



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 250-002  
Advanced 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.

A writer is a reader who is moved to emulation.

-Saul Bellow

Every story teaches you how to write that story but not the next story.

-Eudora Welty

Don't tell me the moon is shining; show me the glint of light on broken glass.

-Anton Chekhov

1. Instructor Information

(a)	Instructor:	Raj Mehta		
(b)	Office Hours:	TTh, 3:30-4:50		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	Mehta@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.)

As a result of taking this course the student will be able to:

1. Identify:
  - a) Different types of non-fiction prose (e.g., memoir, personal essay, review.
  - b) Editorial, speech, expository essay, research essay).
  - c) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
  - d) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.

6. Revise their own writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

### 3. Required Materials

(a)	Texts	Robert L. Root Jr. & Michael Steinberg, <i>The Fourth Genre</i>
(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.)

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### 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.)

#### 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

#### EVALUATION SCHEME

A+ = 95-100%	A = 90-94	A- = 85-89
B+ = 80-84	B = 75-79	B- = 70-74%
C+ = 65-69	C = 60-64	D = 50-59%
F = Below 50%	IN = Incomplete	

All papers will be give a numerical grade to reflect the value in the term's work. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range ( 85 - 100%) Superior level of achievement - worth consulting.

exceptional insight into material or topic  
detailed, significant discussion  
effective organization for paper's purpose  
fluent, error-free expression

B Range (70 - 84%) High level of achievement - worth keeping.

competent treatment of material or topic but less originality or perception than for A  
full but not so detailed discussion as for A  
organization contributing to sense but remaining workmanlike  
expression free of errors

C+ (65 - 69%) More than satisfactory level of achievement - worth doing.

sound content, reasonably well organized  
clear but somewhat mechanical organization  
expression generally free of errors that confuse sense. May display content at the B or even A level but with more than one or two serious mechanical errors

C (60 - 64%) Sufficient level of achievement to proceed with next level – readable.

acceptable but commonplace content adequately supported  
mechanical but generally coherent organization  
adequate but sometimes confusing expression

D (50 - 59%) Minimum level of achievement for which credit is granted - worth reworking.

limited or misleading content with inadequate or inappropriate support  
incomplete or confusing organization  
frequent errors in expression that confuse sense

F (Below 50%) Minimum level not achieved - worth discarding.

inadequate or inaccurate content  
incoherent organization  
many errors in expression  
basically, no apparent effort made in the paper at all

A word about grading standards: Merely fulfilling the terms of an assignment, and doing so in a competent, reasonable manner, is generally only enough for a grade in the B- range. A-grades will only be awarded when work demonstrates notable creativity, insight and excellence.

## EVALUATION & ASSIGNMENTS

Your grade this semester will be based primarily on three main writing assignments (personal essay/memoir, critical review, reflective essay) and a group presentation.

1. 25%: Personal Essay/Memoir - This essay should link an experience relevant to a larger audience by connecting it to larger social concerns. Your primary source will be individual experience. (4-5 pages max.)
2. 25%: Criticism/Review - This essay will be an extended review of some (pop) cultural event: live or recorded music, film, theatre performance, book, lecture, a protest rally, food/restaurant, a sporting event, etc. Your goal will be to describe and evaluate the event. Your primary source will be "textual" in the broadest sense. (4-5 pages max.)
3. 25%: Reflective Essay - This essay should be a "philosophical" reflection on a general element or principle of life. Your writing should reflect on social, theoretical or literary issues and link personal, social, historical or theoretical texts. Your primary sources will be individual experience and textual evidence. (1000 words max.) Your essay should take on the guise of a feature article. This essay should be approached as if you were writing

to submit to a magazine. Your primary sources will come from research: experiential, textual, and/or oral/interview(s). (4-5 pages words max.)

4. 25%: Presentation - This exercise requires students (in their respective groups) build an essay presentation from a single word. First, each group will choose one word - any word - to which they are particularly drawn, a word that resonates for them. Then the task is to build an essay collaboratively revolving around this single word. The direction of the presentation is open, but groups might wish to present the chronology of the project, work with personal memories triggered by the word, or provide some analytical, intellectual, philosophical study of the word. The goal of this exercise is to weave the word's broader application into a cogent, complex and meaningful presentation. The essay is not handed in – only the oral presentation is graded. Each group member must have equal speaking roles. (15 minutes max.)

Note: I suggest students keep a reading portfolio. Collect articles that are examples of the types of things you will write, keep a reading log/journal of notes on those readings as well as the readings that will be assigned in class. This will help you work through the assignments in the course.