



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 150- 042  
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:	Dr. Jodi Lundgren		
(b)	Office Hours:	Mon, Wed 9-10:30; Friday 9-10, 12-1		
(c)	Location:	Paul 332		
(d)	Phone:	3355	Alternative Phone:	
(e)	Email:	<a href="mailto:lundgrenj@camosun.bc.ca">lundgrenj@camosun.bc.ca</a> (best way to reach me)		
(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>Norton, Sarah, and Brian Green. <i>Essay Essentials with Readings</i>. 4<sup>th</sup> ed. Scarborough, Ont.: Nelson, 2006.</p> <p>Class Handouts: Note that some of the required readings will be distributed in class.</p> <p>A dictionary: <i>The Concise Oxford</i>; <i>Webster's New Collegiate</i>; <i>Gage Canadian</i> are good choices.</p> <ul style="list-style-type: none"> <li>• You will need a three ring binder for collecting class handouts and marked copies of your assignments.</li> <li>• You need to set aside about \$10 for making copies of your essays for in-class workshops.</li> <li>• You <b>must have access to a stapler</b> for when you hand in your assignments.</li> </ul>
(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 Outline

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email.

I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- *EE*=*Essay Essentials*
- Additional readings from *EE* will be assigned as needed.
- You are not responsible for the Exercises and Assignments contained within the readings unless specifically noted.
- Readings and assignments are **due** for the dates listed.
- Some of the required readings will be distributed in class as photocopies. Having missed class when the reading was distributed is not an excuse for not having the reading done.

Tues. Sept.5 Introduction + ice-breaker.

Fri. Sept.8 Reading due: "Your Audience and You" *EE* 9-16.  
Profiles (handout).  
Discuss: Assignment 1 (Local Heroes Profile).

Tues. Sept.12 Reading due: "Narration" *EE* 153-154.  
"Baba and Me" *EE* 157-160.  
"Writing the Thesis Statement" *EE* 64-65.  
"Preparing an Outline" *EE* 71-77.

Fri. Sept.15 **Due: Outline of Assignment 1.**  
Reading due: "Managing the Main Points" *EE* 55-59.  
"Quoting" *EE* 280-286.  
"Quotation Marks" *EE* 437-39.

- Tues. Sept.19 **Due: Assignment 1 (draft).**  
Reading due: "Three Steps to Revision" *EE* 125-128.  
Workshops.
- Fri. Sept.22 Revising and Editing Assignment 1.  
Reading due: "Understanding Paragraph Form and Function" *EE* 81-82;  
85-6.  
"Three Steps to Revision" *EE* 130-31; 133-35.  
Discuss sample essays on overhead.
- Tues.Sept.26 **Due: Revised Assignment 1.**  
Reading due: Sentence Skills *EE* 327-29; 339-43; 347-49.
- Fri. Sept.29 Reading due: Exercise 7.3 *EE* 86-88.  
In-class brainstorming + writing: visually descriptive paragraph.  
(Handouts: Said and Mohr, "States"; "Questions on Visual Materials").
- Tues. Oct.3 **Due: Draft summary.**  
Reading due: Said (handout).  
"Summarizing" *EE* 272-76.  
In-class summary.
- Fri. Oct.6 Discuss Said's work (purpose, thesis, use of photos).  
Discuss student paragraphs.  
Introduction to major assignment: Documentary Research Essay.
- Tues. Oct.10 Bring: Images you've gathered.  
Reading due: Coles, "The Tradition: Fact and Fiction" (handout).  
Lister and Wells, "Seeing Beyond Belief" (handout).  
Interpreting images, brainstorming, freewriting.
- Fri. Oct.13 **Due: Draft of Descriptive Photo Analysis.**  
Reading due: "Keeping Your Readers With You" *EE* 98-104.  
"The Parallelism Principle" *EE* 361-62.  
*Heroines*: documentary video.
- Tues.Oct.17 **Due: Revised Descriptive Photo Analysis.**  
Narrowing your research topic.  
Reading due: Parmar, "Labouring the Wal-Mart Way" *EE* 224-25.  
Niedzwiecki, "Stupid Jobs are Good to Relax With" *EE* 250-  
54
- Fri. Oct.20 Writing the research proposal.  
Reading due: "Writing Introductions" *EE* 110-114.  
"Tone" *EE* 106-108.  
"Choosing the Right Words" *EE* 24-37.
- Tues. Oct.24 **Due: Proposal for Documentary Research Project.**  
Library visit.  
Reading due: "The Research Paper" *EE* 257-270 (for reference).
- Fri. Oct.26 Handling sources.  
Review: "Summarizing, Paraphrasing and Quoting" *EE* 271-86.
- Tues.Oct.31 Reading due: "Documenting Your Sources" *EE* 290-304.  
Analyzing sample research paper.
- Fri. Nov.3 **Due: Outline of Context Paper + Works Cited.**  
"Formatting a Research Paper" (306-317).
- Tues. Nov.7 Reading due: "The Concluding Paragraph" *EE* 116-118.  
"The Comma" *EE* 416-26.  
"Refining by Combining" *EE* 367-69.
- Fri. Nov. 10 **Due: Context Paper.**

