

ENGLISH 150: ENGLISH COMPOSITION

SECTION 6, Winter 2005

INSTRUCTOR: Dr. Maureen Niwa-Heinen EMAIL: nheinen@camosun.bc.ca
LECTURES: Tues., Thurs. 8:30-9:50 PHONE: Office 370- 3342 / Emergencies 479-9273; 884-2282
LOCATION: Fisher 306 OFFICE: Paul 326
OFFICE HOURS: Tues. 10:00-12:00, Wed. 10:00-12:00, Thurs. 10:00-11:00.
If you need to see me outside of scheduled office hours, please make an appointment.

REQUIRED TEXTS:

M. Garret Baumann. *Ideas and Details*. Fifth Edition. **Mandatory.**
English 150, Sections 2, 6 *Course Pack*. **Mandatory.**
Jane E. Aaron and Murray MacArthur. *The Little, Brown Compact Handbook*. (Highly recommended).
College/university level English dictionary (such as Oxford's or Webster's).

COURSE DESCRIPTION:

English 150 introduces you to writing and research skills for producing effective college and university-level essays. Effective writing is a **balance and relationship of ideas and details**. In this course, writing skills are developed through essay compositions that conform to an academic standard style of writing. The skills gained in this course are directly transferable to other college and university courses, and programs that require essay writing. The essays assignments here include a wide variety of essay writing styles: analytical, descriptive, persuasive, and argumentative. Based on individual class needs, we will integrate grammatical components as needed.

Keep in mind that English 150 is an intensive writing course, and that effective writing requires time!

We will cover all of the different compositional stages required for **effective writing**: brainstorming, planning, scheduling, structuring, drafting, revising, editing, and proof reading. These stages will be initiated in class through lectures, writing exercises and activities, group work, group/class discussion, and individual writings. In writing workshops, peer-edit reviews will improve your drafts and allow you to gain the editing skills needed for academic writing.

Peer reviews are an essential part of this course—don't miss them!

The **research essay**, a major component in this course, started early in the term, is an on-going project throughout this course. Through this assignment you will gain the academic skills required for academic research, including: library use, source search, source synthesis and integration, bibliography, and MLA documentation.

Valuable notes and exercises, as well as class readings, can be found in the course-pack. They will form the basis for a number of our lessons, so buy a course pack as soon as possible. Textbook readings in *Ideas and Details* will accompany specific assignments.

English 150 equips you with the skills you need to become a better writer, researcher, and editor. Ultimately, writing is a process of self-discovery and self-expression. I look forward to helping you bring your ideas into print!

"My aim is to put down on paper what I see and what I feel in the best and simplest way."
~ Ernest Hemingway ~

IMPORTANT:

Read this syllabus in its entirety.

Consult the *Course pack, Section One* for important information you need regarding **assignment expectations, presentation, and submission, letter grading and explanation of evaluation.**

Our classroom environment is one of mutual respect and active exchange. Be prepared to listen attentively, as well as contribute to class discussion in a spirit of good will at all times.

COURSE OBJECTIVES:

By the end of this course, you should be able to:

- Write well-structured essays which present an integration of ideas and details for specific audiences and purposes;
- Develop thesis statements which accurately reflect the arguments of your essays;
- Be familiar with various methods of outlining;
- Make informed decisions regarding essay planning, scheduling, and structuring;
- Make critical readings of texts written by professional writers and identify logical fallacies;
- Collaborate with a peer-group in a professional manner on all aspects of writing;
- Know how to give effective, critical feedback on essays for editing and proofing;
- Have an accurate understanding of how readers interpret your writing;
- Use direct quotation, paraphrase, summary, examples and other supporting details in your essay;
- Control all stylistic factors of writing, including voice, tone, figuration and perspective;
- Use the college / university libraries as research sources;
- Demonstrate all technical writing skills: paragraph construction and organization, sentence structure, coherency and unity, transitions, clarity and coherence, mechanics (grammar, syntax, punctuation, spelling, capitalization);
- Identify common grammatical and punctuation errors, and know how to correct them.

