

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 150- 031 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:	Dr. Nigel Brooks	
(b)	Office Hours:	Tuesday: 1:00 - 2:00 Wednesday: 11:30 - 12:30 Thursday: 10:00 - 11:00	
(c)	Location:	Paul 327A	
(d)	Phone:	3302	Alternative Phone:
(e)	Email:	brooks@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	<i>Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook.</i> Second Canadian Edition. Reinking, Hart, von der Osten, Cairns and Fleming.
(b)	Other	A dictionary.

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.)

Purpose of the Course:

The overall purpose of the course is to turn the student into a clear and effective writer by emphasising the stages through which an essay evolves: brainstorming on a subject, choosing a thesis, drawing up an outline, prewriting a rough draft, revising the draft, producing a more polished version of the essay and realising that further improvements can be made to this version. The other basic premise of the course is that the ability to write well stems from the ability to read effectively. Active reading and writing activities will occur in class and all such work will count towards the final grade. There may be occasional supplementary essays to read--essays that are not in the main text.

From the outset there will be constant recourse to discussion groups and peer reviewing so that the student is made aware of how he can write for different audiences and not just for the instructor. The function of the instructor is to facilitate the writing process in a workshop environment and thus the instructor does not lecture exclusively but fosters discussion in a seminar situation. Study period time will be devoted to various projects, both group and individual. Students will also assess their own progress in the course and voice any concerns they may have; these study periods provide an opportunity for feed-back from student to instructor.

There will be analysis of essay writing successes and failures drawn anonymously from the students' own work. From the very first week, preparation will begin for the research paper; close attention will be paid to research techniques and a library orientation tour will be organised in the first few weeks. Students will give progress reports on their work to each other, and finally, to the class as a whole, in the form of the oral report. Later in the semester there will be debates in class to help students organise a coherent argument.

Because of the active participation of the students in classroom strategies, regular class attendance is crucial. If a student is frequently absent from class, he or she is missing much of crucial importance and will be asked to drop the course. To end on a positive note, however, this course is designed to let the student explore many of his or her own interests through writing, reading and discussion, thereby creating greater self-awareness and self-confidence for all future endeavours.

Assignment Schedule:

Week One:

Course Introduction

In-class narrative essay on intense personal experience with weighting of 5%

Week Two:

Introduce peer reviewing and establish discussion groups

Background history to English 150

Week Three:

Students should have read Philip Ross's *The Boy and the Bank Officer* and Evelyn Lau's *An Insatiable Emptiness*

In-class test on the above essays

In-class activities will carry a weighting of 15%

Library Orientation

Week Four:

Students should have read Candace Fertile's *The Oldest Profession: Shopping* and Stephen Perrine's *The Crystal Healer Will See You Now*

In-class test on the above essays

Overview of the English language

Week Five:

In-class descriptive essay on a person or place that is memorable to you due in with weighting of 10%

Review of grammatical errors

In-class group work on advertisement for Camosun College

Week Six:

Students should have read Christopher Dewdney's *After Deep Blue* and Stephen L. Carter's *The Insufficiency of Honesty*

In-class test on the above essays

Week Seven:

In-class expository essay on hobby or recreational activity with weighting of 10%

Instruction on how to give an in-class oral progress report

Week Eight:

Conferences with students

Week Nine:

Oral reports with weighting of 10%

Week Ten:

Oral reports conclude

Outline of research essay due in with weighting of 10%

Week Eleven:

Students should have read Brad Evenson's *Native Postmodernism* and Kalle Lasn's *Media Carta*

In-class test on the above essays

Form debating teams and start preparing debates

Week Twelve:

Debates begin with weighting of 10%

Research essays due in with weighting of 20%

Week Thirteen:

Debates continue

Week Fourteen:

In-class argumentative essay with weighting of 10%

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	There are four essays of between 500 and 750 words in length, classroom activities and exercises, an outline, an oral presentation of ten minutes, a debate and a research essay of between 1000 and 1500 words. This schedule does not detail everything that will be done in the course and it is subject to alteration, for example, more than two of the essays may be written in class.
(b)	Quizzes	
(c)	Exams	
(d)	Other (eg, Attendance, Project, Group Work)	

6. Grading System

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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.

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

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 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