Reading due: "The Semicolon" *EE* 427-31.  
"The Colon" *EE* 432-33.  
Interviewing your research subject: permissions forms.  
Learning from documentary film.

- Tues. Nov.14 Reading due: Geiss, "Pride versus Prejudice" *EE* 219-221.  
Discuss Presentations.
- Fri. Nov.17 Revising and expanding the context paper: honing your argument.
- Tues. Nov.21 Preparation for final in-class writing.  
Fri. Nov.24 **PowerPoint Presentations.**
- Tues. Nov.28 **PowerPoint Presentations.**  
Fri. Dec.1 **PowerPoint Presentations.**
- Tues. Dec.5 **PowerPoint Presentations.**  
Fri. Dec.8 **Due: Documentary Research Essay.**  
**Final In-Class Writing.**

**5. Basis of Student Assessment (Weighting)**  
*(Should be linked directly to learning outcomes.)*

	(a) Assignments	<p>I will distribute detailed instructions on each writing assignment as the course progresses.</p> <table border="0"> <tr> <td>1. Local Heroes Profile: Outline</td> <td>--*</td> <td></td> </tr> <tr> <td>    Sept.15</td> <td></td> <td></td> </tr> <tr> <td>    Draft</td> <td>--*</td> <td></td> </tr> <tr> <td>    Sept.19</td> <td></td> <td></td> </tr> <tr> <td>    Revision</td> <td>10%</td> <td></td> </tr> <tr> <td>    Sept.26</td> <td></td> <td></td> </tr> <tr> <td>2. Summary</td> <td>--*</td> <td>Oct.3</td> </tr> <tr> <td>3. Descriptive Photo Analysis: Draft</td> <td>--*</td> <td>Oct.13</td> </tr> <tr> <td>    Revision</td> <td>5%</td> <td>Oct.17</td> </tr> <tr> <td>4. Documentary Research Proposal</td> <td>5%</td> <td>Oct.24</td> </tr> <tr> <td>5. Context Paper: Outline + Works Cited</td> <td>--*</td> <td>Nov.3</td> </tr> <tr> <td></td> <td>15%</td> <td>Nov.10</td> </tr> <tr> <td>6. PowerPoint Presentation**</td> <td>10%</td> <td></td> </tr> <tr> <td></td> <td>Nov.24, Nov.28,</td> <td>Dec.1,</td> </tr> <tr> <td></td> <td></td> <td>Dec.5</td> </tr> <tr> <td>7. Documentary Research Paper</td> <td>30%</td> <td>Dec.8</td> </tr> <tr> <td>8. Final In-class Writing</td> <td>15%</td> <td></td> </tr> <tr> <td>Dec.8</td> <td></td> <td></td> </tr> <tr> <td>10. Participation:</td> <td>10%</td> <td></td> </tr> <tr> <td>    Ongoing</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Includes library assignment, group work, peer critiques, class discussion, any pop quizzes.</td> </tr> <tr> <td colspan="3">* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points <u>and</u> a 10% deduction from the final grade for the assignment. See "Policies" below.</td> </tr> <tr> <td colspan="3">** The oral presentation allows you to share the results of your research with an audience and to participate in a question and answer session that may lead you to modify your paper. As such, it forms a crucial step in the research process. Every student must deliver a presentation; otherwise, I <u>cannot accept</u> the documentary research paper.</td> </tr> </table>	1. Local Heroes Profile: Outline	--*		Sept.15			Draft	--*		Sept.19			Revision	10%		Sept.26			2. Summary	--*	Oct.3	3. Descriptive Photo Analysis: Draft	--*	Oct.13	Revision	5%	Oct.17	4. Documentary Research Proposal	5%	Oct.24	5. Context Paper: Outline + Works Cited	--*	Nov.3		15%	Nov.10	6. PowerPoint Presentation**	10%			Nov.24, Nov.28,	Dec.1,			Dec.5	7. Documentary Research Paper	30%	Dec.8	8. Final In-class Writing	15%		Dec.8			10. Participation:	10%		Ongoing			Includes library assignment, group work, peer critiques, class discussion, any pop quizzes.			* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points <u>and</u> a 10% deduction from the final grade for the assignment. See "Policies" below.			** The oral presentation allows you to share the results of your research with an audience and to participate in a question and answer session that may lead you to modify your paper. As such, it forms a crucial step in the research process. Every student must deliver a presentation; otherwise, I <u>cannot accept</u> the documentary research paper.		
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(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](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