"The art of writing is the art of discovering what you believe."
~ Gustave Flaubert ~

EVALUATION:

Evaluation for English 150 is based on two important factors: peer reviews and essay assignments.

For both of these, **CLASS ATTENDANCE IS ABSOLUTELY COMPULSORY**. Students who do not attend class regularly, or who fail to hand in assignments, are advised to drop the course by the designated deadline.

MISSED CLASSES: It is your responsibility to get the lecture notes and handouts that you have missed in class. You may consult me about missed class content during office hours (not during our class period).

PEER REVIEWS: You cannot “make up” a missed peer-edit review. If you miss a peer review, provide written documentation of a medical emergency, or other valid reason for absence.

ALL peer-edit reviews must be handed in with your final assignments. *** Please be prepared to take some peer-review material for home-work, if class-time does not allow you to fully complete the peer-review process.*

LATE ESSAYS: Late essays will receive a letter grade and percentage, *but no commentary*. No essays are accepted if handed in later than two weeks after the assignment date.

ESSAY ASSIGNMENT/ EXAM DESCRIPTION AND DUE DATES:

Asterisked (*) assignments are written in-class. Due to time constraints on marking, these assignments will not received extended written feedback, but you are welcome to review these with me further if desired.

| Assignments/Exams | Length | Value | Due Date | Focus |
|-----------------------------------|---|--|---|---|
| In-class Narrative | 1 - 1.5 pages | 0% | First day of class | Diagnostic |
| Descriptive Essay | 600 words; 3 pp. | 15% | February 1 | Paragraph structure |
| * Persuasive Essay | 600 words; 3 pp. | 15% | March 1 | Persuasive structure. |
| Research Essay | 1500 words; 8 pp. | 35% | March 22 | Argue; documentation |
| Comparison/Contrast | Approx. 600 words (Oral and written) | 15% (10% oral presentation; 5% abstract) | See schedule for presentations; Abstract due: April 12 | Analytical |
| * Final Exam, includes Grammar | 700 words | 15% | Last class day: April 14 | Grammar, critical reading, composition |
| * Participation, PR | | 5% | All term | Active contribution |

| Assignment | Peer Review | Due Date |
|-------------------|-------------|----------|
| Descriptive Essay | Jan. 27 | Feb. 1 |
| Research Essay | March 17 | March 22 |
| Comp./Contrast | April 7 | April 12 |

ENGLISH 150: CLASS DESCRIPTION & PREPARATION

Note that this schedule is tentative and may be subject to change during the term. “Preparation” includes weekly readings in *Ideas and Details* (listed after this schedule) and the Coursepack (assigned in class).

| Date | Topic | Your Preparation |
|---------|---|---|
| Jan. 11 | Introduction to Course & Class Members Diagnostic in-class Essay | Read syllabus & Course pack: Section One. |
| Jan. 13 | Ideas & Details in effective writing. | Bring an advertisement to class. |

