

School of Arts & Science
Department of English

Engl 150-015: English Composition
2005W

WT 103, Tu 3:30-4:50 WT 101, Th 3:30-4:50

1. Instructor Information

Instructor: Richard Pickard

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Office hours: Thursday 2:00 to 3:20, or by appointment

2. 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. Individual assignments range from 500-2,500 words in length (course total of 4,000-4,500 words).”

3. Intended learning outcomes:

Writing:

- develop a mature writing process, which includes pre-writing, outlining, drafting, peer editing, revising and proofing
- shape thoughts and ideas into unified, coherent paragraphs and essays
- select and use rhetorical patterns to serve various purposes and audiences
- use language precisely, effectively and grammatically
- vary writing style through sentence variety, vocabulary and figurative language

Reading:

- read mature expository and persuasive prose by student and professional writers
- analyze prose by identifying controlling ideas, supporting ideas, dominant rhetorical patterns, tone and style
- summarize prose (to reflect original idea, organization, tone) in different words

Researching:

- use a variety of sources (print, non-print, informal, interview) in expository paper
- choose to summarize, paraphrase, or directly quote from sources
- integrate the borrowed information smoothly and effectively into the paper
- document sources fully, ethically and according to bibliographic conventions

4. Materials:

Required:

- Course pack for English 150-015 2005W.
- Norton, Sarah, and Brian Green. Essay Essentials With Readings. 3rd edition. Scarborough: Thomson Nelson, 2003.
- A good dictionary.
- A good thesaurus.

5. Graded assignments:

	Description	Length	Date	Weight
1	Outline for classification/division essay	200 words	Jan 25	3%
2	Classification/division essay	750 words	Feb 8	10%
3	Argument/persuasive essay (in-class assignment)	750 words	Feb 22	15%
4	Compare/contrast essay	1000 words	Mar 15	20%
5	Proposal for research paper	100 words	Mar 24	3%
6	Outline for research paper	300 words	Apr 5	4%
7	Research essay	1700 words	Apr 14	30%
8	Grammar quizzes (3, each worth 5%)		Feb 1 Mar 1 Apr 7	15%

Word limits are not absolute. You should aim for the specified limit, but it is acceptable to be within 10% of it. On a 1000-word essay, for example, you will be permitted to hand in an essay of between 900 and 1100 words. Anything shorter or longer will be considered for a grade reduction.

6. Grading:

9 = A+ = 95-100%	6 = B+ = 80-84%	3 = C+ = 65-69%
8 = A = 90-94%	5 = B = 75-79%	2 = C = 60-64%
7 = A- = 85-89%	4 = B- = 70-74%	1 = D = 50-59%

Assignments must be handed in at the beginning of the class in which they are due; lateness penalties begin to be applied five minutes after class is due to begin. Late assignments will lose 10% per day for the first three days and will receive a grade of zero thereafter. Electronic submissions will not be accepted unless previously arranged; assignments slipped under my office door or placed in my mailbox are considered received when in my hand, not when submitted; and due dates are only negotiable in cases of medical or other valid emergency.

A student who fails to hand in any of the three major assignments for this class will receive a failing grade for the course, no matter what grades are received on any other assignment. Even if an assignment is so late that it will receive a zero, you are required to complete and submit it.

If you miss an in-class assignment, you will receive a zero for the assignment unless you provide adequate proof of medical or other valid emergency. If you know in advance that you may not be able to attend class for such an assignment, please advise me as early as you can.

Marked assignments will normally be returned one week after they are submitted.

Please keep an electronic or hard copy of all essays, at least until the marked original is returned to you, in case your essay is misplaced, stolen, or damaged. You are also required to retain all returned work and produce it at my request.

7. Plagiarism:

Be extremely careful when working with or using another person's words or ideas. It is fraudulent to use either without identifying the author, and doing so can have a serious impact on you. Refer regularly to the red plagiarism handout, and pay close attention to the description of plagiarism related to tutors or

other persons who read your work. See me at any time if you have questions – I will be happy, rather than concerned, to know that you are thinking about this issue.

For a major incident of plagiarism, a student will normally receive an “F” for the entire course. A minor incident will normally lead to a zero grade for the assignment, and a second minor incident may lead to a grade of “F” for the course. It is to your benefit, if you have any doubts about your work, to ask me about it before you hand it in.

8. General information:

Classes proceed in part through discussion, requiring students to take an active role. If you have not completed all assigned tasks and readings before class begins, you cannot participate properly and you place an unfair burden on your classmates. To help create a positive learning environment, I may ask students who clearly have not prepared for class to leave.

Please note that the college offers a variety of support services for students, such as academic advising, personal counseling, and a Learning Skills program. Information may be found in the Calendar, at the Registrar’s Office, or online at www.camosun.bc.ca. You are particularly encouraged to speak with the counseling office if you find yourself facing a personal or family crisis, as special consideration may be available for this and other courses. You will have a difficult time academically if you are having a difficult time personally; you should take advantage of the assistance available to you, because your fees already pay for these services.

