



**School of Arts & Science  
English Department**

**Engl 150-01 Introduction to Literature  
Spring 2005**

**COURSE OUTLINE**

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The Approved Course Description is available on the web @ [camosun.bc.ca](http://camosun.bc.ca)

Ω Please note: It is recommended students keep this outline for their records.

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**1. Instructor Information**

- (a) Instructor: Dr. Candace Fertile
- (b) Office hours: MTWR 12-1 or by appointment
- (c) Location: Paul 337
- (d) Phone: 370 3354
- (e) E-mail: [fertile@camosun.bc.ca](mailto:fertile@camosun.bc.ca)

**2. Intended Learning Outcomes**

At the end of the course students will be able to:

**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

- (a) ) Texts: *Reader's Choice: Essays and Stories* eds. Flachmann et al.  
*A Canadian Writer's Reference* (3<sup>rd</sup> edition) by Diana Hacker
- (b) Other: a good desk dictionary (recommended—*Oxford Canadian Dictionary*)

### 4. Course Content and Schedule (schedule subject to change)

Schedule (subject to change)

Note: RC refers to *Reader's Choice*, WR to *A Canadian Writer's Reference*

You are required to read the introduction to each chapter in *Reader's Choice* and the specified selection(s) from that chapter.

May

9 Introduction to the course

Basic grammar (parts of speech)

Diagnostic Essay

11 Introduction RC and Chapter One Description RC plus “Kris King Looks Terrible”  
**basic grammar** WR 447-464

Chapter Two Narration RC plus “A Home at the End of the Journey” and “Elegy in Stone”

16 Chapter Three Example RC plus “Genius or Madness” and “The Myth: The Prairies Are Flat”  
**sentence types** WR 464-465

Chapter Four Process Analysis RC plus “Dogs and Monsters” and “You Are a Contract Pain Killer”

**sentence errors** WR 194-206

18 **FIRST ESSAY DUE**

Chapter Five Division/Classification RC plus “Life in the Stopwatch Age” and “Nine Ways of Looking at a Critic”

**subject-verb agreement and verbs** WR 151-175

Chapter Six Comparison/Contrast RC plus “Opera Night in Canada”

**pronouns** WR 175-206

25 Chapter Seven Definition RC plus “Pretty Like a White Boy” and “I’m a Banana and Proud of It”

**punctuation** WR 235-272

Chapter Eight Cause/Effect RC plus “Why We Crave Horror Movies” and “Starving for the Gold”

**mechanics** WR 275-292

### 30 **SECOND ESSAY DUE**

Chapter Nine Argument/Persuasion RC plus “Understanding Does Not Always Lead to Tolerance” and “My Body Is My Own Business”

Munro, “Boys and Girls,” RC 505 **word choice (diction)** WR 111-147

Shields, “Windows,” RC 520

June

#### 1 **mechanics** WR 275-292

sample analysis of story and small group discussion of short stories for essay  
deadline for choosing topic for research papers (-5% from research paper if not completed)

#### 6 discussion of research papers—to August 15 **researching** WR 295-325 and 329-377 **sentence style** WR 81-108

peer editing of short story essay (-10% if no participation)

deadline for submission of tentative Works Cited properly formatted (-5% from research paper if not completed)

#### 8 **THIRD ESSAY DUE**

deadline for submission of sentence outline for research paper (-5% if not completed)  
quotations and documentation WR

13 Style analysis continued

15 **GRAMMAR QUIZ** and peer editing of research paper (-10% for no participation)

### 20 **FOURTH ESSAY--RESEARCH PAPER DUE**

### 22 **IN-CLASS ESSAY**

## 5. Basis of Student Assessment (Weighting)

(a) Assignments:

0% diagnostic essay (May 9; must be done to pass course)

10% first essay (500-750 words; due May 18; example, process-analysis, or division-classification)

15% second essay (600-800 words; due June 1; comparison-contrast, definition, or cause-effect)

15% third essay (750-1000 words; June 13; analysis of a short story)

25% fourth essay (1200-1800 words; due June 20; research paper)

15% grammar quiz (June 15)

20% in-class essay (700 words minimum; June 22)

Diagnostic Essay:

Although this essay is worth 0%, it must be done in order to get a passing grade in the class. The purpose of the diagnostic essay is for me to see the students' level of writing and to be able to give students a sense of my marking. The diagnostic essay also allows me to identify any serious problems that need immediate attention.

**First Essay:** example, process-analysis, or division/classification

Due: May 18 at the beginning of class

Choose one of the following topics and write a clearly organized essay.

1. Using examples, explain whether non-conformity is positive or negative.
2. Using examples, explain the prevalence of urban myths on the Internet.
3. Using examples, explain whether Victoria is a good city to live in.
4. Explain in a process essay why your favourite food or beverage holds such appeal for you.
5. Write a narrative essay in which you explain (through process analysis) how a group of people turned into a mob doing actions they would not have done individually.
6. Using process analysis, explain how a particular technology has changed human behaviour.
7. Choose a process that you don't like, but find necessary, and describe it.
8. Choose a ritual involving food and describe the event using process analysis.
9. Write an essay in which you classify the various people you know.

