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|  | <p><b>School of Arts &amp; Science</b><br/> <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-018</b><br/> <b>English Composition</b><br/> <b>2007F</b></p> |
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## 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) | <b>Instructor:</b>   | Laurie Elmquist  |                           |  |
| (b) | <b>Office Hours:</b> | Tues. and Thurs. 12 noon – 2 p.m. (or by appointment)              |                           |  |
| (c) | <b>Location:</b>     | Paul 332   |                           |  |
| (d) | <b>Phone:</b>        | 370-3355   | <b>Alternative Phone:</b> |  |
| (e) | <b>Email:</b>        |  |                           |  |
| (f) | <b>Website:</b>      | <a href="mailto:elmquist@camosun.bc.ca">elmquist@camosun.bc.ca</a> |                           |  |

### 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

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|-----|-------|--|
| (a) | Texts | Birks, Eng and Walchi, <u>Landmarks: A Process Reader</u> , 2004<br>Hacker, <u>A Pocket Style Manual: Fourth Edition</u> , 2004<br>English 150 Course Pack |
| (b) | Other | <b>Recommended</b><br>3-ring binder  |

### 4. Course Content and Schedule


**Monday and Wednesday 10:00 – 11:20 a.m.**

| Date                               | Readings <sup>1</sup>  | Assignments Due   |
|------------------------------------|--|---|
| <b>Week One</b><br>Wed. Sept. 5    | <ul style="list-style-type: none"> <li>• Letters of Introduction and photos.</li> <li>• Introduction to the Course</li> <li>• Read: <i>Invention Exploring the Landscapes of the Mind</i> (text: <u>Landmarks</u> pp. 1-6)</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• <i>In Praise of the Humble Comma</i> by Pico Iyer</li> <li>• Grammar: Comma</li> </ul>  | <b>Mastery test of the Comma</b><br>At the end of class, hand in <b>Exercise 33.8</b> .   |
| <b>Week Two</b><br>Mon. Sept. 10   | <p><b>Unit I: The Short Essay Descriptive/Narrative</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Freewriting</i> by Peter Elbow (<u>Landmarks</u> 12-17)</li> <li>• <i>O Rotten Gotham</i> by Tom Wolfe</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• The Short Essay: What is it?</li> <li>• Writing body paragraphs using examples and narrative, and images.</li> </ul> <p>Exercise: Freewriting about a moment of high stress or adrenaline.</p> |   |
| Wed. Sept. 12                      | <p>Read: <i>Breathing Under Fire</i> by Lorna Crozier (course pack)</p> <p>Discuss: Crafting the Topic Sentence and Concluding Sentence</p>  | <b>Mastery test of Sentence Fragments</b> (At the beginning of class, hand in <b>Exercise 25.7</b> . Rewrite the sentence for each question, correcting sentence fragments. <u>Typed responses are appreciated.</u> |
| <b>Week Three</b><br>Mon. Sept. 17 | <p>Read: <i>Simplicity</i> by William Zinsser (<u>Landmarks</u> 45-49)</p> <p>Discuss: Wordiness</p>   | <b>Due: Short Assignment #1 (marks: 5%)</b><br>Hand in your descriptive/narrative <b>typed</b> essay. Describe a moment of high adrenaline or stress. For detailed  |

<sup>1</sup> All readings are done **before** class.