Finally, Camosun College has developed a Student Conduct Policy. It is every student’s responsibility to be familiar with this policy. A copy is available at all School Administrative Offices, at the Registrar’s Office, in the Calendar, and online at www.camosun.bc.ca.

9. Scheduling:

This semester, we will be working toward three fundamental accomplishments. Although we will work on them all simultaneously, our focus will shift in approximately the following order:

- writing good sentences;
- writing good paragraphs; and
- writing good essays.

As we work toward these goals, we will spend time looking at grammar, tone, revision, and related issues. We will address these goals and issues in required readings as well as in various in-class exercises. The scheduled grammar tests will assess revision skills rather than knowledge of grammatical terms.

In the classes of January 11, 13 and 18, we will undertake various diagnostic exercises so that I can target my instruction this semester to your particular needs. You should be a better writer when you complete this course than when you began it, so it makes sense for you to work on your personal skills rather than simply to learn generic information.

Finally, although this is not a literature course, it is difficult to improve your writing skills without improving your reading skills. As well, this course is a prerequisite for English 160, which is required for many Camosun programs. Accordingly, we will read and discuss both short stories and poetry, but we will emphasize comprehension and appreciation rather than literary terms.

9. Scheduling (continued):

The following schedule is subject to change. It represents how I think the class is likely to go, but we won't know until we get into it. I'll give you as much notice as possible about changes, but that means you have to pay attention to what's coming up for required readings.

Date	Description, Topics and/or Assigned Readings	Assignment
Jan 11	Introduction Administrative matters	Diagnostic exercises
Jan 13	Collective course planning Better marks in other classes Reading: Tom Wayman, "Did I Miss Anything?"	Diagnostic exercises
Jan 18	The writing process Revision skills How to write introductions and conclusions	Diagnostic exercises
Jan 20	How to write an outline and plan an essay <u>EE</u> chapters 5 and 16: "Drafting the Outline" and "Classification and Division", and pp 293-94	
Jan 25	Sentence structure: comma splices, fragments, fused sentences Reading: Edgar Allan Poe, "The Cask of Amontillado"	Essay #1 outline due (3%)
Jan 27	Essay structure and tone Agreement: pronoun, subject-verb, tenses	
Feb 1	Reading: Joe Bennett, "Death by accident insurance" <u>EE</u> chapter 1: "Your Audience and You" <u>EE</u> chapter 6: "Understanding Paragraph Form and Function"	Grammar quiz #1 (5%)
Feb 3	The comma (part one) Reading: George Orwell, "Politics and the English Language"	
Feb 8	The comma (part two) Reading: Kate Chopin, "The Story of an Hour"	Essay #1 due (10%)
Feb 10	College closed	
Feb 15	Writing better essays Reading: Joe Bennett, "Principal principles" and "Thank you, Mr. Rodgers" Punctuation other than commas (part one)	
Feb 17	<u>EE</u> chapter 19: "Argument and Persuasion" Writing better essays Punctuation other than commas (part two)	
Feb 22	In-class essay	Essay #2 – in-class (15%)
Feb 24	Reading: Michèle Lalonde, "Speak White" Reading: Miriam Waddington, "How I Spent the Year Listening to the Ten O'Clock News" Writing better sentences Punctuation re-cap	

Date	Description, Topics and/or Assigned Readings	Assignment
Mar 1	Reading: Alistair MacLeod, "The Boat" Writing better sentences	
Mar 3	Reading: Tim Bowling, all four poems	Grammar quiz #2 (5%)
Mar 8	Reading: Madeline Thien, "Simple Recipes" <u>EE</u> chapter 17: "Comparison and Contrast" Writing better paragraphs	
Mar 10	Reading: George Orwell, "Politics and the English Language" Writing better paragraphs	
Mar 15	Reading: Brian Fawcett, "Poetic Words" Reading: Bronwen Wallace, "The Housewife's Poem" Reading: Patricia Young, "The Basics" and "The Gift"	Essay #3 due (20%)
Mar 17	The research paper <u>EE</u> chapter 20: "Researching Your Subject" How to write a proposal	
Mar 22	<u>EE</u> chapter 21: "Summarizing, Paraphrasing and Quoting"	
Mar 24	Reading: Thomas King, "Borders"	Research paper proposal due (3%)
Mar 29	Reading: Leonard Cohen, "I Have Not Lingered in European Monasteries" and "I'd Like to Read" How to write an outline (again) Sentence structure errors	
Mar 31	Reading: Alice Walker, "Everyday Use" The comma (again)	
Apr 5	<u>EE</u> chapter 22: "Documenting Your Sources" Grammar re-cap	Research paper outline due (4%)
Apr 7	<u>EE</u> chapter 23: "Formatting a Research Paper"	Grammar quiz #3 (5%)
Apr 12	Your chance to ask me absolutely anything about the research paper, including how to get a better mark on it	
Apr 14	Things your instructor hopes you learned in English 150	Research paper due (30%)