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|  | <p><b>School of Arts &amp; Science</b><br/> <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-002</b><br/> <b>English Composition</b><br/> <b>Winter 2007</b></p> |
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## 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. Timothy Callin                          |                    |  |
| (b) | Office Hours: | Monday 12-1, Wednesday 12-1, Thursday 10-12 |                    |  |
| (c) | Location:     | Paul 322                                    |                    |  |
| (d) | Phone:        | 370-3345                                    | Alternative Phone: |  |
| (e) | Email:        | callint@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 | <i>Essay Essentials</i> (at a bookstore near you) |
| (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.)

**This is the schedule for the fall: Please note that the schedule is subject to change. I reserve the right and so on...**

**Welcome!**

**Jan 8:** Knowing Me, Knowing You...

**Assignment for next class: *Essay Essentials*: TBA**

*\*The first department of Rhetoric: Invention\**

**Jan 10:** WARM UP...Spelling bee

**What is Rhetoric? The Circle and the Stick**

Introducing the five "departments" of Rhetoric

*Invention: **Four Methods/ Essay Essentials***

**Group work: "The Four-S-Test" from *Essay Essentials***

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**HANDOUT:** Diagnostic Assignment/Diagnostic Instructions

**GROUP WORK: Diagnostic: Peer-DISCUSSION**

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**ASSIGNMENT: *Essay Essentials*: TBA**

**Jan 15:** Library orientation...(must attend)

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**Jan 17:** **In-class: Diagnostic...**

**ASSIGNMENT: *Essay Essentials*: TBA**

**Jan 22:** Process Topic Assigned: Due October 5, 2006

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The Introduction (in three parts)

***HOOK, LINE, LINKER***

Your "around to it"

The Mapping Thesis/some practice/ what and why

In class group work: TBA

**ASSIGNMENT: *Essay Essentials* TBA**

**Jan 24:** **Introduction and thesis continued...**

The Thesis: thesis or fact? (Overhead)

Class work: *Essay Essentials*

**ASSIGNMENT: *Essay Essentials* TBA**

**\*\**The Second Department of Rhetoric: Arrangement*\*\***

**Jan 29:** WARM UP... Thesis or fact...review Introduction

The Big Picture: Paragraph Structure

Group work: **Organizing the Body Paragraph**  
What Matters? Form and Content  
FLOW!!!! Topic and Transitional sentences  
**ASSIGNMENT: Essay Essentials TBA**

**Jan 31:** FLOW!!!! Transitional words  
The Big Circle: Concluding the Essay  
**Group Work: Essay Essentials Chapter 10**  
ASSIGNMENT: *Essay Essentials*: TBA

**\*\*\*The third department of Rhetoric: Style\*\*\***

**Feb 5: !!Process Essay Due beginning of Class!!**  
Knowing Your Audience: formal and informal language  
Wordiness: Cliché, Slang, and Colloquialism  
Unity and Wordiness  
**Group work: Essay Essentials: TBA**

**Feb 7: Holiday**

**Feb 12:** Getting into the Punctuation of things  
*Hooray!! The Comma (overheads)*  
**ASSIGNMENT: Essay Essentials: TBA**

**Feb 14:** **The Comma continued...**  

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*Group Work: Punctuation Practice*  
**Begin colon and semi-colon**  
ASSIGNMENT: *Essay Essentials*: TBA

**Feb 19:** **The semi-colon and the colon continued**  

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*Comma splices and Fused sentences*  
Dependent and Independent clauses  
Group Work: Fragments and Run-on sentences  
Group Work: Punctuation exercises  
**ASSIGNMENT: Handout: Argument essay example**

**Feb 21:** **Assign Argument Essay: Due November 6, 2006**  
**Two approaches to the thesis:** Exploratory questions  
Group work: argument essay marking exercise  
*Essay Essentials*: "Selecting a Subject"  
Drafting the outline: Structure and the Argument Essay  
**ASSIGNMENT: Essay Essentials: TBA**

**Feb 26:** WARM UP...  
Ellipses and Parenthesis  
Two types of Quotation: spot and block  
Group work: *Essay Essentials*/ Punctuation review  
**ASSIGNMENT: Essay Essentials: Review for midterm quiz**

**Feb 28: Midterm Quiz**

**Mar 5:** Approaches to Citation (and why it is important)  
Citation exercise!

Beckett's "Play"  
**ASSIGNMENT: *Essay Essentials*: TBA**

**\*\*The fourth department of Rhetoric: Delivery\*\***

**Mar 7:!! Argument Paper Due Beginning of Class!!**

Handout Research Assignment Due December 7, 2006  
**ASSIGNMENT: Research essay example handout**

**Mar 12:** Research essay work from *Essay Essentials*  
 Example of a research essay/Discussion  
 Group Work: Premise: positives and negatives  
**ASSIGNMENT: Summary example Handout**  
**ASSIGNMENT: Read "Arts Education..." in *Essay Essentials***

**Mar 14:** Holiday...

**Mar 19: Research Essay work continued...**

How to Paraphrase  
*Why and How to Summary*  
 Group discussion: Example of Summary  
**Summary handout: "Cop-Out Realism"**

**Mar 21: IN-CLASS MOCK SUMMARY**

**Mar 26: Peer Edit Summary**

**Mar 28: END OF TERM QUIZ**

**April 2: *Library Research Class (mandatory)***

**April 4: *Library Research Class (mandatory)***

**\*\*\*\*The fifth department of Rhetoric: Memory\*\*\*\***

**April 11: Final class: Research paper due!!**

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

*(Should be linked directly to learning outcomes.)*

|     |   |   |
|-----|---|---|
| (a) | Assignments                                       | See above: 4. Course Content and Schedule |
| (b) | Quizzes   | See above: 4. Course Content and Schedule |
| (c) | Exams   | See above: 4. Course Content and Schedule |
| (d) | Other<br>(eg, Attendance,<br>Project, Group Work) | See above: 4. Course Content and Schedule |

**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

**Course Objective:** The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

**Overall Importance:** Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 150** will be applicable to the rest of your lives.

**Review:** For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

**Dynamics:** You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote a **positive learning environment**. The vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 150** should also be fun, possibly even entertaining.

### GUIDELINES:

1. Assignments must be **submitted on the due date** at the **beginning of class**. I make no exceptions to this rule.
2. Exceptions to this rule: illness/family emergency... **Note required**.
3. Assignments **may not** be submitted electronically.
4. Make **two copies** of each assignment: keep one and submit the other.
5. Assignments must be typed and double-spaced.
6. **10% penalty** for each day or portion of each day late.
7. **All assignments must be submitted for marking to pass the course.**
8. You will **not pass** if you do not attend. 80% attendance required.

### ALLOCATION OF MARKS:

**Library worksheet:** 5 % September 14, 2006 (no make-ups)

**Diagnostic Essay:** 10 mock marks (5 paragraphs) September 18, 2006

**Process Essay:** 15% (1000 words max) Due October 5, 2006

**Midterm Quiz:** 20 % October 30, 2006 (no make-ups)

**Argument Essay:** 20 % (1200 words max) Due November 6, 2006  
**End of Term Quiz:** 10 % November 27, 2006 (no-make-ups)  
**Research Essay:** 25 % (1800 words max) Due December 7, 2006  
**Participation/completion of *Essay Essentials* assignments:** 5 % (all term)