



**School of Arts & Science  
ENGLISH DEPARTMENT**

**ENGL 150-011  
English Composition  
2007W**

## 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:	Maureen Niwa-Heinen		
(b)	Office Hours:	Monday 10:00-1:00 & Wednesday 10:00-12:00		
(c)	Location:	Paul 326		
(d)	Phone:	370-3342	Alternative Phone:	479-9273
(e)	Email:	nheinen@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	M. Garret Baumann. <i>Ideas and Details</i> . Fifth Edition. English 150, Sections 001, 002, 2006 <i>Course Pack</i> ( <i>pick up the right one!</i> ) English 150-01 Supplementary Coursepack - Inquiry Project Texts, Fall 2006 ( <i>reprint</i> )
(b)	Other	Folder with two inside pockets; notebook or journal. Camosun College Computer account, with printing available.

### 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.)

<b>Date</b>	<b>Topic</b>	<b>Your Preparation</b>
<b>Jan. 8</b>	Introduction to Course & Class Members Diagnostic in-class Essay	Read syllabus & Course pack: Section One.
<b>Jan. 10</b>	Ideas & Details in effective writing. Critical Reading and Writing Skills - Visual Analysis: brainstorming.	Read Inquiry Project texts.
<b>Jan. 15</b>	Brainteasers: Mind, Senses, Imagination. Paragraph Construction. Grammar Focus: <i>Sentence Types</i> .	Grammar exercise. Read Inquiry Project texts: choose <i>two</i> .
<b>Jan. 17</b>	Essay Structure. Descriptive writing; Figurative and sensory imagery.	Choose Inquiry Project text. Finish drafting Visual Essay.
<b>Jan. 22</b>	Workshop Visual Essay.	<i>PEER REVIEW: VISUAL ESSAY, in class Jan. 22.</i>
<b>Jan. 24</b>	Grammar Focus: <i>Broad references; transitions</i> .	<i>VISUAL ESSAY DUE, in class: Jan. 24.</i>
<b>Jan. 29</b>	Inquiry Project, first meeting: Meet group; discuss text. Grammar Focus: <i>Run-on, Fused Sentences; Comma Splices</i> .	Start drafting ideas for Inquiry Project Proposal.
<b>Jan. 31</b>	Inquiry Project: Looping for a controlling question. Rhetorical Figures in persuasive argument.	Collaborate on Inquiry Project Proposal.
<b>Feb. 5</b>	Grammar Quiz #1, in class. Inquiry Project – draft thesis.	<b>GRAMMAR QUIZ #1, in class Feb. 5.</b>
<b>Feb. 17</b>	Persuasive Essay Structure and Logical Fallacies.	Read texts in Persuasive section in course pack. Choose the persuasive text you will write on for your in-class essay.
<b>Feb. 12</b>	Discussion of persuasive texts.	

<b>Feb. 14</b>	Discussion of persuasive texts.	
<b>Feb. 19</b>	Anticipating an audience in persuasive essays. Discussion of persuasive texts.	Prepare for in-class essay - an outline and potential thesis statements.
<b>Feb. 21</b>	Persuasive essay, in-class writing.	<b>* PERSUASIVE ESSAY DUE, written in class Feb. 21.</b>
<b>Feb. 26</b>	Grammar Focus: <i>Modifiers, Passive voice, commas.</i>	
<b>Feb. 28</b>	Grammar Quiz #2.	<b>GRAMMAR QUIZ #2, Feb. 28.</b> Complete Inquiry Project Proposal.
<b>March 5</b>	Library Visit. Collecting Research Sources; bibliography composition.	
<b>March 7</b>	Types of Outlines; Complex Thesis Statements. MLA Bibliography: Sources, Styles, Formatting.	Gather and read research sources for Inquiry project. Note-taking.  Draft entries for IP bibliography; collaborate on IP oral presentation outline.
<b>March 12</b>	Inquiry Project: Peer-review Bibliography. Group work on oral presentation – confirm time/date; order equipment, supplies, etc.	<b>PEER REVIEW: IP Annotated Bibliography.</b> Multi-media Inquiry Project oral presentation.
<b>March 14</b>	IP Oral Presentations: Groups 1 & 2. IP Bibliography & Proposal Due.  IP Oral Presentations: Groups 3, 4 & 5.	<b>INQUIRY PROJECT BIBLIOGRAPHY DUE, in class: March 14.</b> Draft IP Research essay.
<b>March 19</b>	MLA Documentation: Citations; integration. Grammar Focus: <i>Pronoun and subject-verb agreement, parallelism.</i>	
<b>March 21</b>	Plagiarism – policies & real life examples.	Finish draft of IP Research Essay.
<b>March 26</b>	Peer-Review Inquiry Project Research Essays.	<b>INQUIRY PROJECT JOURNAL due, in class: March 21.</b>
<b>March 28</b>	Grammar Quiz #3.	
<b>April 2</b>	IP Research Essay – Individual consultations.	<b>PEER-REVIEWS: IP RESEARCH ESSAY, in class: March 28.</b>
<b>April 4</b>		
<b>April 9</b>	<i>Easter Monday – Holiday. College closed.</i>	
<b>April 11</b>	IP Research Essay due.	<i>GRAMMAR QUIZ #3, in class, April 2.</i>  Sign up for time – office door.  <b>IP RESEARCH ESSAY, DUE, in class, April 11.</b>

