



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 150- 039  
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:	Janet Doherty		
(b)	Office Hours:	Tuesday 10:30-12:30 Wednesday 10 -12 By Appointment		
(c)	Location:			
(d)	Phone:		Alternative Phone:	
(e)	Email:	DohertyJ@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	Norton and Green. <i>Essay Essentials With Readings</i> . 2004 A Good 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.)

#### Schedule of Readings and Assignments

Please note that this schedule is tentative and may be adjusted during the term.

Week One	Course Introduction
Week Two	“Growing Up Native” (162) Understanding Paragraph Form and Function (81-89) Choosing the Right Words (24) Writing the Thesis Statement (61) Writing Introductions (110-116) “What I Have Lived For” (6) Sentence Fragments, Run-on Sentences
Week Three	<b>Peer Edit Introductions</b> <b>Final Introduction Due (5%)</b> Developing the Topic (89) Keeping Your Readers with You (98) “My Apple Plant Job” (hand out) <b>Grammar Quiz 1 (2.5%)</b>
Week Four	<b>In-class Descriptive Essay (10%)</b> Argument (236) “A City for Students” (242) Misplaced Modifiers
Week Five	Evidence (handout) “Letter from Birmingham Jail” (handout) The Concluding Paragraph (116) Agreement/Parallelism Passive Voice
Week Six	THANKSGIVING <b>Peer-edit Argument Essays</b>
Week Seven	<b>Grammar Quiz 2 (2.5%)</b> <b>Argument Essay Due (15%)</b> Comparison and Contrast (202) “The Canadian Climate” (204) Comma
Week Eight	“The Gas-Electric Hybrid Demystified” (207) “Justice and Journalism” (209) “For Minorities, Timing is Everything” (211) Cause and Effect (216) “Labouring the Wal-Mart Way” (224) Apostrophe/Colon/Semi Colon

Week Nine	“The Slender Trap” (221) “The Telephone” (226) <b>In-class Persuasive Essay (15%)</b>
Week Ten	<b>Grammar Quiz 3 (2.5%)</b> Researching Your Subject (259) Library Orientation Research Essay Workshops 1 ( <b>bring essay material to work on in second class this week</b> )
Week Eleven	REMEMBRANCE DAY Research Essay Workshops 2
Week Twelve	<b>Research Essay Outline Due</b> Summarizing, Paraphrasing, and Quoting (271) Documenting your sources (290) “Uncertain Future: Potential Dangers of Genetically Modified Crops” (320)
Week Thirteen	<b>Grammar Assignment Due (Essay Introduction - 2.5%)</b> <b>Peer-edit Research Essays</b> Oral Presentation Guidelines
Week Fourteen	<b>Research Essay Due (25%)</b> <b>Oral Presentations on Essay Topics (5%)</b>

## 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Introductory Paragraph for Descriptive Essay (50-100 words) 5% Sep. 20 In-class Descriptive Essay (600 words) 10% Sep. 25 Persuasive Essay (1000 words) 15% Oct. 18 In-class Essay (600 words – Cause/Effect or Compare/Contrast) 15% Nov 1 Research Essay (2000 words) 30% Dec. 4 Oral Presentation of Research Essay 5% Dec.4/6 Grammar Quiz (3) and Assignment (1)
(b)	Quizzes	
(c)	Exams	
(d)	Other (eg, Attendance, Project, Group Work)	

### Important Notes

- Participation mark will be based on attendance, contribution to discussions, and exercises
- Students who are absent for an in-class essay or quiz will receive zero
- Peer-edit sessions are mandatory. Failure to submit peer edit forms and drafts with the final assignment will result in losing 10% of the final grade for that assignment (two letter grades)
- Late papers will lose 5% per day, and they will not receive comments
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Please see the “red handout” for a detailed discussion of this issue

## 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
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			<b>Equivalency</b>
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
<b>I</b>	<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.
<b>IP</b>	<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.
<b>CW</b>	<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