

English 150

Section 21 MW 6-8:50pm

Instructor: Raj Mehta

Office: Paul 318

Phone: 370-3328

Office Hours: TBA

Course Credit Value: 3

Prerequisites: C+ in English 12; **or** English C in 082 & 084; **or** assessment

Course Description

This course centers on generating, organizing and expressing ideas in clear and effective written prose. Instruction and practice in writing college-level expository prose, based on appropriate models, form the core. Finished assignments total 4000-4500 words.

Core Learning Objectives

Students will:

- 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
- read mature expository and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- 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

Required Texts

Texts: Birks, Eng, and Walchli: *Landmarks* (for weekly readings)

Assignments

Assignments:

| Due Date | Name of Assignment | Percentage Value |
|--------------------------|--------------------------|--|
| January 23 | Diagnostic Essay | 0% |
| By end of term | Grammar Quizzes | must receive average of 60% to pass course |
| February 20 and April 10 | Journal and Reading Logs | 2 @ 10% each |
| Weekly | Participation | 10% |
| February 6 | Evaluation of Source | 10% |
| February 13 | Plan | must be approved before proceeding with next assignments. |
| February 27 | Midterm Essay | 10% |
| March 6 | Outline | 10% |
| March 13 | Documentation | 10% |
| April 3 | Draft | 15% |
| April 17 | Final Paper | 15% |

Evaluation

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, must be negotiated

All papers will be given 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 common 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

Course Policy

Attendance:

-This course requires participation by class members, so it is important that you attend in order to peer edit and contribute to class discussions. Regular and prompt attendance is required. You are responsible for material you miss if you are absent. I do not respond to "what did I miss" queries via email.

Assignments:

-Assignments are mandatory and due according to the dates & times specified. Late work will not be accepted (except under extraordinary circumstances) and will receive a grade of 0 (zero).

-Do not e-mail assignments.

-Please keep a copy of all work - including material you hand in - until final marks have been posted.

Email Policy:

While I make every effort to check email regularly, I would appreciate at least 24 hours to respond to questions/problems.

Student Disabilities:

-I would like to hear from students who have a disability that may require some modification in my teaching so that arrangements may be made to make them feel more at ease in class.

Reading Others' Work:

Regularly in this class you can expect others to read your writing and you to read theirs. Doing so will enrich the course and help us learn from each other. I expect everyone to be respectful of their classmate's writing, to take it seriously, to offer suggestions for revision in a constructive manner.

Academic Honesty:

-I develop a sense for the style and syntax of your writing, and it is relatively clear when a written submission is not representative of your work. I also routinely use www.plagiarism.org to upload essays and check any suspected instances of plagiarism against sources on the Internet. Plagiarism is a serious offence. All offences will be reported and will result in a failing grade for the course. If you have any questions about source materials you are using, talk with me *before* turning in the assignment in question. **Students are assumed to be familiar with the "Academic Policies and Procedures" in the Camosun 2006-2006 Calendar.**

Grading Symbols

| | | | |
|--|------|--|-------|
| <input type="checkbox"/> Article usage | art | <input type="checkbox"/> Shifts in person | shift |
| <input type="checkbox"/> Awkward phrasing | awk | <input type="checkbox"/> Shifts in tense | shift |
| <input type="checkbox"/> Comma-splices | sp | <input type="checkbox"/> Spelling/Capitalization | s |
| <input type="checkbox"/> Faulty parallelisms | par | <input type="checkbox"/> Subject-verb agreement | sv |
| <input type="checkbox"/> Modifier mistakes | m | <input type="checkbox"/> Wordiness | wdy |
| <input type="checkbox"/> Pronoun errors | pro | <input type="checkbox"/> Word choice | wc |
| <input type="checkbox"/> Punctuation | p | <input type="checkbox"/> Paragraphing | par |
| <input type="checkbox"/> Quotes/Citation | cit | <input type="checkbox"/> Meaning unclear | ? |
| <input type="checkbox"/> Tone | t | <input type="checkbox"/> Lacks specificity | spec |
| <input type="checkbox"/> Run-ons | r | <input type="checkbox"/> Repetitive | rep |
| <input type="checkbox"/> Sentence fragments | frag | <input type="checkbox"/> Choppy flow | chop |

