



**School of Arts & Science
ENGLISH DEPARTMENT**

**ENGL 150-003
English Composition
Spring 2007**

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.)

ALLOCATION OF MARKS:

Library worksheet: 5 % May 22, 2007 (no make-ups)
Diagnostic Essay: 10 mock marks (5 paragraphs) May 10, 2007
Process Essay: 15% (1000 words max) Due May 22, 2007
Midterm Quiz: 20 % May 31, 2007 (no make-ups)
Argument Essay: 20 % (1200 words max) Due June 5, 2007
End of Term Quiz: 10 % June 14, 2007 (no-make-ups)
Research Essay: 25 % (1800 words max) Due June 19, 2007
Participation/completion of *Essay Essentials* assignments: 5 % (all term)

Grades:

95 and up	A+
90-94	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
65-69	C+
60-64	C
50-59	D
49-	NC

This is the schedule for the spring; please note that the schedule is subject to change. I reserve the right and so on...

Welcome!

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

May 8: Knowing Me, Knowing You

WARM UP...Spelling bee

Note: The Essence of the Idea

What is Rhetoric? The Circle and the Stick

Our Rubric: the five "departments" of Rhetoric

Invention: Four Methods/ Essay Essentials

HANDOUT: **Diagnostic Assignment**

Individual work: **Prep Diagnostic/one method**

ASSIGNMENT: *Essay Essentials* Chapters 3 and 5

May 10: **In-class: Diagnostic... (45 min)**

Process Topic Assigned: Due May 22, 2007

Your "around to it"

Warm Up: "The Four-S-Test" from *Essay Essentials*

The Introduction (in three parts)

HOOK, LINE, LINKER

All together now: *Essay Essentials* 5.1

And again: Parallel Form/ Exercise 5.3

The Mapping Thesis/some practice/ what and why

ASSIGNMENT: *Essay Essentials*: Exercise 5.5 (typed)

ASSIGNMENT: *Essay Essentials* Chapters 7 and 8

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

May 15: **Introduction and thesis continued...**

Review Introduction and mapping thesis

WARM UP... Thesis or fact...review Introduction

The Thesis: thesis or fact? (Overhead)

The Big Picture: Paragraph Structure/ The Burger

Group work: **Organizing the Body Paragraph
(Handout)**

What Matters? Form and Content

FLOW!!!! Topic and Transitional sentences

Individual Work: Process essay thesis/ topic sentences

IN-CLASS OR ASSIGNMENT: Exercise 7.1 (typed)

ASSIGNMENT: *Essay Essentials* Chapter 8 and 9

May 17: **Library orientation...(must attend/ no make-ups)**

Chapter 8: FLOW!!!! Transitional words

Unity, Coherence, and Tone

Group work: Exercise 8.1/8.2

The Big Circle: Concluding the Essay

Class Work: **Essay Essentials Chapter 9**
Group work: **exercise 9.4 (written/ to hand in)**
ASSIGNMENT: *Essay Essentials* Chapter 2

ASSIGNMENT: Library worksheet due at beginning of next class (no late hand-in accepted)

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

May 22: !!Process Essay Due beginning of Class!!
!!Library Worksheet Due beginning of Class!!
Knowing Your Audience: formal and informal language
Wordiness: Cliché, Slang, and Colloquialism
Getting into the Punctuation of things
Hooray!! The Comma (overheads)
Group Work: Punctuation Practice (written to hand in)
Assignment: *Essay Essentials* Chapter 31, 32, and 33
ASSIGNMENT: Handout: Argument essay example

May 24: Assign Argument Essay: Due June 5, 2007
A Variation on a Thesis: **Exploratory questions**
The semi-colon and the colon continued

Comma splices and Fused sentences
Dependent and Independent clauses
Group Work: Fragments and Run-on sentences
Group Work: Punctuation exercises
Group work: argument essay marking exercise
Assignment or Edit: **Exercise 8.6 (written/end of class)**
ASSIGNMENT: *Essay Essentials*: Chapters 19 and 34

May 29: *Citation (and why it is important)*
Quotation: Ellipses and Parenthesis
Two types of Quotation: spot and block
Group work: Exercise 34.1 (written hand-in)
Assignment: Review for midterm quiz

May 31: *Midterm Quiz (2 hours)*
ASSIGNMENT: Research essay example handout

June 5: !! Argument Paper Due Beginning of Class!!
Handout Research Assignment Due June 19, 2007
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..."

June 7: Summary Guidelines
 Group discussion: Example of Summary
 Summary handout: "Cop-Out Realism"
Group work: Bonus Assignment

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

June 12: Additional information on the Research Essay
 IN-CLASS MOCK SUMMARY
 Peer Edit Summary
ASSIGNMENT: Review for Summary

June 14: END OF TERM QUIZ (1.5 hours)

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

June 19: Last class: Research Essay 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 (eg, Attendance, 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 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.

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)