## 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

Assignments/Exams	Length	Value	Due Date	Focus
In-class Narrative	1 - 1.5 pages	0%	First day of class	Diagnostic
Visual Analysis Essay	3 pages	10%	January 24	Essay structure
*Persuasive Essay	650 words; 4 pages	20%	February 21	Persuasive structure.
<u>Inquiry Project &amp; Research Essay:</u> Annotated Bibliography (group)	6 pages	10% - each member does <u>five</u> entries	March 14	For this project:  Argue; MLA documentation; research skills; effective oral delivery; persuasion; use & integration of supporting evidence; development; effective conclusion.
Process Journal (individual)	various	5%	March 21	
Class Presentation (group)	20-30 minutes, plus questions & answers	10%	Sign up sheet.	
Research Essay (individual)	1500 words, 8 pages	25%	April 11 (last class).	
* Grammar Quizzes	Three quizzes	15%	Feb. 5, Feb. 28 April 2	Grammar rules, editing principles, stylistics
* Class Participation	Active contribution	5%	All term	Attentiveness; questions

## 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+	<i>Brilliant to Very Good:</i> all requirements met; in-depth analysis/exposition of subject reflected in thesis and path; detailed supporting examples; linked ideas; conclusion resolves, applies and expands thesis; error-free; distinct improvement between drafts; stimulates the reader; memorable; of a nearly publishable calibre.	9
90-94	A	<i>Brilliant to Very Good:</i> all requirements met; in-depth analysis/exposition of subject reflected in thesis and path; detailed supporting examples; linked ideas; conclusion resolves, applies and expands thesis; error-free; distinct improvement between drafts; stimulates the reader; memorable; proof-reading required.	8
85-89	A-	<i>Brilliant to Very Good:</i> all requirements met; in-depth analysis/exposition of subject reflected in thesis and path; detailed supporting examples; linked ideas; conclusion resolves, applies and expands thesis; error-free; distinct improvement between drafts; stimulates the reader; memorable; proof-reading & more editing required.	7
80-84	B+	<i>Good to Very Fine:</i> meets requirements but lacks the	6

		thoroughness and thinking processes behind an A paper; slightly underdeveloped thesis, which may weaken conclusion in terms of range and scope; may be missing some transitions; examples may need to be more clearly contextualised within the parameters of the thesis; slightly sloppy proof-reading; some significant changes made between drafts; easily accessible to reader but requires a more distinct style.	
75-79	B	<i>Good to Very Fine:</i> meets requirements but lacks the thoroughness and thinking processes behind an A paper; slightly underdeveloped thesis, which may weaken conclusion in terms of range and scope; may be missing some transitions; examples may need to be more clearly contextualised within the parameters of the thesis; sloppy proof-reading; some significant changes made between drafts; easily accessible to reader but requires a more distinct style and further editing.	5
70-74	B-	<i>Good to Very Fine:</i> meets requirements but lacks the thoroughness and thinking processes behind an A paper; slightly underdeveloped thesis, which definitely weakens conclusion in terms of range and scope; is missing key transitions; examples may need to be more clearly contextualised within the parameters of the thesis; sloppy proof-reading; some significant changes made between drafts; easily accessible to reader but requires a more distinct style, revisions and further editing.	4
65-69	C+	<i>Fine to Satisfactory:</i> meets half requirements or less; generalized thesis which fails to produce a clear focus; organizational problems; lack of paragraph development and transitions; lack of an adequate number of examples or examples not adequately explained and related back to thesis; overall weak argument; significant number of proof-reading / grammatical / syntactical errors; reads as a preliminary, rather than final, draft; needs more work on all aspects; bores the reader.	3
60-64	C	<i>Fine to Satisfactory:</i> meets less than half requirements; generalized thesis which fails to produce a clear focus; organizational problems; lack of paragraph development and transitions; lack of an adequate number of examples or examples not adequately explained and related back to thesis; overall weak argument; significant number of proof-reading / grammatical / syntactical errors; reads as a preliminary, rather than final, draft; needs more work on all aspects; is difficult for the reader to understand.	2
50-59	D	<i>Barely Passing to Poor:</i> not sure if assignment sheet was consulted in terms of requirements; very fuzzy thesis, or entirely lacking a thesis; extremely truncated paragraphs which do not present a point nor provide enough examples; absence of produced drafts through in scheduled workshops; reads as a very rough draft with copious errors in proof-reading, spelling, grammar, punctuation, etc.; needs a lot of work to achieve the next level; frustrates the reader.	1
0-49	F	Minimum level has not been achieved. <i>Just Bad:</i> no understanding of what the assignment is or	0

		is about; total absence of thought or work; assignment may be very late or not handed in; may present a personal opinion which is not contextualised within the appropriate essay style (except for the narrative essay); exhibits nothing of the essay construction / structure taught in class; has not been previously drafted; has so many technical errors that the marker simply give up on reading and correcting it; confuses the reader	
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### 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** 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** 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