



COURSE OUTLINE

This course offers practice in writing a variety of prose forms. Stress is placed on developing the student's ability to order and structure material into its most effective form. Individual assignments will be written weekly over the semester and range from 500 to 2000 words (course total of 5000-5500 words).

The Approved Course Description is available on the web @ camosun.bc.ca

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: Dr. Candace Fertile
- (b) Office hours: MW 12-1 (Lansdowne, Paul 337); TR Interurban after class
- (c) Location:
- (c) Phone: 370 3354
- (d) E-mail: fertile@camosun.bc.ca

2. Intended Learning Outcomes

As a result of taking this course, students will be able to:

1. Identify:
 - a) Different types of non-fiction prose (e.g., memoir, personal essay, review.
 - b) Editorial, speech, expository essay, research essay).
 - c) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
 - d) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.
6. Revise their writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

3. Required Materials

- (a) Texts: *Inside Language: A Canadian Language Reader*. Eds. MacLennan and Moffat
- (b) Suggested: *The Oxford Canadian Dictionary*; *The Canadian Writer's Reference*, edited by Diana Hacker

4. Schedule (subject to change)

- July 6 Introduction; editing quiz
(grammar and writing skills topics throughout course)
- July 11 MacLennan 37; Booth 314
- July 13 Orwell 203; Owen 255; Sassoon 257
- July 18 **FIRST ESSAY DUE**; Lutz 267; group work on advertising
- July 20 group presentations on advertising 10%
- July 25 Swift 360; Hayakawa 9; peer editing
- July 27 **SECOND ESSAY DUE**; Frye 33; Bitzer 322
- August 1 NO CLASS
- August 3 Keller 69; Schaller 71; Hayden Taylor 73
- August 8 McLuhan 132; Wenthe 152; Shoveller 58
- August 10 **THIRD ESSAY DUE**; Munro 167; Garner 369
- August 15 Rushdie 217; Nash 220
- August 17 individual presentations 5%
- August 22 individual presentations continued
- August 24 writing skills quiz (10%); in-class essay 15%

5. Basis of Student Assessment (Weighting)

- (a) Journals: each class you will be given a topic for a journal entry of 300 words minimum, double-spaced and typed, which you are to hand in at the beginning of the next class. The grade depends mainly on completion of the journals, but some attention will be given to ideas and presentation. The task is to write something thoughtful on whatever the topic is. You do not have to write drafts of the journal, but it should be clearly understandable. 10%
- (b) Quizzes: there will be an editing/writing skills quiz on the last day. 10%
- (c) Presentations: you will have two presentations—one a group presentation, and the other individual. 10% each
- (d) Introduction to essays in class: each student will be assigned an essay from the reading list to introduce to the class and to generate discussion. You should be able to summarize the essay, identify the writer's techniques, and evaluate the presentation of ideas. You should select a passage for close examination (either because it is particularly effective or the opposite). No grade is given for this assignment, but students cannot pass the course without completing this task.
- (e) Essays: you will write four essays.
 - i. First Essay—Using MacLennan's (33) and Booth's articles (314) from *Inside Language*, write a close analysis of ONE of the other articles from the reading list. You should look carefully at the Aristotelian concepts of logos, pathos, and ethos. MacLennan provides definitions of these terms, as does Booth. Your essay should discuss the use (or lack of use) of these principles in your chosen article. The length should be 1000-1200 words. 10%
 - ii. Second Essay—compare any two writers from the text who discuss similar issues. Length should be 1400-1600 words. 20%
 - iii. Third Essay—write an analysis of a very recent speech or press release, looking for various forms of logical fallacy. The length should be 100-1200 words. 15%
 - iv. Fourth Essay—you will choose a book from the list provided, and this book will form the basis for the individual presentation and the in-class essay on the last day of class. You will write the essay in-class with no material available. You are responsible for reading the book, narrowing your topic to a specific aspect, creating an essay from these preparations and then presenting these ideas in a coherent, logically developed in-class essay. 15%

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%	

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.

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

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. 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

List of Works to Choose From for Individual Presentation and Final Paper

(Note: only one student may work on a particular book, so as soon as you have made a choice, please let me know.)

Bruce Chatwin *In Patagonia*
Bruce Chatwin *Songlines*
Ronald Wright *Home and Away*
Ronald Wright *Stolen Continents*
Diane Ackerman *A Natural History of the Senses*
Richard Rodriguez *Days of Obligation*
Annie Dillard *Pilgrim at Tinker Creek*
Patrick Lane *There Is a Season*
Pico Iyer *Video Night in Kathmandu*
Steven Heighton *The Admen Move on Lhasa*
Joan Didion *Salvador*
Robert Pirsig *Zen and the Art of Motorcycle Maintenance*
Rita Moir *The Windshift Line*
Neil Postman *Amusing Ourselves to Death*
Neil Postman *The End of Education*
Gerald Durrell *My Family and Other Animals*
Peter Matthiessen *The Snow Leopard*
Truman Capote *In Cold Blood*
Naomi Klein *No Logo*
Edward Abbey *Desert Solitaire*
Edward Abbey *Monkey Wrench Gang*
David Eggers *A Heartbreaking Work of Staggering Genius*
Paul Theroux *The Old Patagonian Express*
Maxine Hong Kingston *The Woman Warrior*
Michael Herr *Dispatches*
David Macfarlane *The Danger Tree*
Daniel Francis *The Imaginary Indian*
Emily Carr *Klee Wyck*
Emily Carr *Growing Pains*
Michael Ondaatje *Running in the Family*
Evelyn Lau *Runaway: Diary of a Street Kid*
M.A.C. Farrant *My Turquoise Years*

Presentation and Final Paper

Presentation

Your presentation should last about 10 minutes, and it should include a summary of the book, an excerpt from the book to demonstrate the style, and an analysis of the positive and negative qualities (to the extent that there are any) of the book. Do NOT simply read from a prepared lecture—try to maintain a flow of information while being attentive to the response of the audience. Remember that hearing information is more difficult than reading it, so you need to take care to present the material thoughtfully and clearly with more repetition than you would in an essay. After the formal presentation, you will have time to answer questions or receive remarks from the class. This discussion may help in the preparation of your written paper.

Paper

You need to have control of your material—that is, you need to have a good idea of the overview of the book, and you should have a strong thesis with which to build your paper. It is your decision how to proceed with the essay—a particular aspect of the book may interest you, and you may follow that line of thought. You will not be allowed any material in the in-class essay, so you should do some work on spelling and vocabulary in advance—along with your overall idea.