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|                                   |   | instructions see the handout.  |
| Wed. Sept. 19                     | Read: <i>Gals and Dolls: The Moral Value of "Bad" Toys</i> by Marni Jackson ( <u>Landmarks</u> 87-90).<br><br>Discuss: Using Statistics and Statements by Authorities   | <b>Mastery test of Run-on Sentences</b> Hand in <b>Exercise 26.4</b> at the beginning of class. Rewrite the two paragraphs, correcting the ten errors.<br><u>Typed responses are appreciated.</u>  |
| <b>Week Four</b><br>Mon. Sept. 24 | <b>Unit II: Persuasive Essays</b><br><br>Read: <i>The Goods on the Tube</i> ( <u>Landmarks</u> 152-155)<br><br>Discuss: Structuring the persuasive essay.   | <b>Bonus Marks</b> rewarded for handing in an answer to one of the reading questions on <b>Kaufman. See your notes for further details.</b>  |
| Wed. Sept. 26                     | Read: <i>Confessions of a Developer</i> by Wallace Kaufman (handout)<br><br>Discuss:<br><ul style="list-style-type: none"> <li>• Methods of Argument and Persuasion</li> <li>• Tone, Thesis Statements, Path Statements</li> </ul><br>Persuasion (film): PE1404E56 No. 17 | <b>Mastery test of Modifiers Exercise 27.6</b><br>Rewrite each sentence, correcting misplaced and dangling modifiers. We'll do the exercise in class and then I'll ask you to hand it in.<br><br><b>Due: Short Assignment #2 Rewrite of Descriptive/Narrative (marks 5%)</b>   |
| <b>Week Five</b><br>Mon. Oct. 1   | Discuss Coherence:<br><ul style="list-style-type: none"> <li>• Explanation of Support</li> <li>• Reminders of the Topic Sentence</li> <li>• Transitions</li> <li>• Working in a Quote</li> </ul><br>Argument (film): PE1404E56:19   | <b>Mastery test of Parallel Structure Exercise 28.5</b><br>We'll do the lesson and exercise <i>in class</i> . Rewrite the paragraph underlining the six errors you corrected.  |
| Wed. Oct. 3                       | Read: <i>The Maker's Eye: Revising Your Own Manuscript</i> by Donald M. Murray ( <u>Landmarks</u> : 120-124)  | <b>Mastery Test on Combining Sentences.</b> We'll do the lesson and <b>Exercise 29.3 in class.</b> (If you want to prepare the assignment ahead of time, that's fine, but you don't have to).  |
| <b>Week Six</b><br>Mon. Oct. 8    | Thanksgiving Day (holiday)  |  |
| Wed. Oct. 10                      |   | <b>In-class Persuasive Essay</b> (marks 10%)<br>This essay <u>must be written in-class so it is important that you are not absent on this day.</u> Title your work, Confessions of a ..., and try to win your audience over to your position – one that you know is <u>unpopular</u> with the majority of your readers. Complete instructions are in your course pack. |
| <b>Week Seven</b> Mon.<br>Oct. 15 | <b>Unit III:<br/>Comparison Essay</b><br><br>Read: <i>The Disposable Rocket</i> by John Updike ( <u>Landmarks</u> : 266-269)<br><br>Discuss Comparison and Contrast   | <ul style="list-style-type: none"> <li>• <b>Hand in</b> the answer to <i>one</i> question on Updike's essay at the <i>beginning of class</i>.</li> </ul>   |

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| Wed. Oct. 17                       | Read: <i>The Female Body</i> by Margaret Atwood<br>( <u>Landmarks</u> : 211- 213)<br><br>Questionnaire: What is Your relationship to reading and writing?<br>Discuss: Identifying the main argument.  | <ul style="list-style-type: none"> <li><b>Hand in</b> the answer to <i>one</i> question on Atwood's essay at the <i>beginning of class</i>.</li> </ul> <b>Mastery test of Subjects and Verbs</b><br>At the end of class, hand in <b>Exercise 24.4</b> .  |
| <b>Week Eight</b><br>Mon. Oct. 22  | Read: <i>The Advertised Infant</i> by Carole Corbeil<br>( <u>Landmarks</u> : 146-151)<br><br>Discussion: Identifying the main points of comparison  | <ul style="list-style-type: none"> <li><b>Hand in the rewrite of In-class Persuasive Essay (marks 10%)</b></li> <li><b>Hand in</b> the answer to <i>one</i> question on Corbeil's essay at the <i>beginning of class</i>.</li> </ul>   |
| Wed. Oct. 24                       | Read: <i>Hey Kids, Buy This!</i> by David Leonhardt and Kathleen Kerwin (course pack).<br><br>Discuss: Shaping a thesis and path statement.<br>Discuss: Sourcing and Works Cited  | <ul style="list-style-type: none"> <li><b>Hand in</b> the answer to <i>one</i> question on Leonhardt and Kerwin's essay at the <i>beginning of class</i>.</li> </ul> <b>Mastery Test of Subject Verb Agreement</b> Correct the verbs as necessary. Rewrite the entire sentence underlining the verbs you corrected. Hand in <b>Exercise 30.10</b> at the beginning of class. |
| <b>Week Nine</b><br>Mon. Oct. 29   | <b>Peer Review:</b><br>Comparison Essay   | <ul style="list-style-type: none"> <li><b>Hand in your comparison essay for peer review. Must be typed.</b></li> </ul>   |
| Wed. Oct. 31                       | <b>Unit IV: Research Paper and PowerPoint Presentation</b><br>Discuss: <ul style="list-style-type: none"> <li>The Research Paper</li> <li>Getting Started</li> <li>Choosing Your Topic</li> <li>Ten Questions</li> </ul> <b>Film:</b> Organizing Devices PE1404E56 No. 12 | <b>Due: Comparison Essay (Marks: 15%)</b><br>Hand in your comparison of two essays. Length: 6 pages<br><br><b>Mastery test of Consistent Verb Tenses</b><br>Rewrite the paragraph in the present tense. Hand in <b>Exercise 31.5</b> at the beginning of class. Typed assignments are appreciated.   |
| <b>Week Ten</b><br>Mon. Nov. 5     | <b>Last Day to Withdraw</b><br><br>Discuss: <ul style="list-style-type: none"> <li>The Presentation</li> <li>Audience</li> <li>Drafting the Outline</li> </ul>  |  |
| Wed. Nov. 7                        | <b>Meet in the library classroom</b><br><br>Discuss: <ul style="list-style-type: none"> <li>Researching an online article</li> <li>In-class research assignment</li> </ul>  | <b>Due: Outline for Research Essay The outline is worth 5%</b><br>Outline is due at the beginning of class. See detailed instructions.<br><br><b>Mastery test of Changing Passive Verbs to Active.</b> Hand in <b>Exercise 31.7</b> .  |
| <b>Week Eleven</b><br>Mon. Nov. 12 | Remembrance Day Holiday   |  |
| Wed. Nov. 14                       | Discuss:  | <b>Mastery test of Pronoun Agreement</b>   |