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| | Critical Reading Skills: Ad Critique (unmarked). | |
| Jan. 18 | Brainteasers: Mind, Senses, Imagination Grammar Focus: <i>Sentence Types</i> Paragraph Construction | Grammar exercises |
| Jan. 20 | Essay Structure; Beloved object brainstorming. Sensory Imagery. | Choose research essay topic. Bring a beloved object. |
| Jan. 25 | Research Essay Topics. Poetic Elements in description. | Draft Descriptive essay. |
| Jan. 27 | Grammar: <i>Transitions, Broad References</i> Figurative Language: The Power of Poetry in description. | PEER-REVIEW: DESCRIPTIVE ESSAY, in class Jan. 27. |
| Feb. 1 | Research Essay Topic: Looping Exercise From Outline to Thesis; Outline Styles. Effective Thesis Statements | DESCRIPTIVE ESSAY DUE, in class: Feb. 1. |
| Feb. 3 | Library Visit. Collecting Research Sources. | |
| Feb. 8 | Grammar Focus: <i>Run-on, Fused Sentences; Comma Splices</i> | LIBRARY EXERCISE due in class, Feb. 15. |
| Feb. 10-11 | <i>Reading Break: No class.</i> | |
| Feb. 15 | Persuasive Essay Structure and Logical Fallacies. Rhetorical figures. Discussion of poems. | Study and analyse poems and essays in Persuasive section in course pack. |
| Feb. 17 | Discussion of poems. Grammar Focus: <i>Modifiers, Passive voice.</i> | Prepare for in-class essay by doing the readings. |
| Feb. 22 | Anticipating an Audience in persuasive essays. Discussion of selected essays. Grammar Focus: <i>Commas.</i> | Prepare for in-class essay by forming an outline. |
| Feb. 24 | Completion of text discussion. Preparing for the in-class essay. | |
| March 1 | Persuasive essay written in class (80 mins.). | PERSUASIVE ESSAY DUE, written in class March 1. |
| March 3 | Bibliography: Sources, Styles, Formatting. Note-taking; citations. | Draft research paper bibliography. |
| March 8 | MLA Documentation. Grammar Focus: <i>Pronoun and subject-verb</i> | Invited to submit bibliography. |

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| March 10 | <i>agreement.</i> | Skits. |
| March 15 | Plagiarism. | Finish Draft of Research essay. |
| March 17 | Quotation Integration in MLA format. Grammar Focus: <i>Parallelism</i> . | PEER REVIEW: RESEARCH PAPER, in class March 17. |
| March 22 | Peer review of research essay. | RESEARCH PAPER due in class, March 22. |
| March 29 | Introduction to comparison and contrast analysis. Class discussion of shared short story. | Have short story read in advance. |
| March 31 | Guidelines for Oral Presentations. In-class group-work on oral presentation. | |
| April 5 | Oral Presentations on short stories. | |
| April 7 | Oral Presentations on short stories. | PEER-REVIEW: COMPARISON/CONTRAST ABSTRACT due in class April 7. |
| April 12 | Peer-review of Comparison/Contrast abstract. Grammar review. | COMPARISON/CONTRAST ABSTRACT due in class, April 12. |
| April 14 | Final exam prep. Class Party. | FINAL EXAM, written in class, April 14. |

English 150: Reading Assignments

All readings refer to the textbook, *Ideas and Details* (5th edition) by Garrett Baumann. Readings from the *Coursepack* will be assigned at each class. Readings are to be completed *before* scheduled classes on the following weekly basis. *Come to class prepared!*

| <i>DATE</i> | <i>IDEAS & DETAILS</i> |
|--------------------|-----------------------------------|
| Week One | Chapter 1 |
| Week Two | Chapters 2, 3, 4 |
| Week Three | Chapter 8 |
| Week Four | Chapter 5, 9,10, 11 |
| Week Five | Chapter 14, pp. 301-320 |
| Week Six | Chapter 12 |
| Week Seven | Chapters 8, 16 (Grammar) |
| Week Eight | Chapter 14, pp. 320-323 |
| Week Nine | Chapter 14, pp. 324-348 |
| Week Ten | Chapter 7 |
| Week Eleven | Chapter 13 |

IMPORTANT DATES:

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| January 24 | <i>Tuition fees due.</i> |
| February 10-11, March 25-28 | <i>College closed for Reading and Easter Break..</i> |
| March 14 | <i>Last day to withdraw without a failing grade.</i> |
| April 18-23, 25-26 | <i>Exam period.</i> |

****IMPORTANT:** See the [Coursepack, Section One](#) for detailed information on:

- Essay presentation guidelines;
- grading standards & evaluation;
- late assignments;
- missed classes and
- peer-edit reviews.

Any questions? Please ask!

