

**Camosun College**  
**Department of English**  
**Fall 2007**

**English 150, Section 32**  
**English Composition**  
Wed. 12-1:30  
Fri: 9:30-10:50  
VCM, Wood Hall

**Instructor:** Dr. Jodi Lundgren

**Interurban Office:** Campus Centre 119A

**Phone:** 370-4462

**Hours:** Mon. 12-1, 3-4

Tues. 3-3:30

Thurs. 3-3:30

*or by appointment.*

**VCM Office:** Rm.106

**Phone:** n/a

**Hours:** Fri. 11-12

**Email:** [lundgrenj@camosun.bc.ca](mailto:lundgrenj@camosun.bc.ca) (best way to reach me)

### **Calendar Description**

This course centers on generating, 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. Written assignments total 4,000-4500 words.

### **Course Outcomes**

Students will:

- **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
  
- **read** mature expository and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in own words to reflect coherently the original's ideas, organization and tone.
  
- **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

### Required Texts and Materials

Norton, Sarah, and Brian Green. *Essay Essentials with Readings*. 4<sup>th</sup> ed. Scarborough, Ont.: Nelson, 2006.

Class Handouts: Note that some of the required readings will be distributed in class.

A dictionary: *The Concise Oxford*; *Webster's New Collegiate*; *Gage Canadian* are good choices.

- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your essays for in-class workshops.
- You **must have access to a stapler** for when you hand in your assignments.

### Assignments

I will distribute detailed instructions on each writing assignment as the course progresses.

1. Local Heroes Profile: Outline	--*	Sept.14
Draft	--*	Sept.19
Revision	10%	Sept.26
2. Summary	--*	Oct.3
3. Persuasive Essay: In-Class	10%	Oct.17, 19
4. Research Paper:		
Proposal	5%	Oct.31
Outline + Annotated Works Cited	5%	Nov.14
Draft	--*	Nov.21
Final Paper	25%	Nov.28
5. Oral Presentation**	10%	Nov.28, Nov.30
		Dec.5
6. Final In-Class Essay	15%	Dec.7
7 Grammar Quizzes	10%	See Outline
8. Participation:	10%	Ongoing
(includes library assignment, group work, peer critiques, informal in-class writing, class discussion)		

\* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 5% deduction from the final grade for the assignment. See "Policies" below.

\*\* The oral presentation allows you to share the results of your research with an audience and to participate in a question and answer session that demonstrates your mastery of the material. As such, it forms a crucial step in the research process. Every student must deliver a presentation; otherwise, I cannot accept the research paper.

## Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. **Staple your papers in the top left-hand corner**. I cannot accept papers by email unless otherwise stated. Where necessary, use the **MLA Style** to document sources (see *Essay Essentials* 290-324). Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about Harry Potter) is inaccurate. (See *EE* 310 for a sample heading.)

## Evaluation

We will address the criteria for good college writing throughout the semester. In grading your work, I will be particularly interested in the development I see in revision and from paper to paper within the assignment sequence. I will be looking for evidence of your involvement in the course and of your willingness and your success in working on your writing over the term.

The numerical conversions used at Camosun College are as follows:

A+ = 90-100	B = 73-76	D=50-59
A = 85-89	B- = 70-72	F= below 50
A- = 80-84	C+= 65-69	
B+ = 77-79	C = 60-64	

## Policies

\* **Assignments are due** at the beginning of class on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late, taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a O. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation.

\* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 5% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

\* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. The time we spend in class discussing your writing is as important to your education as the time you spend alone working on it. Regular attendance is therefore vital. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade.

Assignments that fall into the participation category above will be credited using a check mark system. A 0 indicates a failure to fulfill the basic expectations of the assignment. A √- indicates that the response meets some, but not most, of the expectations of the

assignment. A √ indicates a satisfactory response to the assignment. A √(+) indicates that the seeds of powerful work are present, although their potential has not been fully realized. A √+ indicates a fully successful response to the assignment. A √++ indicates an exceptional response that exceeds the basic expectations of the assignment. The check marks will be tallied at the end of the semester and converted into a numerical score. You may see me to inquire about your standing at any point in the semester.

\* **Plagiarism**, the act of presenting the words, ideas, or data of another as if they were your own, is a serious offense. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 37-41 of the 2007/2008 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department.

Part of the purpose of this class is to teach you how to use the ideas of others honestly in your own writing: Part 5 of *Essay Essentials* (pages 257-324) gives you detailed information on how to do so. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

\* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible:

Lansdowne Campus: ID 202. Phone: 250-370-3312.  
TTY/TDD: 250-370-3311.  
Interurban Campus: CC 210. Phone: 250-370-4049  
TTY/TDD: 250-370-4051

### **A Final Word**

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your writing generally. I check email regularly and can be reached at the Interurban campus 4 days a week. I encourage you to visit me in my office hours. It's always a good idea to let me know ahead of time that you're coming in case other students have booked appointments, but you should definitely feel free to drop by.

