

English 150 (03)
Summer 2005
English Composition
(University Transfer)

Instructor: Thom Bland

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Office hours: Wednesday 12:00-1:00
Friday 12:00-1:00 or by appointment

Class Times: Wednesday and Friday 9:00 to 11:50 in F216

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Texts: *English 150 Course Pack* T. Bland

A good dictionary

Chong, Denise *The Concubine's Children*

The College Style Sheet, Furberg and Hopkins, 5th Edition

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. Finished assignments total 4000-4500 words.

Course Objectives: Students will

- write expository prose for various purposes and audiences
- develop a mature writing process which may include prewriting, planning, drafting conferring, revisiting, 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
- analyse expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in 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

Evaluation:

Paper 1 (1000 words)	July 13	15
Paper 2 (1000 words)	July 22	25
Paper 3 (1000 words) (in-class)	August 19	30

Participation-Class Presentations	Continuous	20
In-Class Writing (1000 words)	Continuous	<u>50</u>
	TOTAL	140

NOTE: IT IS IMPOSSIBLE TO PASS THIS COURSE WITHOUT HANDING IN ALL ASSIGNMENTS.

NOTE: IT IS IMPOSSIBLE TO PASS THIS COURSE WITH A GRADE OF F IN THE IN-CLASS WRITINGS

NOTE: BEGIN READING *The Concubine's Children* IMMEDIATELY.

Due Dates: All essays are due on the dates specified. **10%** will be deducted for **EACH** of the first **two** days a paper is late. After this period, the work will not be accepted.

Essay Format: Please follow the Modern Language Association guide for essay format as found in *The College Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see <http://webster.commnet.edu/mla/index.shtml>
Submit **ALL** take-home essays **TWICE**. **ONE** copy should be on paper and the **SECOND** copy should be submitted electronically as an attachment to an email.

Plagiarism: Plagiarism is putting someone else's PROSE OR IDEAS into your writing and not saying where you got them. You thereby imply that the other person's work is your own. This is serious and will be dealt with accordingly. If you do not understand my definition please see me. You will be asked to sign a document clarifying that you understand what plagiarism can mean to your academic career.

Evaluation Guide: As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

F Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

D Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

C+ Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

B Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood.

A The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. No mechanical errors.

Camosun College's Percentages and Letter Grade Equivalents:

A+	95 – 100	B-	70 – 74
A	90 - 94	C+	65 - 69
A-	85 - 89	C	60 - 64
B+	80 - 84	D	50 - 59
B	75 - 79	F	0 - 49

My Philosophy: your academic well-being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

Attendance /Participation: You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom and to the assigned readings. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your attendance also indicates something as well. It is impossible to pass this course without at least 80% attendance. Lack of attendance will clearly influence your participation grade as well. A number of writing assignments will be given in class; if you miss doing these, you cannot pass this course.

Your Writing: ALL FINISHED WORK SHOULD BE TYPED WHENEVER POSSIBLE. TYPE OTHER WORK AS WELL. Please keep **ALL** of your writing for this class in a ringed folder. You will be asked to submit it at least twice during the term. This collection will include such things as the various drafts of your papers, finished essays, whatever in-class writing you do for me. Please include **your responses to the readings for this course.**

Each time you read something for this course, you should write about it. Then, after the class discussion, you should write about it again. I will take these responses in at least twice over the semester. Bring this journal to EVERY class

The only thing that really improves writing is doing a great deal of it, so you will be asked to do some writing in almost every class. This will be combined with a fairly demanding out-of-class workload. Although the in-class writing is important to your learning, it will **not all** be graded. It is, however, a necessary part of English 150 and failure to do it will result in a failing grade for the course.

Reading and Writing Assignments English 150 Summer 2005

Paper 1: This paper will be a close analysis of one of the pieces under discussion in the early part of the course. It will have a value of **15 points (see evaluation section above)**. It **MUST** be written in the third person. I will give you more information about this essay in class. For now, just remember that for this paper you will be looking at both form and content.

Paper 2: This essay, with a value of **25 points (see evaluation section above)**, will also be created from our readings of the text *Reader's Choice*. This paper will take one of the issues raised by our readings and bring it to bear on Victoria. The essays in the course pack are varied; therefore, you have many possible topics to select from. You should start thinking about this very early in the course. You may bring local content to an issue by conducting interviews with relevant experts in various areas and/or by researching using the local papers. This paper **MUST** be written in the third person and contain a fully documented citation page. It should be approximately **1500 words** long and it is due on or before July 22, 2005.

Paper 3: This essay will be an analysis of *The Concubine's Children* for **30 points (see evaluation section above)**. The final version of this paper will be written in class and take the form of a three hour exam on **August 19, 2005**. At this point in the course, you should be able to plan a paper using one of the rhetorical designs discussed in class. I will be giving you suggestions as we near the end of the course, but this is when you should be quite good at inventing and shaping an academic paper. Please note that this exercise is designed to give you two things: first, it will give you the experience of writing under pressure, though it is somewhat reduced from what you may experience in upcoming classes; second, it will teach you how to prepare and write future exams while minimizing the usual panic. I will be discussing this more as we near the end of the term. **BEGIN READING THIS BOOK IMMEDIATELY.**

In any given class, I may ask you to write about the reading that you have done in a particular week. This you may hand in immediately. These may be graded. This means you should **ALWAYS** have the reading done **BEFORE** class.

Rough Guideline for Readings

Note that these will be done in somewhat the order they are presented. Also, begin reading *The Concubine's Children* immediately even though it will not be discussed until later in the course

YOUR SPECIFIC RESPONSIBILITY: At the very beginning of the class, you will be given the last name of an author for whom you are responsible. That author's name will be found in the readings for this course. For example, if you are given the name Suzuki, you will be the class expert on the "Prostitution of Academia" and will be expected to discuss the article and lead some of the class discussion around that specific piece. I will be explaining this more in the first class.

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