



**School of Arts & Science  
ENGLISH DEPARTMENT**

**ENGL 150-035  
English Composition  
2006F**

## 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:	Paul Gamache		
(b)	Office Hours:			
(c)	Location:	CC 119-A (Interurban)		
(d)	Phone:	381-7812 (home)	Alternative Phone:	
(e)	Email:	gamache@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	<b>A grammar/ writing handbook and dictionary of your choice.</b>
(b)	Other	Recommended: Norton, Sarah and Brian Green. <i>Essay Essentials with Readings</i> . 3rd/4th edition. Scarborough, Ontario: Thompson Nelson. 2003/2006.

### 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.)

Assignment	Due Date	Value
1. Review	Friday, September 22	5%
2. Interview a) biography b) profile	a) Friday, October 6 b) Friday, October 13	5% 10%
3. In-class Business Letter*	Thursday, October 26	10%
4. In-class Essay/Report a) outline b) draft	a) Tuesday, October 31 b) Thursday, November 2	5% 5%
5. Research Essay/Report a) proposal b) bibliography c) outline d) final draft	a) Friday, September 29 b) Friday, October 27 c) Friday, November 10 d) Friday, November 24	5% 5% 5% 15%
6. Persuasive piece	Friday, December 8	10%
7. In-class quizzes, etc.*	(various dates)	10%
8. Participation (etc.)	n/a	10%

(\*Note: In-class work cannot be made up later. If you are absent that class, too bad.)

### 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	
(b)	Quizzes	
(c)	Exams	
(d)	Other (eg, Attendance, Project, Group Work)	

#### Keep Track of Your Marks!!

Use the tables below to keep track of your marks. (You will always know “how you’re doing.”)

Assignment	Mark	Total to date	Total as a %	6. Quiz/Exercise	Mark	Total to date	Total /10
1. Review	/5	/5	%				/10
2. a) Biography b) Profile	/5 /10	/10 /20	% %				/10

3. Business Letter	/10	/30	%				/10
4. Essay/Report							
a) outline	/5	/35	%				/10
b) draft	/5	/40	%				
5. Research							
a) proposal	/5	/45	%				/10
b) bibliography	/5	/50	%				
c) outline	/5	/55	%				
d) essay/report	15	/70	%				
6. Persuasive	/10	/80	%				/10
7. Quizzes/Ex./Etc.	/10	/90	%				/10
8. Participation	/10	/100	%				/10
<b>TOTAL</b>		<b>/100 =</b>	<b>%</b>		<b>TOTAL</b>		<b>/10</b>

### Assignment Information

% All assignments are due by 5 p.m. on their assigned date. **Late assignments will receive a grade of "0"** unless you have made arrangements with me beforehand or, in the case of emergencies or serious illness, you have valid documentation.

% If you know that an assignment cannot be completed on time, **contact me immediately**. Extensions can be arranged for valid reasons as long as you **contact me at least two days before the due date** (obtain a signed permission slip from me, and attach this slip to the assignment). If you have trouble with any assignment, contact me **immediately**.

% All graded assignments are mandatory, which means that **you must complete every assignment (graded or not) or you will fail the course.**

### 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](http://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](http://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](http://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

#### Attendance

Since much of the work (and learning) for this course will happen in class, you are expected to attend every class. More than 3 absences without proper documentation will seriously affect your mark.

- < If you attend all of the classes, you will receive a bonus (your final grade x 1.05).
- < If you miss 1, 2, or 3 classes, your final grade will be unaffected.
- < However, should you miss a fourth class (without proper documentation), your grade will be multiplied by 0.83, the percentage of classes that you attended.
- < Should you miss a fifth class, your grade will be multiplied by 0.78.

In short, the more classes you miss, the more your final grade will be reduced. The table below shows the effect of missing up to 10 classes on grades between 60% (C) and 90% (A).

Number of Classes Missed	Multiplication Factor	90%	80%	70%	60%
0	1.05	95%	84%	74%	63%
1	1	90%	80%	70%	60%
2	1	90%	80%	70%	60%
3	1	90%	80%	70%	60%
4	.86	77%	69%	60%	52%
5	.82	74%	66%	57%	
6	.79	71%	63%	55%	
7	.75	68%	60%	53%	
8	.71	64%	57%	50%	
9	.68	61%	54%		
10	.64	58%	51%		

### Assignment Rewrites

You may rewrite **one** assignment of your choice (as long as the original assignment was submitted on time; late assignments cannot be rewritten and resubmitted) once you have seen me in my office to go over the original assignment and develop strategies for the rewrite. No appointment, no rewrite! Rewritten assignments will receive an average of the two grades.