### **Tentative Outline**

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email. I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- *EE=Essay Essentials*
- Readings and assignments are **due** for the dates listed.
- *Be sure to bring the textbook and all photocopied readings/handouts to every class.*
- Additional readings from *EE* will be assigned as needed.
- You are not responsible for the Exercises and Assignments contained within the readings unless specifically noted.

- I repeat: some of the required readings will be distributed in class as photocopies. Having missed class when the reading was distributed does not excuse you from having the reading done.

- Wed. Sept.5 Introduction + ice-breaker.  
 Fri. Sept.7 Reading due: “Your Audience and You” *EE* 9-16  
 Profiles (handout).  
 Discuss: Assignment 1 (Local Heroes Profile).
- Wed. Sept.12 Reading due: “Writing the Thesis Statement” *EE* 64-65.  
 “Preparing an Outline” *EE* 71-77.
- Fri. Sept.14 **Due: Outline of Assignment 1.**  
 Reading due: “Managing the Main Points” *EE* 55-59  
 “Quotation Marks” *EE* 437-39.
- Wed. Sept.19 **Due: Draft of Assignment 1 (multiple copies).**  
 Reading due: “Three Steps to Revision” *EE* 125-128; 130-31.  
 “Understanding Paragraph Form and Function” *EE* 81-82; 85-6.  
 Sentence Skills *EE* 327-29; 339-43.
- Fri. Sept.21 **Due: Peer critiques.**  
 Workshops.  
 Criteria for good writing.  
 Grammar Quiz #1: Sentence Fragments.
- Wed. Sept.26 **Due: Revised Assignment 1.**  
 Reading due: “Three Steps to Revision” *EE* 133-35.  
 Sentence Skills *EE* 347-49.  
 “Refining by Combining” *EE* 367-8; 371.  
 Grammar Quiz #2: Comma Splices and Run-On Sentences.
- Fri. Sept.28 In-class brainstorming + writing: visually descriptive paragraph.  
 (Handouts: Said and Mohr, “States”; “Questions on Visual Materials.”)  
 Reading due: Sentence Skills *EE* 352-360.  
 Grammar Quiz #3: Misplaced & Dangling Modifiers.
- Wed. Oct.3 **Due: Draft Summary.**  
 Reading due: Said (handout).  
 “Summarizing” *EE* 272-76.
- Fri. Oct.5 Discuss Said’s work (purpose, thesis, use of photos).  
 Discuss student summaries.
- Wed. Oct.10 Reading due: “Argument and Persuasion” *EE* 236-241.  
 “Labouring the Wal-Mart Way” *EE* 224-26.  
 “Tone” *EE* 106-108.  
 Other readings t.b.a.
- Fri. Oct.12 Reading due: “Writing Introductions” *EE* 110-114.  
 “Paraphrasing and Quoting” *EE* 277-86.
- Wed. Oct.17 **In Class Persuasive Essay: Part 1**  
 Fri. Oct.19 **In Class Persuasive Essay: Part 2**

- Wed. Oct.24 Introduction to Research Paper assignment.  
Reading due: "The Research Paper" *EE* 257-260.  
Sentence Skills *EE* 361-366.  
Grammar Quiz #4: Parallelism.
- Fri. Oct.26 Library research.  
Reading due: "The Research Paper" *EE* 261-270 (for reference).
- Wed. Oct.31 **Due: Research Paper Proposal**  
Reading due: "Keeping Your Readers With You" *EE* 98-104.  
"Keeping Your Tenses Consistent" *EE* 388.  
Punctuation *EE* 416-26.
- Fri. Nov.2 Reading due: "Active vs. Passive Verbs" *EE* 391-93.  
"Wordiness" *EE* 27-29; "Clichés" *EE* 33-34.  
"Punctuation" *EE* 427-31.
- Wed. Nov.7 Grammar Quiz # 5: Commas and Semi-Colons.  
Evaluating your sources.
- Fri. Nov.9 Reading due: "Documenting Your Sources" *EE* 290-304.  
Analyze sample research papers.
- Wed. Nov.14 **Due: Outline + Annotated Works Cited** (incl. thesis + body paragraph).  
Discuss presentations.
- Fri. Nov.16 Reading due: Punctuation *EE* 463-70.  
Grammar Quiz #6: Apostrophes.
- Wed. Nov.21 **Due: Draft of Research Paper.**  
Reading due: "The Concluding Paragraph" *EE* 116-118.
- Fri. Nov.23 Peer critiques.  
Preparation for final in-class writing.
- Wed. Nov.28 **Due: Final Research Paper.**  
Presentations
- Fri. Nov.30 Presentations
- Wed. Dec.5 Presentations.
- Fri. Dec.7 **Final In-Class Writing.**