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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

#### Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. **Staple your papers in the top left-hand corner.** I cannot accept papers by email unless otherwise stated. Where necessary, use the **MLA Style** to document sources (see *Essay Essentials* 290-324). Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about Harry Potter) is inaccurate. (See *EE* 310 for a sample heading.)

#### Evaluation

We will address the criteria for good college writing throughout the semester. The "Four Criteria for Good College Writing" handout will give you a good initial point of reference. In grading your work, I will be particularly interested in the development I see in revision and from paper to paper within the assignment sequence. I will be looking for evidence of your involvement in the course and of your willingness and your success in working on your writing over the term. I give greater weight to the later assignments in part so that your improvement throughout the semester gets reflected in your grade.

#### Policies

\* **Assignments are due** at the beginning of class on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late, taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a O. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation.

\* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 10% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

\* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. The time we spend in class discussing your writing is as important to your education as the time you spend alone working on it. Regular attendance is therefore vital. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade.

*Assignments that fall into the participation category above will be credited using a check mark system. A 0 indicates a failure to fulfill the basic expectations of the assignment. A √- indicates that the response meets some, but not most, of the expectations of the assignment. A √ indicates a satisfactory response to the assignment. A √(+) indicates that the seeds of powerful work are present, although their potential has not been fully realized. A √+ indicates a fully successful response to the assignment. A √++ indicates an exceptional response that exceeds the basic expectations of the assignment. The check marks will be tallied at the end of the semester and converted into a numerical score. You may see me to inquire about your standing at any point in the semester.*

\* **Plagiarism**, the act of presenting the words, ideas, or data of another as if they were your own, is a serious offense. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 37-41 of the 2006/2007 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department.

Part of the purpose of this class is to teach you how to use the ideas of others honestly in your own writing: Part 5 of *Essay Essentials* (pages 257-324) gives you detailed information on how to do so. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

\* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible:

Lansdowne Campus: ID 202. Phone: 250-370-3312.

TTY/TDD: 250-370-3311.

Interurban Campus: CC 210. Phone: 250-370-4049

TTY/TDD: 250-370-4051

## **A Final Word**

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your writing generally. I check email regularly and am on each campus 2 days a week. I encourage you to visit me in my office hours. It's always a good idea to let me know ahead of time that you're coming in case other students have booked appointments, but you should definitely feel free to drop by.