

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 150- 025 English Composition 2006F</p>
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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:	Suzan Last		
(b)	Office Hours:			
(c)	Location:	F214		
(d)	Phone:		Alternative Phone:	
(e)	Email:	last@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	<p><i>Landmarks: A Process Reader for Canadian Writers</i>. 2nd ed. Eds. Roberta Birks, et al.</p> <p>A good college level dictionary such as Webster's or Oxford's is highly recommended</p> <p>A writing handbook such as <i>The Little, Brown Compact Handbook</i> is also recommended</p>
(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.)

Tentative Course Outline

(Tentative meaning subject to change; any changes to this schedule will be announced in class)

Date	Topics/Activities	Readings for Discussion
Sept. 5	Introduction to course	
Sept. 7	Chapter 1: Invention; Freewriting	Ch. 1 (pages 1-6) "Freewriting" (Elbow 12-17) "Simplicity" (Zinsser 45-49)
Sept. 12	Ideas and Details Workshop	
Sept. 14	Chapter 2: Development	Pages 50-56 "Hooked on Trek" (Hanna 72-75) "Gals and Dolls" (Jackson 87-91)
Sept. 19	Descriptive/Informative Essays; Writing with Style	Ch. 4: 204-110 "An Insatiable Emptiness" (Lau 157) "Art of Surgery" handout
Sept. 21	Chapter 3: Structuring Ideas	p. 134-140 "Prostitution of Academia" (Suzuki 190)
Sept. 26	Analysis and Critical Thinking Descriptive Essays Due	
Sept. 28	Analysis Workshop continued	Sample Student Essay: "Barbie Bashing" (372-75)
Oct. 3	Quoting, Paraphrasing, Summarizing	Handout Review "Gals and Dolls" and "Prostitution of Academia"
Oct. 5	Quoting, Paraphrasing and Summarizing continued (quiz)	
Oct. 10	In Class Summary Assignment	
Oct. 12	Compare and Contrast Essays	"The Female Body" (Atwood 211-213)

		"The Disposable Rocket" (Updike 266-69)
Oct. 17	Compare and Contrast continued	
Oct. 19	Logical Fallacies	"Til Death Do Us Part" handout
Oct. 24	In Class Logic Test	
Oct. 26	Chapter 5: Voice and Audience	p. 274-76 "Rhetoric" (Aristotle 277-78) "Capital Punishment" (Douglas 279-85)
Oct. 31	Sentence Structure Essay Proposals Due	
Nov. 2	Essay Mechanics: putting it all together (thesis, argument, logic, evidence, examples, structure, etc)	Ch. 6: pages 365-72
Nov. 7	PEER EDIT SESSION DO NOT MISS!	Bring complete rough draft of essay #2
Nov. 9	Incorporating Quotations	
Nov. 14	Research Essays: Discussion of Essay #3, and Research Assignment	Ch. 7: pages 377-95
Nov. 16	Research continued	Sample Student Essay: "Let's Not Have Another Cup..." (396-404) "A Call to Action" handout sample essay
Nov. 21	MLA and APA documentation style Research Essay Proposals Due	
Nov. 23	Reading, Analyzing and Critiquing Academic Essays In-Class Writing Assignment	"Strategies for Reading Difficult Essays" "The Egg and the Sperm...." (Martin 169-80)
Nov. 28	More on Academic Reading and Writing Research Assignment Due	Martin essay continued
Nov. 30	PEER EDIT SESSION DO NOT MISS!	Bring complete draft of Research Essay
Dec. 5	TBA	
Dec. 7	Research Essays Due	

This course has no final exam ☺

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Descriptive/Informative Essay	5-600	10%	Sept 26
		Article Summary (in class)	4-500	10%	Oct. 10
		Logic test (in class)	10%		Oct. 24
		Analytical Essay (8-1000 words)			proposal: Oct 21
		Draft and Peer Edit*	Nov. 7		
		Paper due	8-1000	20%	Nov. 14
		Research essay (1500 words)			
		Proposal	1-200		Nov. 21
		Research Assignment		10%	Nov. 28
		Draft and Peer Edit*			Dec. 5
Final Paper due	1500	30%	Dec. 7		
		Proposals, in-class assignments, and quizzes		10%	
(b)	Quizzes				
(c)	Exams				
(d)	Other (eg, Attendance, Project, Group Work)				

6. Grading System

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

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	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	<i>Incomplete:</i> 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	<i>In progress:</i> 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	<i>Compulsory Withdrawal:</i> 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.
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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

Assignment Descriptions in Brief:

Essay #1 – Descriptive/Informative Essay (10%)– use vivid and descriptive detail and imaginative language to convey to readers the intricacies of a particular process, theory, activity, or concept with which you are familiar but they may not be. You must use figurative language (metaphor, simile, etc) in this essay. Tone may be serious, humorous, satiric, etc.

