the Real: Why Reality Television Is So Popular" 203-7
- 15 test on MLA method 152-74; citation exercise using MLA conventions (Klein essay?)
- w3 S 20 prepare to summarize: "College Students' Responses to Content-Specific Advisories Regarding Television and Movies" 223-9
- 22 adding opinion; draft of Summary ready for peer review
- w4 S 27 present Summary class time, c/w Writer's Analysis; prepare essay for its use of examples: page 319 only of "Rapport-Talk and Report-Talk;" all of "Liberal Bias and the 'True-Story' Film" 170-74
- 29 in-class writing on examples or comparison/contrast
- w5 O 4 comparison/contrast options: "Predictors of Male and Female Servers' Average Tip Earnings" 252-62 and/or "The Comparative Effectiveness of CAI" 326-33
- 6 in class point by point comparison/contrast of MLA vs. APA
- w6 O 11 holiday
- 13 plan of Comparison/Contrast ready for peer review; Journal 1 due c/w table of contents
- w7 O 18 draft of Comparison/Contrast ready for peer review
- 20 present Comparison/Contrast class time, c/w Writer's Analysis
- w8 O 25 using definition: page 316 only of "Rapport-Talk and Report-Talk"; all of "Montessori: The Prepared Environment" 288-89
- 27 introductions, theses, conclusions, acknowledgments: chapter 5; prepare "The Enron Legacy" 52-5

- w9 N 1 P8: documentation task in class
- 3 draft of Researched Definition ready for peer review
- w10 N 8 complete Assignment 3: Researched Definition in class
- 10 classification/division: prepare “Weight Loss Methods of High School Wrestlers” 274-82
- w11 N 15 clarify Analysis options and criteria
- 17 applying a theory in an essay
- w12 N 22 sample essays
- 24 confirm plan of analysis paper
- w13 N 29 draft of Analysis ready for peer review
- D 1 course evaluation/self evaluation;
 final edit in-class of Analysis paper and citations
- w14 D 6 present Analysis class time, c/w Writer's Analysis
- 8 present Analysis class time, c/w Writer's Analysis

Examination period: no final examination is scheduled for this course.

REVIEW ASSIGNMENT: CLARIFYING PERSONAL INFORMATION
Demonstration of mastery of essay conventions

LENGTH: 500-750 words DUE: class time on September 27 VALUE: 0%

TASK: Demonstrate your ability to apply standard essay conventions to your personal experience by writing a short essay in which you explain your experience of English and writing. This very general subject will require focusing and narrowing as you develop a thesis and consider ways to support it. Group ideas into well-formed paragraphs, and add enough detail to be clear to your readers. Write for your fellow students: bear in mind their extensive knowledge and considerable sophistication. Proof read carefully, and follow the format requirements exactly.

TOPICS: sample basic essays are in Essay Essentials with Readings: Norton and Green

"What I Have Lived For" B. Russell p. 5

" Flunking in Style" N. Waldman pp. 59-60

"How to Play Winning Tennis" pp. 149-50

"How They Get Pancake Sauce from Trees" G. Rowan pp. 151-52

An open-ended topic within a restricted format allows considerable variation. For example, you could consider the past as Russell does, or the future, or consider changes from past to future, or contrast your experience with English and writing with others. You might use humor, irony, extended examples, or a persona, so long as we learn about your language history, enjoy the writing, and become convinced of your mastery of "the standard essay." You may discuss your intentions with me as you progress to a draft to confirm its appropriateness; use your peers to test ways of making the piece worth reading.

Some class time will be spent clarifying this task and the characteristics of an excellent response. You can be sure, though, that things stressed in earlier writing courses about clear expression, thorough development of ideas through examples, definition and careful analysis, a useful and obvious structure, and correct English appropriate to a college course will be minimum requirements for a positive response. Submit copies of planning and drafting work attached to the presentation copy. Plan now to have such material, as the course progresses. Good luck.

