

CAMOSUN COLLEGE - COURSE OUTLINE - FALL 2007
ENGLISH 150 (10)

ENGLISH COMPOSITION

Instructor: Christine Kirchner
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Office Hours: Thursdays: 1:00 p.m. – 2:30 p.m.
4:00 p.m. – 6:00 p.m.
or by appointment.

Class Meets: Mondays, 2:30 p.m. – 3:50 p.m. in Ewing 344
Thursdays, 2:30 p.m. – 3:50 p.m. in Paul 109.

Course 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. Finished assignments total 4000-4500 words.

Texts: Required

Roberta Birks, Tomi Eng, and Julie Walchli (2004) 2nd Edition, *Landmarks*.
Muriel Harris and Joan Pilz (1997) 2nd Canadian Edition, *Prentice Hall Canada Reference Guide to Grammar and Usage*.
English 150 Course Package
Any good collegiate dictionary.

Course Learning Objectives: During the course you will increase your ability to write expository prose for various purposes and audiences by learning to

- 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 your reading approach for different purposes
- analyze expository and persuasive prose by identifying controlling ideas, dominant rhetorical patterns, tone, and features of style
- summarize expository prose in your 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.

Evaluation will be based on the following:

- In-class Diagnostic essay: 400-750 words (5%) **Final Draft Due Mon., Sept. 24.**
- Descriptive/Narrative essay: 750-1000 words (15%) **Due Thurs., Oct. 11.**
- Summary (in-class) (5%) **Thurs., Nov. 1.**
- Grammar Quizzes (in-class) (10%) **Thurs., Nov. 8 & Mon., Dec. 3.**
- Five-minute Oral Presentation on a Grammar Topic (5% -includes peer evaluation) **Thurs., Nov. 15; Mon., Nov. 19; Thurs., Nov. 22; & Mon., Nov. 26.**
- Oral Presentation Report 400-750 words (10%) **Due Thurs., Nov. 29.**
- Final in-class assignment: a Critical Review 500-800 words (15%) **Thurs., Dec. 6.**
- Research essay: 1000-1500 words (30%) **Due Mon., Dec. 10**
- Participation: attendance, preparation, contribution to class discussions, & participation in writing groups (5%) **on-going.**

Grades:

Percentage	Grade	Description	Grade Point Equivalency
90-100%	A+		9
85-89%	A		8
80-84%	A-		7
77-79%	B+		6
73-76%	B		5
70-72%	B-		4
65-69%	C+		3
60-64%	C		2
50-59%	D	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite.	1
0- 49%	F	Minimum level has not been achieved.	0

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and

participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.

2.

CLASS SCHEDULE

Thurs., Sept. 6	Course Introduction
Mon., Sept. 10	In-class Diagnostic Essay (5%)
Thurs., Sept. 13	“Getting to Know You” <u>Organization: “The Five-Paragraph Essay”</u> Read pp. 7-12, English 150 Coursepack (CP).
Mon., Sept. 17	<u>Review & Revise Diagnostic Essay</u> Read pp. 1-6; 50-55 (<i>Landmarks</i>).
Thurs., Sept. 20	<u>Descriptive & Narrative Essay Writing</u> Read p. 2, “Rhetorical Modes” (CP). Read pp. 258-259, Michael Ondaatje, “Aunts” <i>Landmarks</i> . Read pp. 67-71, Norman Doidge, “The Suit” <i>Landmarks</i> .
Mon., Sept. 24	Final Draft of the Diagnostic Essay is due at the beginning of class. Descriptive & Narrative Essay Writing, cont’d.
Thurs., Sept. 27	Read pp. 204-211 (<i>Landmarks</i>). <u>Writing Research Papers</u>
Mon., Oct. 1	Research Education Class in the Library.
Thurs., Oct. 4	Read pp. 133-140 (<i>Landmarks</i>). Research Papers, cont’d. Sign up for Oral Presentations on Grammar Topic
Mon., Oct. 8	<i>THANKSGIVING DAY—COLLEGE CLOSED</i>
Thurs., Oct. 11	Descriptive / Narrative Essay (15%) is due at the beginning of class. Research Papers, cont’d.
Mon., Oct. 15	Read pp. 76-87, Stephen Hume, “The Spirit Weeps” (<i>Landmarks</i>).
Thurs., Oct. 18	Read pp. 321-329, Bharati Mukherjee, “An Invisible Woman” (<i>Landmarks</i>).
Mon., Oct. 22	Read pp. 211-213, Margaret Atwood, “The Female Body” (<i>Landmarks</i>). Read pp. 266-269, John Updike, “The Disposable Rocket” (<i>Landmarks</i>).
Thurs., Oct. 25	<i>Course Survey</i>

Read pp. 63-66, Annie Dillard, “Living like Weasels” (*Landmarks*).

3.

Mon., Oct. 29 Writing Summaries: read pp. 45-46, “How to Summarize an Article” & pp. 47-48, “Summaries” (CP).

Read pp. 115- 119, Heather Menzies, “When Roots Grow Back into the Earth” (*Landmarks*).

Thurs., Nov. 1 **In-class Summary (5%).**

Mon., Nov. 5 **Submit by email or hard copy your research essay topic.**

Video: Public Speaking Tips

Thurs., Nov. 8 **Grammar Quiz (5%).**

Mon., Nov. 12 *REMEMBRANCE DAY—COLLEGE CLOSED*

Thurs., Nov. 15 **Oral Presentations on Grammar Topic (5%).**

Mon., Nov. 19 **Oral Presentations, cont’d.**

Thurs., Nov. 22 **Oral Presentations, cont’d.**

Mon., Nov. 26 **Oral Presentations, cont’d.**

Thurs., Nov. 29 **Oral Presentation Report (10%) is due at the beginning of class.**

Writing a Critical Review: Read pp. 51-60 (CP).

Discussion & Assignment of Final In-class Essay – a Critical Review.

Mon., Dec. 3 **Grammar Quiz (5%).**

Thur., Dec. 6 **Final In-class Assignment – a Critical Review (15%).**

*** Mon., Dec. 10** **Research Essay (30%) is due in my office (Paul 226) by 5:30 p.m. (There will be no extensions)**

