

English 150
Fall 2004
Sections 01, 26, 27 & 35

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Course Credit Value: 3

Prerequisites: C+ in English 12; **or** English C in 082 & 084; **or** assessment

Course Description

This course centers on generating, 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.

Core Learning Objectives

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 and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's 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

Required Texts

The Prentice-Hall Classic Short Prose Reader (Farvolden & Lumsden)
Handbook (TBA)

Assignments

<u>Summary</u>	<u>10%</u>
<u>Comparison/Contrast Essay</u>	<u>20%</u>
<u>Tests (2)</u>	<u>30% (15% each)</u>
<u>Exercises (2)</u>	<u>10%</u>
<u>Final Essay</u>	<u>30%</u>

Evaluation

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

All papers will be give a numerical grade to reflect the value in the term's work. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (85 - 100%) Superior level of achievement - worth consulting.

exceptional insight into material or topic
detailed, significant discussion
effective organization for paper's purpose
fluent, error-free expression

B Range (70 - 84%) High level of achievement - worth keeping.

competent treatment of material or topic but less originality or
perception than for A
full but not so detailed discussion as for A
organization contributing to sense but remaining workmanlike
expression free of common errors

C+ (65 - 69%) More than satisfactory level of achievement - worth doing.

sound content, reasonably well organized
clear but somewhat mechanical organization
expression generally free of errors that confuse sense. May display content at the B or even A level but with more than one or two serious mechanical errors.

C (60 - 64%) Sufficient level of achievement to proceed with next level - readable.

acceptable but commonplace content adequately supported
mechanical but generally coherent organization
adequate but sometimes confusing expression

D (50 - 59%) Minimum level of achievement for which credit is granted - worth reworking.

limited or misleading content with inadequate or inappropriate support
incomplete or confusing organization
frequent errors in expression that confuse sense

F (Below 50%) Minimum level not achieved - worth discarding.

inadequate or inaccurate content
incoherent organization
many errors in expression
basically, no apparent effort made in the paper at all

Course Policy

Attendance:

-This course requires participation by class members, so it is important that you attend in order to peer edit and contribute to class discussions. Regular and prompt attendance is required.

Assignments:

-Assignments are mandatory and due according to the dates & times specified. Late work will not be accepted and will receive a grade of 0 (zero).

-Do not e-mail assignments.

-Please keep a copy of all work - including material you hand in - until final marks have been posted.

Student Disabilities:

-I would like to hear from students who have a disability that may require some modification in my teaching so that arrangements may be made to make them feel more at ease in class.

Academic Honesty:

-I develop a sense for the style and syntax of your writing, and it is relatively clear when a written submission is not representative of your work. I also routinely use www.plagiarism.org to upload essays and check any suspected instances of plagiarism against sources on the Internet. Please note the various forms of plagiarism: (1) Plagiarism includes the literal repetition without acknowledgement of the writings of another author. All significant words, phrases, clauses, or passages in a student's paper that have been taken directly from source material must be acknowledged. (2) Plagiarism includes borrowing without acknowledgement another writer's general plan, outline, or structure of argument in the creation of one's own organization. (3) To paraphrase the thoughts of another writer - even if not taken literally word for word - without acknowledgement of the source is plagiarism. Plagiarism includes borrowing another's ideas and representing them as one's own. (4) Plagiarism includes allowing any other person or organization to prepare the paper and submitting it as one's own work.

Plagiarism is a serious offence. All offences will be reported and will result in a failing grade for the course. If you have any questions about source materials you are using, talk with me *before* turning in the assignment in question.

ENGLISH 150 TENTATIVE SYLLABUS

Reading assignments & page numbers below are from *Classic Short Prose Reader*.