**Second Essay:** comparison/contrast, definition, cause/effect

Choose one of the following topics and write a clearly organized essay. Note that to compare includes to contrast.

1. Compare two places that you have lived in or visited.
2. In "The Sudbury Syndrome," Will Ferguson criticizes shopping malls. Using examples, agree or disagree with Ferguson's argument.
3. Choose two sports stars or popular music stars and compare their approaches to their work.
4. Write an essay in which you try to convince your friends to participate in an event they would normally not want to. Use the technique of comparison in your argument: compare the new activity to one they know.
5. Compare the importance of hockey in Canada to a sport in another country.
6. Choose two forms of entertainment and compare them.
7. Write an essay in which you define yourself.
8. Define your family members (or a group of your friends) by using animal metaphors. (Wayson Choy uses a food metaphor in "I'm a Banana and Proud of It".)
9. What releases do human beings have for our most violent emotions? Are any of these releases acceptable? Why or why not?
10. What does it mean to be a good parent?
11. What effect does the importance of body image have on teenagers?
12. Has a celebrity ever had a profound effect on you? Explain.
13. Marshall McLuhan said, "We shape our tools, and afterwards, our tools shape us." With reference to one tool, argue for this statement.

**Third Essay:** analysis of a short story

Due: June 13 at the beginning of class

Choose one of the following topics and write a clearly organized essay. Make sure you use quotations, properly formatted, to back up your argument.

1. Analyze the importance of setting in “Death by Landscape” (RC 437ff).
2. Analyze the character of Sandro in “The Immaculate Conception Photography Gallery” (RC 481ff).
3. Analyze the significance of symbols in “Doves of Townsend” (RC 529ff).
4. What is the theme or themes of “The Finer Points of Apples”? (RC 467ff).
5. Is the narrator in “Greasy Lake” “dangerous” (456)? (RC 456ff).

**Fourth Essay—Research Paper**

Due: June 20 at the beginning of class

Choose one of the following foods or beverages:

Length: 1200-1800 words

The general topic for the research paper is a body part. Suggestions include heart, lungs, brain, eyes, ears, stomach, intestine, uterus, breast, penis, skin, blood, hair, kidney, liver, teeth, back, or bones. You may need to narrow your topic and how you approach it is up to you. You could focus on the physical properties, diseases and treatments, mythology, or some other aspect of the body part. You may choose the specific topic, but it must be approved by me by June 1. If the topic is not chosen by then, 5% is deducted from the research paper grade.

**Timeline**

June 1: deadline for approval of topic (5% penalty if not done)

June 6: deadline for submission of tentative Works Cited, properly formatted using MLA style. The Works Cited must include a minimum of five sources and a maximum of ten. The five sources must be of at least three different types. For example, you may not use five internet sources. You must vary the type of source: academic journal, magazine, newspaper, book, chapter of book, essay in collection, internet sources (personal webpages are highly suspect--you must be sure to evaluate the credibility of the source you are using), interviews, letters, videos, etc. The tentative Works Cited may not be what you finally end up with on your polished draft, but there should be a strong similarity. (5% penalty if not done)

June 8: deadline for submission of sentence outline for research paper: you need an overall thesis statement, and topic sentences for each of the body paragraphs. (5% penalty if not done)

June 15: Peer editing of research paper (means you come to class with a draft of your essay, exchange papers with another student and comment on how the essay needs to be improved or what is working well in the essay) (-10% for no participation)

June 20: Due date--hand in at beginning of class

The grade on your research paper depends on the content, evidence of research, proper formatting of quotations and documentation, and writing skills.

### Grammar Quiz:

Throughout the course students will be working on writing skills, often by completing exercises. The grammar quiz on June 15 will follow the format of the exercises. The purpose of the grammar part of the course is to enable students to identify errors in sentences and supply a correction. Basic grammar terminology is used.

### In-class Essay:

The final task in the course is to write an in-class essay. A choice of topics will be given at the beginning of the class period, and the essay must be completed within that class period. Dictionaries and textbooks are allowed.

### **Expectations:**

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is impossible to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font with at least a 12 pitch size, staple the pages together, number the pages in the top right-hand corner, and do not use a folder or cover. Put your title, your name, the class and section (1), the date, and my name on the title page. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

**IMPORTANT:** You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. (Or write in the margins of your book, if you choose.) Look up unfamiliar words or words that do not make sense to you in the context. You cannot possibly understand if you don't understand the words.

**Quotations:** Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. Don't just plunk it into your paragraph. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the parenthetical citation.

## 6. Grading System

The following percentage conversion to letter grade will be used:

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 = 0.0 - 49%

## 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)