

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-01</b>  <b>English Composition</b>  <b>Summer 2007</b></p>
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**Calendar Description:**

This course centres on 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. Individual assignments range from 500-2500 words in length (course total of 4000-4500 words).

**1. Instructor Information**

(a)	Instructor:	Dr. Candace Fertile
(b)	Office Hours:	MW 2:30-3:30; TR 11:30-1:00 or by appointment
(c)	Location:	Paul 337
(d)	Phone:	370 3354
(e)	Email:	fertile@camosun.bc.ca

**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>Word and World: A Critical Thinking Reader</i> by Kent Lewis
(b)	Other	dictionary

#### 4. Course Schedule (subject to change) (chapter numbers refer to *Word and World*)

July 4 Introduction, parts of speech, in-class essay

July 9-11 basic grammar; Introduction and Chapter 1

July 16-18 Chapter 2

July 23 Chapter 3

July 25 Chapter 4

July 30 Chapter 5

August 1 Chapter 6

August 6 BC Day—no classes

August 8 Chapter 7

August 13 Chapter 8

August 15 Writing Skills review and Journals assessment

August 20 Writing Skills Quiz and In-class Essay

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

##### Evaluation:

0% diagnostic essay (July 4; must be done to pass course)

10% first essay (500-750 words; due July 16 at the beginning of class)

15% second essay (600-800 words; due July 25 at the beginning of class)

15% third essay (750-1000 words; August 1 at the beginning of class)

20% fourth essay (1200-1800 words; due August 20 at the beginning of class)

10% journals (to be handed in at the beginning of each class)

10% in-class writing and exercises

10% writing skills quiz (August 22)

10% in-class essay (August 22)

#### 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](http://camosun.ca) or 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.

**NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment.** Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

### Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is difficult to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format following MLA format. Keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be given a zero.

**IMPORTANT:** You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

**First Essay Assignment** (due July 16 at the beginning of class)  
Length: 500-750 words (put word count at end of essay)

Choose one of the following topics, and write a clearly organized essay.

1. What is the social role of education? In other words, how does society benefit from education?
2. How do individuals benefit or not from education?
3. What kinds of education exist?
4. Is Orwell's essay "Politics and the English Language" relevant in 2007?
5. Do you agree or disagree with Fawcett's essay "Politics and the English Language (1991)? Why or why not?
5. Find an advertisement (in a magazine or newspaper) and using Lutz's essay "With These Words I Can Sell You Anything," analyze the language in the advertisement. Hand in the advertisement with your essay.
6. What do you think is the most significant human development? Explain why.