Week 1 (Sept 7)

Class 1: Course requirements; Scholarly Inquiry

Class 2: Diagnostic

Read Joan Didion (page 16)

Week 2 (Sept 14)

Class 1: Plagiarism; Writing summaries

Class 2: Generating ideas; Outlining

Read Stephen Jay Gould (page 31)

Week 3 (Sept 21)

Class 1: Research Paper Documentation; The Quotation

Read Margaret Laurence (page 44)

Class 2: Summary (in-class) Due

Week 4 (Oct 05)

Class 1: Thesis statements; Essay organization; Paragraphing

Class 2: Drafting & revising

Exercise 1 Due

Week 5 (Oct 12)

Class 1: Body Paragraphs

Read Stephen Leacock (page 50)

Class 2: Rigor in Research Writing; The Research Question

Week 6 (Oct 19)

Class 1: No Class (Thanksgiving)

Class 2: Test 1

Week 7 (Oct 26)

Class 1: Arguments & Logical Fallacies

Read Lewis Thomas (page 104)

Class 2: Comparison/Contrast Essay

Read James Thurber (page 129)

Week 8 (Nov 02)

Class 1: Comparison/Contrast (con't)

Class 2: Grammar workshop

Comparison/Contrast Essay Due

Week 9 (Nov 09)

Class 1: Style; Sentence Variety

Read Margaret Visser (page 136)

Class 2: Grammar workshop

Week 10 (Nov 16)

Class 1: Final Research Paper Topics; Library

Class 2: Test 2

Week 11 (Nov 23)

Class 1: Final Essay Outline

Read Mary Wollstonecraft (page 156)

Class 2: Class Workshop

Week 12 (Nov 30)

Class 1: Peer Editing

Class 2: Peer Editing

Exercise 2 Due

Week 13 (Dec 07)

Class 1: Final Essay Due

Class 2: Review

150 Assignments

Summary

This is a 250-word summary to be written in class. You will write a summary of the Gould or Laurence essay. You will not know in advance of class which reading to write a summary for, so prepare for both. The exercise evaluates your ability to write an effective summary (vs. a paraphrase), your mastery of the reading(s) and your written English. The objects of the summary are to:

- Clearly state the main purpose
- Show all of the primary ways the essay is developed
- Use language that does not offer an evaluation of the article
- Provide logical movement from sentence to sentence
- Use language that is precise, clear, and free of errors

Exercise 1

This exercise will involve writing an introductory paragraph. The paragraph should be filled in and demonstrate good logical flow. The objectives are to:

- Clearly provide context and an effective lead-in
- Provide a clear, focused thesis statement
- Show the structure of an argument with explicit body topics

Write an introductory paragraph that *responds* to either the Gould or the Laurence essay.

Test 1

The test will cover material covered and assigned in class – points of grammar & mechanics, essay writing, and the readings. You cannot use any texts/material during the test. The test will take approx. 60 mins. The test is designed to evaluate your command of the course material.

Comparison Essay

The essay should be approx. 1000 words in length.
The objectives are:

- To illustrate a comparison/contrast from one set of criteria
- To formulate the criteria in a comparative/contrastive thesis statement

- To demonstrate a specific pattern of organization (point by point or block)

Choose one of the following topics for your essay:

1. A hero today and in the past
2. Two pieces of art
3. Two pieces of technology
4. Two places you've lived in or visited
5. An opinion you held before coming to college that has changed
6. Your attitude toward a social custom or political belief

Test 2

The test will cover material covered and assigned in class – points of grammar & mechanics, essay writing, and the readings. You cannot use any texts/material during the test. The test will take approx. 60 mins. The test is designed to evaluate your command of the course material.

Exercise 2

This is based on the peer editing exercise. You will exchange your final draft with a partner in class. You will have a peer editing worksheet to fill out. The exercise provides you a chance to demonstrate your editing skills. The worksheet will be handed in at the end of class. The objectives of the exercise are to:

- Be specific in your points of criticism
- Demonstrate a command of grammar and technical terms
- To appreciate the value of collaborative revision

Final Essay

Your final essay is to be a formal research essay. You are required to use at least three sources of which only one can be from the internet. The essay should be approx. 1500 words in length. The objectives of this assignment are to:

- Demonstrate an ability to research
- Demonstrate the purpose of the research
- Demonstrate an ability to identify and state arguments
- Identify assumptions and state the implications of an argument
- Critically evaluate arguments
- Develop well-reasoned conclusions supported by relevant support
- Document research sources and findings

Topics are open, but must be cleared with me in advance. Note that the essay must be handed in the last day of class.

