

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 150-012 English Composition 2007W</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ <http://www.camosun.bc.ca/learn/calendar/index.html#ENGL>

1. Instructor Information

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Mondays and Wednesdays 9:30 to 11:30 or by appointment		
(c)	Location:	Paul 328		
(d)	Phone:	370-3349		
(e)	Email:	WelchB@Camosun.bc.ca		
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2. Intended Learning Outcomes

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 4th Edition</i> by Sarah Norton and Brian Green
(b)	Other	handouts

4. Course Content and Schedule

Tentative Term Schedule

Jan 9	Introduction to class; hand out syllabus For Homework Read: “Suffering” (handout) “Three Passions I Have Lived For” (6)
Jan 11	Discuss Essays The comma! For Homework Read: “Burger Queen” (handout)
Jan 16	The parts of the essay For Homework Read: Chapter 5 (The thesis)
Jan 18	The Thesis Statement For Homework Read: Chapter 9 (Introductions and Conclusions)
Jan 23	Introductions and Conclusions! The Narrative Essay Assignment sheet on the Narrative Essay For Homework Read: “Growing up Native” (162-167) “The Colossus in the Kitchen” (handout)

Jan 25	Essays The Semicolon For Homework Read: Chapter 32 & 33 (The Semicolon/ The Colon)
Jan 30	Narrative Essay Due The semicolon/colon Assign Compare/Contrast Paper The Compare and Contrast Essay For Homework Read: "Justice and Journalism" (209) "Shopping Around" (205) "Student Essay" (handout)
February 1	Compare and Contrast For Homework Read: Chapter 28 (Mastering Subject Verb Agreement)
Feb 6	Compare/Contrast Subject Verb Agreement
Feb 8	No Class! (Reading Break)
Feb 13	Compare Contrast Paper Due Assign Persuasive Paper Persuasion Homework "Of Pain, Predators, and Pleasure" (246) "Fur is Dead" (handout) "Fur is Natural" (handout)
Feb 15	Examine Essays For Homework Read: "I Have a Dream" (handout) "A Modest Proposal" (handout)
Feb 20	Persuasion Examine Essays For Homework Read: Read Chapter 30 (Pronoun Problems)

Feb 22	Persuasion Pronouns! For Homework Read: Chapter 28 (Subject –Verb Agreement)
Feb 27	Persuasive Paper Due Assign Research Paper Assignment Subject Verb Agreement Research paper ideas
March 1	Grammar Test For Homework Read: pages 257-270 (The research paper)
March 6	Sources for a research paper Your Thesis
March 8	Library Visit
March 13	Hand in Argument/Persuasion Paper Paraphrasing MLA
March 15	Integration of Quotes MLA
March 20	Modifying Quotations MLA
March 22	MLA quiz Editing a Student Papers
March 27	Formatting your paper Peer Edit session
March 29	Research Paper Due Lit section begins Homework: “The Yellow Wallpaper” (handout) “The Story of an Hour” (handout)
April 3	Freedom or Failure? Homework: “Araby” (handout) “Boys and Girls” (handout)

April 5 Coming of Age
Gender

April 10 Review for in-class paper

April 12 **in-class literary papers**

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5. Basis of Student Assessment (Weighting)

(a)	Assignments	Narrative Essay (out-of-class; 750 words) 10% Compare Contrast Essay (out of class; 800 words) 15% Persuasive Essay (out of class; 900-1000 words) 20% Research Essay (1,200 to 1,500 words) 25% In Class Literary Paper (500-600 words) 10%
(b)	Quizzes	5 pop quizzes on in-class readings (5%) MLA Quiz (5%)
(c)	Exams	In Class exam on Grammar/Punctuation (10%)
(d)	Other (eg, Attendance, Project, Group Work)	

6. Grading System

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 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.

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.

Attention!

- ❖ All due dates are **firm**. Late assignments will not receive comments and will lose **5% per day** unless accompanied by a documented medical excuse.
- ❖ Five pop quizzes are scheduled **randomly** throughout the term. They are based on the assigned readings.
- ❖ If you are absent or late for a quiz, you will receive a zero for this missed work unless you have a doctor's note excusing the absence/lateness.
- ❖ **Plagiarism** (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the **minimum** penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Please refer to the attached handout on plagiarism to familiarize yourself with both the definitions of plagiarism and the consequences for plagiarism at Camosun College. In addition, students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>
- ❖ You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.
- ❖ You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.
- ❖ Please feel free to contact me whenever you have any questions or comments about your writing, your grade, or any other aspects of the course. Drop in during my office hours, or make an appointment to come and see me at a more convenient time.

Grading

All assignments (except the diagnostic essay) will be given a letter grade. 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

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

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

- Competent treatment of material or topic but less originality or perception than an “A” paper
- Full discussion but not as detailed or specific as “A” level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately