



**School of Arts & Science**  
**ENGLISH DEPARTMENT**  
**ENGL 150- 041**  
**English Composition**  
**Semester/Year, eg, 2006F or 2006Q1**

## 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:	Duffy Roberts		
(b)	Office Hours:	M 11-1 / T 1:30-3:30 / W 9-10 / Th 1:30-3:30 / F 9-10		
(c)	Location:	Interurban CC19A		
(d)	Phone:	4462	Alternative Phone:	
(e)	Email:	duffyroberts@gmail.com		
(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><u>Essay Essentials, With Readings</u>, Eds. Sarah Norton and Brian Green</p> <p>Is – I will assign reading from this text to complement your in-class notes; we will also use it for Grammar/Usage</p> <p>gs – We will study and discuss many of these writing samples with special attention to structure, argumentation, style, audience, purpose, and context.</p> <p><i>Readings – Custom Course Pack</i></p>
(b)	Other	<p>Access to online WebCT course page – found at <a href="http://deserv3.camosun.bc.ca:8950/webct/public/home.pl">http://deserv3.camosun.bc.ca:8950/webct/public/home.pl</a></p>

### 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 Syllabus

**[Note: 3 Holiday Mondays changes this schedule for MW sections.]**

Week 1 (Sept 4)

Introductions/ Course Requirements  
The Rhetorical Situation: Purpose, Audience, Context

Week 2 (Sept 11)

MLA formatting  
PIE paragraphs  
Hooks & Transitions  
Effective Summary

Week 3 (Sept 18)

Responding Critically:  
Agree/ Disagree  
Effective/ Ineffective  
Ethos/ Pathos/ Logos

Week 4 (Sept 25)

**Summary & Response Paper Due**  
Thesis/ Assertion/ Argument  
Introductions  
Summarizing an Advertisement

Week 5 (Oct 2)

Analyzing Images  
Assumptions and Implications

Week 6 (Oct 9)

Logical Fallacies  
Evidencing (MLA redux)

Week 7 (Oct 16)

**Ad Analysis In-class**  
Grammar Workshop

Week 8 (Oct 23)

Grammar Workshop  
**Grammar Test**

Week 9 (Oct 30)

Selling Yourself or An Idea  
What Letter Will You Need?

Week 10 (Nov 6)

- Formatting/ Beginnings/ Endings/ Tone/ Style
- Knowing Your Audience
- Week 11 (Nov 13)
  - Professional Letter Due**
  - Arguing by definition, causality, evaluation, rebuttal, proposal
  - The Research Question
  - Why is my problem a problem?
  - Collaborative Aesthetic: Finding Topics
- Week 12 (Nov 20)
  - Researching
  - Library
  - Keeping Track Of and Evaluating Sources
- Week 13 (Nov 27)
  - Detailed Outlining
  - Drafting/ Editing
  - Peer Editing/ Workshopping
- Week 14 (Dec 4)
  - Review
  - Research Paper Due**

**Grade Break-Down** (subject to change)

Participation/ Attendance	5%
Homework/ Quizzes	10%
Grammar Test	10%
Summary and Response Paper	15%
"Writing Self-Refractive Selves"	
Ad Analysis – In-class	15%
"Advertising"	
Professional Letter [also <i>Integrated Business Case</i> ]	15%
Research Paper	30%

[more detailed descriptions of these assignments will be provided in-class and online closer to their occurrences]

*Participation/ Attendance (5%)*

This course – your course – has a discussion format rather than a lecture one. The classroom before you is strongly process and student-oriented. You are accountable for its smooth and lively functioning. Participation, minimally, means being engaged with class on a regular basis. Good participation requires being both engaged and active in class, engaged and active during class discussions, group work, peer review, and in-class writing. Do not sit in your classroom like wilted lettuce or an unseasoned, raw steak. Your participation grade will reflect your kinetic energy in the classroom.

Attendance is mandatory. I will take attendance every day. Having said that, you are allowed 2 unexcused absences, no questions asked. After that, you will receive a participation grade of zero. This zero translates into a loss of a letter grade. Please communicate with me any extenuating circumstances.