Attending to the following aspects of your paper will help you write for your reader's engagement and ease:

thesis that expresses your view on the topic (not just a fact)

organization that reveals a sequence (not just random points)

paragraphs that develop with real detail (not just general stuff)

content that reveals your insights (not just obvious truisms)

sentences that are readable (not distracting with errors and tangles)

words that are fresh and exact in context (not trite nor clichéd)

ATTACH a thoughtfully completed Writer's Analysis sheet to your essay, and submit your rough work following the essay itself.

In-class we will hear your title, your thesis, and one thing you learned about writing from completing the paper.

FORMAT FOR ESSAY ASSIGNMENTS

1. Assignments must be word-processed or typed on 8 ½" by 11" white paper.
2. Double space within and between paragraphs and Works Cited entries.
3. Use one side of the paper only. Leave reasonable margins on all edges (about 1 ½" on the left and top, and 1" on the right and bottom).
4. Number the pages in either the top right-hand corner or at the bottom centre. Use Arabic numerals (1, 2, 3, etc.) with no other marks.
5. Indent the first line of each paragraph 5 spaces.
6. Follow MLA parenthetical style conventions. Underline titles of separate publications (books, magazines, plays, long poems). Use quotation marks for all other titles (articles, subdivisions of books, short stories, short poems).
7. On a cover-title page, show the title of the essay, your name, the instructor's name, course number, and date of submission centered and attractively spaced. Use an informative title. Do not underline or enclose in quotation marks the title of your essay.
8. Staple the pages in order. Do not use a plastic cover or duo-tang.

ASSIGNMENT 1: SUMMARY and COMMENT on an Article

LENGTH: exactly 200 words **DUE:** class time September 27 **VALUE:** 10%

TASK: Demonstrate your ability to read for a thesis (main claim), extract an outline, and summarize an article, before commenting upon it, all in clear, correct, and concise English.

TOPICS: Demonstrate your ability to read critically and express your views clearly by writing a summary and adding a very brief comment on one of

"Saving the Vancouver Island Marmot" H. Ng pp. 197-201

"The Rise and Fall of the Music Hall" K. Anderson pp. 234-7

"Each to His, Her, and Their Own: Gender and Pronoun Agreement in English" P. North pp. 238-41

"Controlling Communication Apprehension" M. Osborn and S. Osborn pp. 283-6

"Rapport-Talk and Report-Talk" D. Tannen pp. 316-24

A summary requires you to present the ideas of the original carefully, and to examination the writer's use of various techniques to achieve an assumed purpose. Although it is possible to blend summary and comment, it normally feels more natural to retain an introduction and conclusion, and to separate the body of your work into a summary section followed by a comment upon the original. In a 200 word piece, the introduction (context and thesis) will likely be a single sentence, and the conclusion may be a single sentence which contains your comment.

SOURCES AND DOCUMENTATION: Since the assignment uses only the course text, any documentation seems artificial. However, for practice and proof of skill, you must include an intext citation, as well as a Works Cited entry at the end, but not on a separate page, using the current MLA practices. Exclude the Works Cited entry from the word count.

FORMAT: see Assignment 1

Your summary and comment will be evaluated for the following:

thoughtful, informative content c/w accurate summary and clear comment,

organization c/w introduction, body-- exhibiting a planned progression with transitions, and conclusion/comment

readable prose: clear, correct, concise sentences (no accidental fragments or run-ons) and appropriate diction (word choice)

appropriate Works Cited entry

**ASSIGNMENT 2: COMPARISON/CONTRAST (point by point)
INVESTIGATION OF TWO PERSPECTIVES OF A TOPIC
with Sources Acknowledged using MLA Conventions**

LENGTH: 1000-1500 words DUE: class time on October 18 VALUE: 20%

TASK: Examine some issue addressed in two printed articles, demonstrating your ability to investigate a topic, to think seriously about what you discover, to draw a conclusion, and to present your findings in an informative paper for your peers utilizing a point by point organizational pattern. You will use at least four references in the paper. In addition, you will present a two minute oral overview in class when we will hear your reason for choosing the topic; your title, thesis and main sections or points; and one noteworthy thing you learned from completing the paper.

