



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 150-005 and 026  
English Composition  
2007F

COURSE OUTLINE

Ω Please note: this outline will be electronically stored for five years only.  
It is strongly recommended students keep this outline for their records.

1. Instructor Information

(a)	Instructor:	Moira Walker
(b)	Office Hours:	Monday, Tuesday & Thursday 10:30-11:30 or by appointment
(c)	Location:	Paul 235
(d)	Phone:	370-3330
(e)	Email:	walkerm@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:
Mayfield, Marlys. Thinking for Yourself: Developing Critical Thinking Skills Through Reading and Writing. 6th or 7th ed. Boston: Thomas Wadsworth, 2004/06.
Lewis, Norman. Word Power Made Easy. Rev. ed. NY: Pocket Books, 1978.
- (b) Other:
A dictionary

#### 4. Course Content and Schedule (subject to change)

- Week 1: Writing sample
- Week 2: Chapter 1 (Mayfield); Ch. 1-3 (Lewis)
- Week 3: Essay #1 due; Chapter 2 (Mayfield); Ch. 4(Lewis)
- Week 4: Draft of Essay #2; Ch. 5 (Lewis)
- Week 5: Essay #2 due; Chapter 3 (Mayfield); Ch. 6 (Lewis)
- Week 6: Draft of Essay #3; Chapter 4 (Mayfield); Ch. 7 (Lewis)
- Week 7: Essay #3 due; in-class exercise; Ch. 9 (Lewis)
- Week 8: Quiz (Ch. 1-4, Mayfield); Ch. 10 (Lewis); Chapter 5 (Mayfield)
- Week 9: Draft of Essay # 4; Ch. 11 (Lewis)
- Week 10: Essay #4 due; Chapters 12 (Lewis)
- Week 11: Chapters 6 & 7 (Mayfield); Chapter 14 (Lewis)
- Week 12: Essay #5 due; Ch. 15 (Lewis)
- Week 13: Chapter 8 (Mayfield); Ch. 16 (Lewis)
- Week 14: Essay #6 due; Chapter 19 (Lewis); final vocabulary quiz; reflection

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

(a) Assignments: Six peer-reviewed essays	10 + 10 + 10 + 10 + 15 + 20 = 75
(b) Weekly vocabulary quizzes	13
(c) Other: Free writing journal	2
In-class exercises	8
Oral book report	<u>2</u>
TOTAL:	100

#### 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	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

##### 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.

<b>IP</b>	<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. <i>(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.)</i>
<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.

## 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.

#### Other information:

- Please respect the manners to which we agreed on the first day of class.
- Please make a commitment to attend all the classes and to participate in class discussions.
- The six assignments are mandatory and are due at the beginning of class on the dates established during the course.
- Do not email assignments.
- Late assignments will receive a grade of 0. You may, however, have one "grace" late assignment, depending on the circumstances (one- week maximum extension).
- Please keep a copy of all work, including submitted material, until the final grades have been posted.
- Please make a commitment to do your own work; it is, after all, "an essential experience that you owe yourself," as Adrienne Rich has said.

[W]rite in the kitchen, lock yourself up in the bathroom. Write on the bus or the welfare line, on the job or during meals. . . . Gloria Anzaldua

There is an essential experience that you owe yourselves, one which . . . finally depends on you in all your interactions with yourself and your world. This is the experience of taking responsibility toward yourselves . . . . Responsibility to yourself means refusing to let others do your thinking, talking, naming for you; it means learning to respect and use your own brains and instincts, hence grappling with hard work. Adrienne Rich