### Unacceptable Assignments

Any assignment deemed “unacceptable” will be returned to you in class for revision/correction. You must return the revised/corrected assignment to me within 24 hours (otherwise, it is late and will receive “0”). If you are absent when unacceptable assignments are returned, you are out of luck.

### Assignment Format

All assignments must conform to these requirements\*:

- < word processed / typed (other than in-class assignments)
- < 12-pt. font (other than in-class assignments)
- < 1” margins
- < double spaced (every second line)
- < paragraphs not indented
- < an extra two blank lines between paragraphs
- < printed one-side only
- < 8” x 11” blank white paper (lined white paper for in-class assignments)
- < page numbers upper centre or upper right corner starting with Page 2 (cover page and page 1 are unnumbered)
- < a cover page that lists your name, my name, the assignment title, the course subject, number, section, and date of submission
- < stapled upper right corner (no paper clips) (no plastic sleeves or other protective covers)

< all pages (other than the cover sheet) must have more than two lines of text (in-class assignments excepted).

(\* Each assignment may have additional requirements; read the instructions for details.)

### **Work In and Out of Class**

There is no way that we can cover all of the work in our limited class time, especially if you discover some mechanical or stylistic area in which you need more practice. For this reason, you must set aside some time regularly for English outside of class hours. The research assignment, for example, will require that you spend time searching out the information that you will use. No class time will be given for research, so be sure to plan your out-of-class time to include it!

### **How to Improve Your Writing**

You may think that you have never been good in English; or you may think that you are already a good writer. Neither matters. What does matter in this course is how much you learn – how much you improve as a writer. You are investing a lot of time and money in your program in an attempt to improve your skills. Don't let your investment go to waste – make it pay off by following up on this assignment and learning from your mistakes. I don't particularly care if you make mistakes since making mistakes is a part of the learning process, but I do care if you make the same mistakes over and over. That tells me that you aren't learning.

Here are some suggestions on how you can improve your writing (and, consequently, your marks).

When you get an assignment back, . . .

#### **1. Identify your strengths and weaknesses.**

Record your marks on the graphs in the course outline. These should begin to tell you what you did well and what you need to work on. Try to narrow your errors down. What gave you trouble? Punctuation? What, exactly? Commas? What else caused trouble? Capitals? Apostrophes? Wording? What, precisely? The passive voice? Faulty parallelism? Dangling modifiers? Make a list of your errors.

Now, look each up in your grammar book. Read the explanation, and try the exercises. Ask me.

#### **2. Do more of what worked.**

Find some good sentences. Look closely at them. Read them aloud. Chances are, these sentences share certain characteristics. These sentences are effective because they are simple, straightforward, and clear; each has something definite to say, and each says it simply and precisely.

Next, find a good paragraph. Read it aloud. Find the topic sentence. Chances are, it will be the first sentence; it will express an opinion clearly and forcefully. It will probably be short. It will be followed by some "evidence" (a quotation? an example?) that illustrates your point ("For example, ..."). Then, there will be a sentence or two that explains the "evidence" and says what it shows ("so what?"). Finally, you will probably find a concluding sentence that ties everything up neatly and effectively.

Try to make every sentence that you write sound like the good sentences; try to make every paragraph sound like the good paragraph. Whatever worked for you, figure out why and do more of it.

#### **3. Do less of what didn't work.**

Look at your awkward sentences and disorganized paragraphs. Compare them to the ones that worked. See if you can figure out the difference and, more important, how to change them into what works.

#### **4. Rewrite the assignment draft.**

Rewrite the assignment draft, incorporating all of the suggestions and correcting all of the errors. Now, read the new version aloud a few times to let your ear hear the rhythm of your “voice.” As you write the next assignment, keep reading this corrected draft aloud and make the new assignment sound like this one.





## **The Diagnostic Function of Your Marks**

Written assignments will be evaluated in four areas: content, structure/format, style, and mechanics.

**Content** covers what you put in – the facts, figures, information, etc. – as well as what you leave out (or get wrong). Content includes the logic of your piece; everything should “follow” and make sense.

**Structure** covers the order of the parts or sections of your written piece – how the work is “broken up” and organized. **Format** covers the use of graphics and an appropriate lay-out.

**Style** covers how you say it – the words/phrases/sentences that you choose and the tone and “elegance” of your writing. Style is a matter, not of right and wrong, but of more or less effective.

**Mechanics** covers spelling, grammar, punctuation, sentence structure, agreement, and so on. Mechanics is a matter of right and wrong.

These marks are meant to help you to identify your weak areas. Keep track of these grades on the following tables and graphs, and look for a pattern: what are you good at? what must you improve? Once you have identified what to improve, we can work on that weakness together.