Summary Assignment (10%)—you will write a fairly brief summary of one of the essays in the text (I will provide a list of possible essays to choose from), followed by a brief evaluation of the essay.

Logic Test (10%) – you will be given a short passage to read and analyze. You will be asked to identify the logical fallacies and describe why the reasoning is fallacious.

Essay #2 –Analytical Essay (20) – analyze the component parts of a text, and discuss how they work together to create an overall effect. Your essay must have a THESIS that conveys your ideas about HOW meaning is created or conveyed in the chosen text. You may analyze a literary work (poem, story, essay), a song, or a print advertisement. You may wish to compare 2 or more works. You might discuss topics such as overall themes, various techniques, intent and effect. You may even want to add your own critique.

Essay #3 – Research Essay (30%) –explore an idea or issue in some depth with the help of at least six outside sources of at least two different types. A research essay, like the Analytical essays, must have a

thesis that expresses **your** idea, opinion, proposal, hypothesis, etc. The research is used to influence and supplement your own ideas.

Research Assignment (10%) – you will write an annotated bibliography of five sources you plan to use in your research essay. You will present them in bibliographical order, and add a short summary after each entry, describing its purpose, and possibly, its usefulness to you.

Proposals and in class work (10%): for the last two essays, you will be asked to submit a proposal before beginning to write the essay. The proposal is a brief description of the idea you intend to explore in your composition, the general method, theory or strategy you propose to use, and any sources you plan to consult. It should also attempt to justify itself by explaining briefly why it is a project worth doing—of what value this essay will be, or what it will contribute to our understanding. Various short in-class writing exercises, assignments and quizzes will be given periodically, sometimes without notice.

Where appropriate, samples of assignments will be available for you to look at.

EXPECTATIONS AND PROTOCOLS:

Preparation and Participation: Students are expected to come to class prepared to participate in discussion. That means, you must have completed the assigned reading for the day and have given it sufficient thought to have something constructive to say about it. You also may be asked to write about the readings you have read in class. Quizzes will be given periodically (often without notice) to ensure that you are keeping up with your reading.

Attendance: Because pair and groups work as well as class discussion is a significant aspect of this course, consistent attendance and participation is required. We will have occasional in-class writing assignments and quizzes, as well as peer edit workshops. Unexpected absences will not only affect your ability to achieve a passing grade, but will also be detrimental to your classmates. If you must miss a class for some reason, appropriate documentation of illness or strife will be required, and advanced notice would be appreciated (email me). It is your responsibility to make sure you get copies of missed handouts and notes from other students.

Due Dates: Due dates for assignments are as meticulously planned as my grandmother's Christmas dinner (and you *don't* mess with that!). Many of the assignments are part of a process, so meeting the deadline is essential to keep up with the process. Therefore, late papers will **NOT** be accepted, unless you have arranged an extension **at least 2 days** prior to the due date. Assignments not handed in will receive a zero, as will missed in-class assignments unless you have documented proof of illness or strife. I suggest plotting all due dates on a calendar so you can plan your schedule accordingly

Assignments must be submitted in proper manuscript format: double spaced, 1" margins on all sides, 12 point ordinary font (such as Times New Roman, no ornate or fancy fonts or graphics please—they will simply serve to irritate me), pages numbered, with your name, class number and my name on the first page, and stapled or paper clipped. You do not need to use title pages, but please print single side only! If you use sources, you must cite them in proper MLA format (which we will go over in class). Keep a copy of your essay in case the one you hand in goes astray. Keep copies of all preparatory work such as outlines, research notes, anything downloaded from the internet, outlines, drafts, etc. You must be able to produce this work if asked, or your paper may be treated as a plagiarized paper.

Plagiarism: This is the ultimate academic sin! Please see plagiarism document (the Blood Red one) for more detailed information on what constitutes plagiarism. In this cultural climate of doping Olympic athletes, and cheat sites all over the internet, cheating *seems* to be a common and therefore lightly treated offence. **BE WARNED** that this is an extremely serious offence and will be treated accordingly. A plagiarized paper will receive an automatic zero, and depending on the severity, the plagiarizing student may fail the class entirely. In addition, a memo documenting the case will be sent to the Dean of Arts and Sciences to be placed on the student's permanent academic record. Repeated offences may result in expulsion.

