



**School of Arts & Science  
ENGLISH DEPARTMENT**

**ENGL 150-section X11  
English Composition  
2007F**

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**COURSE OUTLINE**

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

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**1. Instructor Information**

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Wed 9:00-11:00 and Fri 11:00 – 1:00 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	A Reader for College Writers Sixth Edition. Edited by Santi V. Buscemi
(b)	Other	handouts

### 4. Course Content and Schedule

#### Tentative Term Schedule

Sept 6	Introduction to class; hand out syllabus <b>For Homework Read:</b> <b>Pages 55-69</b> <b>“Suffering” (71-72)</b> <b>“Three Passions “(74)</b> <b>“In Africa” (76-78)</b>
Sept 10	The Central Idea Parts of the essay//thesis statement <b>For Homework Read:</b> <b>The Comma (handout)</b> <b>Narration (347-357)</b>
Sept 13	The comma and all its mysteries! Assign narrative essay The Narrative Essay <b>For Homework Read:</b> <b>“Mid Term break” (360-361)</b> <b>“The Day I Was Fat” (363-365)</b> <b>“The Colossus in the Kitchen” (371-372)</b> <b>The colon and semicolon (handout)</b>

Sept 17 Narrative essays  
Word Choice  
Transitions  
Introductions and conclusions  
The frenzied excitement of the semicolon! The rapture of the colon!

**For Homework Read**

**Compare and contrast (437-450)**

**“The Road from Ixopo” (451-452)**

**“High Anxiety” (463-465)**

**“Temptations of Old Age” (460)**

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Sept 20 **Narrative essay Due**  
Assign Compare/Contrast OR Process Essay  
Run-on sentences

**For Homework Read**

**“Down With Love” (handout of student essay)**

**“Death by dating” (handout of student essay)**

**Pronoun agreement (handout)**

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Sept 24 Essays  
Pronoun agreement  
**For Homework Read:**  
**First person, second person, third person approach (handout)**  
**Levels of language (handout)**  
**Tone (handout)**

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Sept 27 Levels of Language  
The process essay  
Pronoun agreement  
**For Homework Read:**  
**Process Analysis 471-479**  
**“How to Fight a Duel” (482-484)**

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Oct 1 Process analysis essay  
**For Homework Read:**  
**“Florida’s Fire Ants” (490-492)**  
**“How I Came Out to My Parents” (495-498)**

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## Argument and Persuasion (503-513)

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Oct 4      Go over Essays  
Persuasion  
For Homework Read:  
    **“A Cool and Logical Analysis ” (532-536)**  
    **“Free Speech” (538-542)**

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Oct 8      **No Class! (Thanksgiving Day)**

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Oct 11     **Compare/Contrast OR Process Essay Due**  
Assign Persuasive Paper  
Persuasion  
**Homework**  
    **“Of Pain, Predators, and Pleasure” (246)**  
    **“Fur is Dead” (handout)**  
    **“Fur is Natural” (handout)**

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Oct 15     Rhetorical strategies  
Examine Essays  
**For Homework Read:**  
    **“I Have a Dream” (585)**  
    **“A Modest Proposal” (handout)**  
    **Handout on format**

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Oct 18     Persuasion  
Examine Essays  
Mock grammar quiz  
**For Homework Read:**  
    **The Research Paper (handout)**  
    **A Student research Paper (633-646)**

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Oct 22	<b>Assign Research paper</b> What is a research paper? Go Over Student paper Official Grammar quiz <b>For Homework:          Finish Paper!</b>
Oct 25	<b>Persuasive paper due</b> Research paper ideas Quoting/paraphrasing
Oct 29	Library Visit
Nov. 1	Sources for a research paper Your Thesis Review Thesis Statements
Nov 5	Integration of Quotes Summaries
Nov 8	Paraphrasing MLA Integration of Quotes Modifying Quotations
Nov 12	<b><i>Remembrance Day--College Closed</i></b>
Nov 15	<b>MLA Quiz</b> Formatting your paper Practice integrating quotations
<b>Nov 19</b>	Peer Edit session <b>For Homework Read:          TBA</b>

Nov 22	<b>Research paper Due</b> Lit section begins <b>For Homework Read:</b> <b>TBA</b>
Nov 26	Lit section <b>For Homework Read:</b> <b>TBA</b>
Nov 29	Lit section <b>For Homework Read:</b> <b>TBA</b>
Dec 3	Lit section finishes
Dec 6	<b>in-class literature essay</b>

## 5. Basis of Student Assessment (Weighting)

(a)	Assignments	<p>Narrative Essay (out-of-class; 750 words) 10%</p> <p>Compare Contrast Essay/Process Essay (out of class; 800 words) 10%</p> <p>Persuasive Essay (out of class; 900-1000 words) 15%</p> <p>Research Essay (1,200 to 1,500 words) 20%</p> <p>In Class Literary Paper (800-1000 words) 15%</p>
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(b)	Quizzes	MLA Quiz 5%
(c)	Exams	In Class exam on Grammar/Punctuation 10%
(d)	Other (eg, Attendance, Project, Group Work)	5 in-class Journal entries (3% each) 15%

## 6. Grading System

### Standard Grading System (GPA)

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	Credit is granted but grade cannot transfer	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.

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.

<b>IP</b>	<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.
<b>CW</b>	<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](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.

#### 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.



- ❖ I do not accept assignments pushed under my door. I will not mark work that I receive in this manner.
- ❖ I do not accept emailed work unless by prior arrangement. Work emailed to me without prior permission will receive a 0 (F)
- ❖ Five in-class Journal entries are scheduled **randomly** throughout the term. They are based **either** on the assigned readings **or** on class discussions. These journals will be marked for content only. They are to test your reading comprehension and for you to practice your writing.
- ❖ If you miss a journal entry due to either absence or lateness, 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 (80 - 100%) Superior level of achievement

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

B Range (70-79%) 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