# COURSE OUTLINE

**The Approved Course Description is available on the web @** _____

Ω *Please note: this outline will be electronically stored for five (5) years only.*
*It is strongly recommended students keep this outline for your records.*

## 1. Instructor Information

| | | | | |
|---|---|---|---|---|
| (a) | Instructor: | Raj Mehta | | |
| (b) | Office Hours: | T 1:30-2:20, R 1:30-2:20 | | |
| (c) | Location: | Paul 318 | | |
| (d) | Phone: | 3328 | Alternative Phone: | |
| (e) | Email: | mehta@camosun.bc.ca | | |
| (f) | Website: | | | |

## 2. Intended Learning Outcomes
*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will be able to:

1. 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.
2. 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.
3. 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 | *A Sequence of Academic Writing* by Behrens, Rosen, and Beedles<br>A standard, college-level English dictionary |
| (b) | Other | |

## 4. Course Content and Schedule
*(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

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## 5. Basis of Student Assessment (Weighting)
*(Should be linked directly to learning outcomes.)*

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|---|---|---|
| (a) | Assignments | Summary     10%<br><br>Comparison/Contrast Essay   20%<br><br>Research Essay   30%<br><br>Writing Projects (2 @ 10%)   20%<br><br>Exam   Essay   20% |
| (b) | Quizzes | |
| (c) | Exams | |
| (d) | Other<br>(eg, Attendance, Project, Group Work) | |

## 6. Grading System
*(<u>No</u> changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### Standard Grading System (GPA)
All papers will be give a numerical grade to reflect the value in the term's work. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

| Percentage | Grade | Description | Grade Point Equivalency |
|---|---|---|---|
| 95-100 | A+ | A Range ( 85 - 100%) Superior level of achievement - worth consulting.<br><br>    exceptional insight into material or topic<br>    detailed, significant discussion<br>    effective organization for paper's purpose<br>    fluent, error-free expression | 9 |
| 90-94 | A | | 8 |
| 85-89 | A- | | 7 |
| 80-84 | B+ | B Range (70 - 84%) High level of achievement - worth keeping.<br><br>    competent treatment of material or topic but less originality or perception than for A<br>    full but not so detailed discussion as for A | 6 |

| | | organization contributing to sense but remaining workmanlike expression free of common errors | |
|---|---|---|---|
| 75-79 | B | | 5 |
| 70-74 | B- | | 4 |
| 65-69 | C+ | C+ (65 - 69%)  More than satisfactory level of achievement - worth doing.<br><br>sound content, reasonably well organized<br>clear but somewhat mechanical organization<br>expression generally free of errors that confuse sense.  May display content at the B or even A level but with more than one or two serious mechanical errors. | 3 |
| 60-64 | C | C (60 - 64%)  Sufficient level of achievement to proceed with next level – readable.<br><br>acceptable but commonplace content adequately supported<br>mechanical but generally coherent organization<br>adequate but sometimes confusing expression | 2 |
| 50-59 | D | D (50 - 59%)  Minimum level of achievement for which credit is granted - worth reworking.<br><br>limited or misleading content with inadequate or inappropriate support<br>incomplete or confusing organization<br>frequent errors in expression that confuse sense | 1 |
| 0-49 | F | Minimum level has not been achieved.<br>F (Below 50%)  Minimum level not achieved - worth discarding.<br><br>inadequate or inaccurate content<br>incoherent organization<br>many errors in expression<br>basically, no apparent effort made in the paper at all | 0 |

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at **camosun.ca** or information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|---|---|
| **I** | *Incomplete*:  A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| **IP** | *In progress*:  A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |

| | |
|---|---|
| **CW** | *Compulsory Withdrawal:* A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

## 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, at Student Services or the College web site at camosun.ca.

### STUDENT CONDUCT POLICY

There is a Student 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, at Student Services and on the College web site in the Policy Section.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

**Course Description**

This course centers on generating, 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.

**Core Learning Objectives**

Students will:

- 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
- analyze expository and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style

- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- 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

**Course Policy**

Attendance:
-This course requires participation by class members, so it is important that you attend in order to peer edit and contribute to class discussions. Regular and prompt attendance is required.
Assignments:
-Assignments are mandatory and due according to the dates & times specified. Late work will not be accepted and will receive a grade of 0 (zero).
-Do not e-mail assignments.  If you have email queries please give me at least a day's notice.
-Please keep a copy of all work - including material you hand in - until final marks have been posted.
Student Disabilities:
-I would like to hear from students who have a disability that may require some modification in my teaching so that arrangements may be made to make them feel more at ease in class.
Academic Honesty:
Plagiarism is a serious offence. All offences will be reported and will result in a failing grade for the course.