*Homework/ Quizzes (10%)*

The writing exercises that you do for homework always have a purpose: they help collect your thoughts, jump-start discussions, help you reflect on the text you have read, draft, revise, and generate ideas for papers. They will also be used for workshopping and group work. They are not arbitrary. They will be frequent because one becomes a

better writer by both reading and writing. These exercises will help you to become better thinkers and writers. I will check that you have earnestly engaged with these assignments, in class, on a periodic basis. The quizzes will help to keep you honest with the readings.

### *Grammar Test (10%)*

This test will cover material covered and assigned in class – points of grammar and mechanics and usage including common errors in first-year papers and techniques for critical analysis. Many of the questions on the test will come right out of Essay Essentials – use it to study.

### *Summary and Response Paper (15%)*

This is a 2.5 page paper (800 words approximately). You will write a summary of an assigned essay as well as conduct a critical response to it where you either agree or disagree with its central premises or ancillary evidence and comment on its effectiveness or ineffectiveness as an argument.

### *In-Class Ad Analysis (15%)*

You will conduct an in-class analysis of a print ad, unpacking its assumptions and implications and attempts to manipulate through its access to structures of desire.

### *Professional Letter (15%)*

Write a business or professional letter of your choosing. Examples: cover letter, letter of intent, project proposal, dear John/Jan (or bad news) letter, or a letter to a public official. These letters must be mistake free.

### *Research Paper (30%)*

This final essay is a formal research essay and is due on the last day of class. More on this assignment closer to its occurrence.

## **Late or Missed Assignments**

Take-home assignments are due at the beginning of class. Late assignments will be penalized 5% per day, including weekends – manage your time so you don't lose those valuable percentage points. Missed quizzes, or missing the grammar test or in-class essay, will require valid documentation for rewrites. These absences must be communicated to me before hand (much like you would your employer). Please communicate with me any extenuating circumstances.

*I encourage students to discuss their marks with me.*

## **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)	

## 6. Grading System

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

As I am interested in your improvement over the semester, assigning letter grades (rather than percentages) allows that the range for that letter grade work in the student's favour. Also, and while this should go without saying, I put extensive comments on your papers in order that you read them and apply them to your next writing assignment. Don't flip through your paper to the end grade; read the comments first.

### 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

### Open Door Policy

I have an open-door policy. Although I have assigned specific office hours and suggest that my students contact me to assure that I am available outside of office hours, when I am in my office I leave the door open.

*I encourage students to come and talk to me.*

### Plagiarism

All writing must be your original work. The minimum penalty for improper documentation is an "F" for the assignment. More serious cases of plagiarism warrant dismissal from the class and possible disciplinary action from the College.

I develop a sense for the style and syntax of your writing, and it is relatively clear when a written submission is not representative of your work. I also routinely use [www.plagiarism.org](http://www.plagiarism.org) to upload essays and check any suspected instances of plagiarism against sources on the Internet. Please note the various forms of plagiarism:

- Plagiarism includes the literal repetition without acknowledgement of the writings of another author. All significant words, phrases, clauses, or passages in a student's paper that have been taken directly from source material must be acknowledged.
- Plagiarism includes borrowing without acknowledgement another writer's general plan, outline, or structure of argument in the creation of one's own organization.
- To paraphrase the thoughts of another writer – even if not taken literally word for word – without acknowledgement of the source is plagiarism. Plagiarism includes borrowing another's ideas and representing them as one's own.
- Plagiarism includes allowing any other person or organization to prepare the paper and submitting it as one's own work.

### Online

WebCT allows me to communicate with you after the fact, and for you to check to see what is for homework. There is an "All Class Calendar" which all four of my sections will

use. Make sure that you do the homework assigned to your section. We will also be using the online conversation component, "Thinking Out Loud."

As I have 120 students each and every semester, when you send me an email please include a descriptive subject line: such as, "English 150, Section 31," and include your name.