



**School of Arts & Science  
ENGLISH DEPARTMENT**

**ENGL 150 - Section 46  
English Composition  
2007F**

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## **COURSE OUTLINE**

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### **1. Instructor Information**

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|-----|---------------|-------------------------|--------------------|--|
| (a) | Instructor:   | Kate Wellburn           |                    |  |
| (b) | Office Hours: |                         |                    |  |
| (c) | Location:     |                         |                    |  |
| (d) | Phone:        |                         | Alternative Phone: |  |
| (e) | Email:        | Wellburnk@camosun.bc.ca |                    |  |
| (f) | Website:      |                         |                    |  |

### **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) Norton, Sarah and Brian Green. Essay Essentials. 4<sup>th</sup> Ed. Ontario: Thomson-Nelson, 2006.
- (b) A good dictionary

#### 4. Course Content and Schedule

Sept 4 – Introduction  
Sept 6 – Writing Effective Summaries  
Sept 11 – Top Five Writing Errors & Text Introduction  
Sept 13 – Prewriting **\*\* Summaries DUE \*\***  
Sept 18 – Essay Organization & *Article Set 1*  
Sept 20 – Thesis Statements & Introductions  
Sept 25 – Strong Paragraphs & Conclusions  
Sept 27 – Logical Fallacies & *Article Set 2*  
Oct 2 – Grammar 1: Parts of Speech  
Oct 4 – Grammar 2: Sentence Structure  
Oct 9 – Evaluating Sources & *Article Set 3*  
Oct 11 – MLA Documentation  
Oct 16 – Library Orientation  
Oct 18 – Integrating Quotations & Paraphrasing **\*\* Annotated Bibliographies DUE \*\***  
Oct 23 – Punctuation 1  
Oct 25 – Punctuation 2  
Oct 30 – Unity and Coherence in Your Writing  
Nov 1 – **Midterm**  
Nov 6 – Writing Research Proposals & *Article Set 4*  
Nov 8 – Writing Workshop  
Nov 13 – Writing Workshop  
Nov 15 – The Research Essay & *Article Set 5* **\*\* Research Proposals DUE \*\***  
Nov 20 – Evaluating Essays  
Nov 22 – Research Proposal Discussions  
Nov 27 – Research Proposal Discussions  
Nov 29 – Guidelines for Peer Review & *Article Set 6*  
Dec 4 – **Research Paper Peer Edit**  
Dec 6 – Wrap Up Class **\*\* Final Research Paper DUE \*\***

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

|  |                   |
|--|-------------------|
| Summary = 10%                                | Due: September 13 |
| Article Responses = 10%                      | Due: Various      |
| Annotated Bibliography = 10%                 | Due: October 18   |
| Midterm = 20%                                | Date: November 1  |
| Research Proposal = 10% (Paper 8%, Pres. 2%) | Due: November 15  |
| Peer Edit = 5%                               | Date: December 4  |
| Final Paper = 25%                            | Due: December 6   |
| Participation and Classwork = 10%            | Due: Various      |

## 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.  |
| 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

**Classroom Courtesy:** Members of the college community are expected to act toward each other in a manner that contributes to a positive, supportive, and safe learning environment. Inappropriate student conduct is defined as any conduct that has the effect of disrupting the learning environment or that is a threat, or perceived to be a threat, to the safety of other students, staff, or faculty, whether conducted on or off campus. Students will be expected to conduct themselves appropriately in the classroom at all times.

**Students with Disabilities:** I would like to hear from my students with disabilities so that I can modify my teaching to facilitate a more accessible classroom.

**Academic Dishonesty:** Plagiarism is defined as the presentation of another person's or source's words and/or ideas as one's own. Plagiarism ranges from an entire assignment that is not the student's own work to specific passages within an assignment that have been taken from a source without acknowledgement. Students who plagiarize will be given a failing grade and may be subject to further disciplinary measures.

**Participation:** Your participation mark (10%) is comprised of 4 things: in-class quizzes, in-class assignments, contributions in class, and your attendance.

**Deadlines:** Assignments received late will be penalized at a rate of 2% per day for the first 2 days, followed by 5% per day for subsequent days. Make sure you get your assignments in on time. Extensions will not normally be granted. However, if you are asking for one, you **MUST** ask for it before the due date.

**Assignment Formatting:** Type all out-of-class assignments using a standard black 12 point font. Always double space, and use one side of the page only. Margins should be standard. Please staple your assignments before class, as I am not an office supply depot, and I am frequently in search of a stapler myself. You do not need to include a title page, but remember to include your name on all assignments. Page numbering is appreciated as well!

**Hand-back policy:** I will not discuss grades on the day that assignments are handed back. If you have concerns about your mark, please email me to schedule a time to meet, or bring it to the next class.

**Attendance:** You are expected to attend class on a regular basis. Students who miss more than 4 classes without valid reasons will forfeit their entire participation mark (10%). In-class quizzes and assignments cannot be made up, unless you have made arrangements with me ahead of time.