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|                                      | <ul style="list-style-type: none"> <li>Annotated Works Cited</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>The 3 "I's" of Integration</li> <li>Sample Research Paper by Yasemin Ucar (course pack).</li> <li>Analyzing its strengths and weaknesses.</li> <li>Checking in with your progress in terms of thesis statements and approach: comparison, cause and effect, persuasion.</li> </ul> <p><b>Film:</b> Research PE1404E56 No. 21</p> | At the beginning of class, hand in <b>Exercise 32.13.</b>   |
| <b>Week Twelve</b><br>Mon. Nov. 19   | <p>Discuss:</p> <ul style="list-style-type: none"> <li>Paragraph Coherency</li> <li>Making the paragraph your own.</li> </ul> <p><b>Exercise:</b> Integrating quotes smoothly.</p>   | <b>Due: Annotated Works Cited for Research Paper (marks: 5%)</b>  |
| Wed. Nov. 21                         | <p>Discuss:</p> <ul style="list-style-type: none"> <li>Excerpt from a Student Research Essay</li> <li>Documenting Your Sources</li> <li>Formatting a Research Paper</li> </ul> <p><b>Film:</b> Avoiding Plagiarism</p>   | <b>Mastery test of the Colon</b><br>At the beginning of class, hand in <b>Exercise 34.4.</b>  |
| <b>Week Thirteen</b><br>Mon. Nov. 26 | <p><b>First Day of Presentations</b></p> <p><b>Presentations</b><br/>Length: 8 minutes, approximately 10 slides (20%)</p>  | <p> <b>Research Essay is due the day of your presentation.</b><br/>Length: 6-7 pages<br/>outline 5% + Annotated Works Cited 5% + essay 10% = 20%</p> |
| Wed. Nov. 28                         | <p><b>Second Day of Presentations</b><br/>Complete and Hand in: Student Feedback (evaluation of the class.)</p>  | <b>Mastery test of Semicolons &amp; Commas</b><br>At the beginning of class, hand in <b>Exercise 35.4.</b>  |
| <b>Week Fourteen</b><br>Mon. Dec. 3  | <b>Third Day of Presentations</b>  |   |
| Wed. Dec. 5                          | <b>Final Day of Presentations</b>  | <b>Research Essay</b>   |

## 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 |
|------------|-------|--|-------------------------|
| 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 | 1                       |

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|      |   | credit is granted; a course with a "D" grade cannot be used as a prerequisite. |   |
| 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 E-1.5 at [camosun.ca](http://camosun.ca) for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.) |
| 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.  |

## 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.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

#### Students' Responsibilities

1. All assignments must be completed for credit in this course. Failure to hand in an assignment will result in a failing grade in the course. A late assignment may result in a zero grade, but it still must be completed and handed in.

2. Students will be expected to attend class regularly (phoning or relaying a message if unable to be present), complete assigned readings, contribute to class discussions, set personal goals, choose topics they know and care about, request assistance, have drafts and final copies ready on-time, and encourage and assist other students.
3. Attendance will be recorded each class. 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.
4. A full draft of the writing assignment must be brought to class on the day designated for peer review. Students who skip a scheduled peer review will automatically receive a deduction of 10%. Peer reviews must be completed **in-class** by **peers**. Format for final papers must follow MLA style, which is fully explained in Hacker's A Pocket Style Manual.
5. Hand work in on time (at the beginning of class on the due date). Late submissions must be negotiated and will be penalized 5% per day, counting weekends, up to a maximum of 5 week days, after which they will not be accepted.
6. Plagiarism is the conscious theft of another person's ideas and/or words, presenting them as your own by not acknowledging their true source. Two of the principal goals of the academic experience are to foster original thought and intellectual honesty. Plagiarism is a violation of academic ethics which results in serious penalties. Therefore, it is vital to give credit where credit is due. Use research/reference materials to support your ideas, not replace them, and make sure your documentation is accurate. For College policies regarding plagiarism, see Student Conduct Policy, "Academic Misconduct," in the Camosun Student Calendar.