TOPICS: Select any essay in our text, or in 75 Readings: An Anthology; True North: Canadian Essays for Composition (MacDonald); or Critical Strategies for Academic Writing (Kiniry and Rose). The first step is to read to find the real but often subtle differences in essays, and then to examine these very closely for their bases and implications. Report your selections to me in a scheduled interview prior to creating a draft.

SOURCES AND DOCUMENTATION: Use at least 4 sources, typically articles from magazine or journals, essays in anthologies, general reference texts, books, and various sources on the internet. I recommend using hard copy sources whenever possible.

Attach a completed Writer's Analysis form to your paper.

ASSIGNMENT 3: Researched Definition with Examples

LENGTH: 900-1200 words DUE: during class on November 8 VALUE: 20%

TASK: Explain clearly the current meaning of a word or phrase using examples.

TOPICS: Clarify your understanding of a word or phrase which is unfamiliar (“edge city”), or abstract (“deviant”), or controversial (“terrorist”). Two research sources are required. Your paper will be in your own voice, but will include two quotations from two different sources, neither of which may be a general purpose dictionary. Do not use personal interviews.

You will write the paper in class, but the preparation at home can be just as thorough as for a home paper. You will be allowed one 3x5 card on which you can record your outline, the quotes you plan to use, and the Works Cited details for accuracy; you must submit the card with your finished essay. Plan to use a paragraph each for introduction and conclusion, and some simple, coherent pattern for the body paragraphs.

DOCUMENTATION: Use the MLA system of parenthetical citations and a Works Cited list at the end of the paper

FORMAT: Bring your own paper, and write in any format easily read by a marker. Personally, I learned to double space such exercises so that I could make minor changes when I re-read it prior to submission; also, I learned that it is hard to read writing over Braille, so I use one side only.

Attach a completed Writer's Analysis form to your paper.

ASSIGNMENT 4: Analysis using a Theory

LENGTH: 1250-1750 words DUE: class time on December 6/8 VALUE: 30%

TASK: Explain the usefulness of a model, theory or definition in understanding an experience, case, event, story, or reading. (If you apply a theory to your own experience or a friend's, your grade will not exceed B+.)

Topic: Find a model/theory/definition from one of your courses, or from your interests, to apply to an experience or "case". Consider using a theory of laughter like Koestler's "Logic of Laughter" to explain why we laugh at "The Simpsons". Other theories of laughter are available from Henri Bergson to Teflinger. Consider Oberg's theory of "culture shock" to understand your new experience or to understand a fictional character; or "The Stockholm Syndrome" in Graham's Loving To Survive in the library. Jeffrey Shrank's "The Language of Advertising Claims" is a useful theory, too, to apply to the language of advertising. See http://papyr.com/hypertextbooks/engl_102/suasive.htm or the book in the library: Jeffrey Schrank "The Critical Evaluation of Advertizing Claims" Deception Detection: An Educator's Guide To The Art of Insight Beacon Press: Boston 1975 3-10. Apply Irving Janis' theory of 'groupthink' (<http://www.cedu.niu.edu/~fulmer/groupthink.htm>) to a recent fiasco, like the Belgian coca-cola over reaction. (See also <http://www.cedu.niu.edu/~fulmer/groupthink.htm>) For other theories and cases, consult Kiniry and Rose's Critical Strategies for Academic Thinking and Writing (301-355) on reserve in the library.

Purpose: To apply theory to previously unanalyzed material.

Organization: Expect to use comparison /contrast. You will want to use summary, definition, classification and example, too.

Sources: Use at least 4 substantive research sources, each of which must be cited in the body of your essay.

Check List:

- Useful title
- Substantive introductory paragraph which includes an introductory remarks and clear personal thesis
- Quality of the challenge of the thesis
- Brief summary of a theory or model
- Brief summary of material to be analyzed
- Systematic application of parts of theory to raw data
- Development of analysis using examples, and comparison
- One appropriate metaphor
- Required length
- Readable (correct sentence level mechanics)
- Quality of and correct use of at least 4 citations
- Works Cited page with minimum of 4 entries
- Lack of wordiness
- Use of active verbs (and appropriate passive verbs)
- Non-sexist language
- Complete Self-analysis Form