BE WARNED also that plagiarism at this introductory level is ridiculously easy to spot. I am an expert at analyzing writing styles and techniques. If you plagiarize someone else's words or ideas, it will be obvious to me, and any other English professor, if not to you. Remember, we have access to the internet too, and unfortunately, are probably more familiar with the cheat sites than you are. Dealing with plagiarism is

extremely distressing not only for the student but for the professor as well. Please keep your academic honesty and ethics intact.

My Schedule

September

Tuesday	Thursday
5 th Introduction to Course Guided Free writing <i>Diagnostic Writing Assignment</i> "Essay Worksheet" handout - homework "Active Reading" handout	7 th -- Invention Ch. 1 (p. 106); Brainteasers overhead "Freewriting" (Elbow 12-17) "Simplicity" (Zinsser 45-49) Writing exercise
12 "Simplicity" & Molehill Proverbs Ideas and Details - workshop "the Medium is the Message" (T/P/S) -abstract and concrete Proverbs workshop	14 CH. 2: Development (50-56) "Hooked on Trek" (Hanna 72-75) "Gals and Dolls" (Jackson 87-91) Rhetorical Modes versus Methods (chart?) Give "Art of Surgery" handout for next day
19 Descriptive/Informative Essays Ch. 4—Style (204-110) Using Figurative Language "Art of Surgery" handout "An Insatiable Emptiness" (Lau 172) Metaphor Quiz?	21 Ch. 3: Structuring ideas (p. 134-140) Introductions; body & parag. Structures Add to chart: mode, method, structure Review previous essays for structures, etc. "The Prostitution of Academia" (Suzuki 190)
26 Descriptive Essays Due Discuss summary assignment, give summary handout and list of essays to choose from Analysis and Critical Thinking Workshop: analyzing ads	28 Continue Analysis Workshop; include some writing exercise (hand in work) reminder about summary assignment

October

Tuesday	Thursday
Oct. 3 rd Essays back; discussion; grammar review Quoting, Paraphrasing, Summarizing "Gals and Dolls" and Suzuki for examples	5 th Quoting, Paraphrasing, Summarizing con't Go through Suzuki summary
10 Review Summary (especially intro) In Class Summary of an essay in the text	12 Compare and Contrast Essay Strategies "The Female Body" (Atwood 211-13) " The Disposable Rocket " (Urdike 266-69)
Compare and Contrast continued (give logic handouts)	19 17 Logical Fallacies "Til Death Do us Part" (Cameron handout)
24 Logic continued In class Logic Test Discuss Essay #2: give assignment handout Proposals due next Tuesday	26 Ch. 5: Voice and Audience (274-76) "Rhetoric" (Aristotle 277-78) "Capital Punishment" (Douglas 279-85)

November

Tuesday	Thursday
Oct. 31 Essay Proposals Due Sentence Structure Review	Nov. 2 Essay Mechanics—putting it all together (thesis, argument, examples, evidence, logic,

	structure, etc.) Read Ch. 6 (365-72 for review) Handout on peer-editing techniques
Nov. 7 Peer Edit Session (DO NOT MISS)	9 Incorporating Quotations
14 Essay #2 Due Writing Research Essays; Discuss Essay #3 Give research assignment (annotated Bibl)	16 Go through sample essays "Barbie Bashing" (372) "A Call to Action" (handout from Hacker)
21 MLA/APA documentation styles "Reading Difficult Essays" (Dean handout) for reading Martin essay next day <i>Research Essay Proposal Due</i>	23: Reading Academic Essays "Egg and Sperm" (Martin 169-80) In class discussion, and writing assignment based on the reading for next day
28 Martin essay continued; writing assignment Such as a journal entry <i>Library Assignment due</i>	30 Peer Edit Research Essay Drafts
Dec. 5 TBA (such as workshop on Writing Essay Exams, or grammar stuff)	7 Research Essay Due

Writing Exercise ideas:

Analysis:

- "write an analysis of a process that is familiar to you. For example, an active process like registering for classes or travelling to school, or a developmental process like the growth of a plant or the development of a child"
- Look at a poem/short excerpt: under what headings could you "analyze" it? Tone? Character? Descriptive detail? Or could you choose larger categories related to themes like sexuality, colonialism, or historical context? List each heading, and choose short quotations from the text as examples of each one.
- Choose an essay from the text that does not have headings. Write an outline analyzing the essay, making up headings for what seem to you to be natural sections. Under what headings would you discuss it?