

**School of Arts & Science
DEPT**

**English 150-49, English Composition
Fall 2004**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor: Suzan Last _____
- (b) Office hours: Monday 1:30-2:30; Fridays 12:30-1:30 _____
- (c) Location: Paul 330 _____
- (d) Phone: 370-3350 _____ Alternative _____
- (e) E-mail: last@camosun.bc.ca _____
- (f) Website _____

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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 such as research and criticism

Analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style.

Summarize expository prose in their 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.

3. Required Materials

- Texts: *Landmarks: A Process Reader for Canadian Writers*. Eds. Roberta Birks, et al.
- Recommended: a good college level dictionary and grammar handbook

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

Topics	Readings to be discussed
Sept 7 Introduction to course; Diagnostic Essay	
Sept 10 Freewriting, brainstorming, etc. In class writing	Chapter 1 (p. 1-6) “Freewriting” (p. 12)

Sept 14 Ideas and Details: workshop	
Sept 17 Methods of Development (Ch. 2) Proposals for Essay 1	Chapter 2, (50) “Hooked on Trek” (73) “Gals and Dolls” (87)

Sept 21 Informative/Descriptive Essays Using Figurative Language	“An Insatiable Emptiness” (157) “Art of Surgery” handout
Sept 24 Essay #1 Due Ch. 3: Arrangements Opening Paragraphs	Ch. 3 (133)

Sept 28 Compare and Contrast essays strategies	“Egg and Sperm” (169)
Oct 1 Transitional Words and Phrases Proposals for Persuasive essay due	“The Disposable Rocket” (266)

Oct 5 Logic and Logical Fallacies	“From Rhetoric” (277)
Oct 8 Persuasion	“The Female Body” (211)

Oct 12 Persuasive Essays Due Analysis and Critical Thinking Thesis Statements	Ch. 6 (365-74, “Barbie Bashing”) “Prostitution of Academia” (190)
Oct 15 Analysis Workshop Proposals for Analytical Essays due	

Oct 19 Summary, Paraphrase, and Quotation	
Oct 22 Sentence Structure Review Incorporating Quotations	“Capital Punishment” (279)

Oct 26 Analytical Essay Drafts Due: Peer Edit	
Oct 29 Chapter 4 Style	Ch. 4 (204-10) “Politics and the English Language” (329) “Simplicity” (45-50)

Nov 2 Analytical Essays Due Chapter 7: Writing Research Papers	Ch. 7 (377-404)
Nov 5 TBA	

Nov 9	Proposals for Research Papers Due MLA Style Workshop Research Methods
Nov 12	Methods of Conclusion

Nov 16	Opening Paragraph and Outline (in class)
Nov 19	Source Summary (in class)

Nov 23	TBA
Nov 26	TBA

Nov 30	Research Essay Draft due: Peer Edit
Dec 3	TBA

Dec 7	TBA
Dec 10	Final Essays Due

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a) Assignments

- 1) Descriptive Essay – 10%
- 2) Persuasive Essay – 15%
- 3) Analytical Essay (proposal, draft, peer edit and final essay) – 20%
- 4) Research Essay (proposal, Introductory Paragraph and Outline, Draft, Peer Edit) – 40
- 5) Source Summary 5%

(b) Quizzes and in-class writing exercises: 10%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Insert appropriate approved grading system – see last page of this template.)

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%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

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.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html