

CAMOSUN COLLEGE
School Of Arts & Science
English Department

ENGL 150 - English Composition
Fall 2004

COURSE OUTLINE

The Approved Course Description is available on the web: www.camosun.bc.ca

1. Instructor Information

- (a) Instructor: Dr. Nigel Brooks
- (b) Office hours: Monday & Thursday (10:30am – 12:30 pm)
- (c) Location: Paul 237
- (d) Phone: 370-3302
- (e) E-mail: brooks@camosun.bc.ca
- (f) Website: www.camosun.bc.ca

2. Intended Learning Outcomes

Students will:

write expository prose for various purposes and audiences

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 their 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

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

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3. Required Materials

- (a) *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook*. Second Canadian Edition. Reinking, Hart, von der Osten, Cairns and Fleming.
- (b) A dictionary.

4. Course Content and Schedule

Purpose of the Course:

The overall purpose of the course is to turn the student into a clear and effective writer by emphasising the stages through which an essay evolves: brainstorming on a subject, choosing a thesis, drawing up an outline, prewriting a rough draft, revising the draft, producing a more polished version of the essay and realising that further improvements can be made to this version. The other basic premise of the course is that the ability to write well stems from the ability to read effectively. Active reading and writing activities will occur in class and all such work will count towards the final grade. There may be occasional supplementary essays to read--essays that are not in the main text.

From the outset there will be constant recourse to discussion groups and peer reviewing so that the student is made aware of how he can write for different audiences and not just for the instructor. The function of the instructor is to facilitate the writing process in a workshop environment and thus the instructor does not lecture exclusively but fosters discussion in a seminar situation. Study period time will be devoted to various projects, both group and individual. Students will also assess their own progress in the course and voice any concerns they may have; these study periods provide an opportunity for feed-back from student to instructor.

There will be analysis of essay writing successes and failures drawn anonymously from the students' own work. From the very first week, preparation will begin for the research paper; close attention will be paid to research techniques and a library orientation tour will be organised in the first few weeks. Students will give progress reports on their work to each other, and finally, to the class as a whole, in the form of the oral report. Later in the semester there will be debates in class to help students organise a coherent argument.

Because of the active participation of the students in classroom strategies, regular class attendance is crucial. If a student is frequently absent from class, he or she is missing much of crucial importance and will be asked to drop the course. To end on a positive note, however, this course is designed to let the student explore many of his or her own interests through writing, reading and discussion, thereby creating greater self-awareness and self-confidence for all future endeavours.

Assignment Schedule:

Week One:

Course Introduction

In-class narrative essay on intense personal experience with weighting of 5%

Week Two:

Introduce peer reviewing and establish discussion groups

Background history to English 150

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Week Three:

Students should have read Philip Ross's *The Boy and the Bank Officer* and Evelyn Lau's *An Insatiable Emptiness*
In-class test on the above essays
In-class activities will carry a weighting of 15%
Library Orientation

Week Four:

Students should have read Candace Fertile's *The Oldest Profession: Shopping* and Stephen Perrine's *The Crystal Healer Will See You Now*
In-class test on the above essays
Overview of the English language

Week Five:

In-class descriptive essay on a person or place that is memorable to you due in with weighting of 10%
Review of grammatical errors
In-class group work on advertisement for Camosun College

Week Six:

Students should have read Christopher Dewdney's *After Deep Blue* and Stephen L. Carter's *The Insufficiency of Honesty*
In-class test on the above essays

Week Seven:

In-class expository essay on hobby or recreational activity with weighting of 10%
Instruction on how to give an in-class oral progress report

Week Eight:

Conferences with students

Week Nine:

Oral reports with weighting of 10%

Week Ten:

Oral reports conclude
Outline of research essay due in with weighting of 10%

Week Eleven:

Students should have read Brad Evenson's *Native Postmodernism* and Kalle Lasn's *Media Carta*
In-class test on the above essays
Form debating teams and start preparing debates

Week Twelve:

Debates begin with weighting of 10%
Research essays due in with weighting of 20%

Week Thirteen:

Debates continue

Week Fourteen:

In-class argumentative essay with weighting of 10%

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5. Basis of Student Assessment (Weighting)

(a) Assignments

There are four essays of between 500 and 750 words in length, classroom activities and exercises, an outline, an oral presentation of ten minutes, a debate and a research essay of between 1000 and 1500 words. This schedule does not detail everything that will be done in the course and it is subject to alteration, for example, more than two of the essays may be written in class.

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of 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>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8>