

## **English 150 D02 Distance Education**

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**Web Portal:** <http://online.camosun.ca/>

**Office Hours:** M, W: 1-2pm

**Course Credit Value:** 3

**Prerequisites:** C+ in English 12; **or** English C in 082 & 084; **or** assessment

### **Course 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. Finished assignments total 4000-4500 words.

### **Core Learning Objectives**

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 and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- 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

Texts: Birks, Eng, and Walchli: *Landmarks* (for weekly readings)  
*Bare Essentials Form B* (for grammar exercises and extra practice)

## Assignments

Assignments:

Due Date	Name of Assignment	Percentage Value
September 15 <sup>th</sup>	Diagnostic Essay – optional	0% optional
By end of term	Grammar Quizzes	<b>must receive average of 60% to pass course</b>
October 16 <sup>th</sup> and December 4 <sup>th</sup>	Journal and Reading Logs	2 @ 10% each
Weekly	Participation	10%
Sept 29 <sup>st</sup>	Evaluation of Source	10%
Oct 10 <sup>th</sup>	Plan	<b>must be approved before proceeding</b>
Oct 20 <sup>th</sup>	Midterm Essay – will be announced the day before via email	10%
Oct 30 <sup>th</sup>	Outline	10%
Nov 14 <sup>th</sup> <sup>rd</sup>	Documentation	10%
Nov 23 <sup>rd</sup> <sup>th</sup>	Draft	15%
Dec 10 <sup>th</sup>	Final Paper	15%

## Evaluation

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

All papers will be give a numerical grade to reflect the value in the term's work. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range: Superior level of achievement - worth consulting.

exceptional insight into material or topic  
detailed, significant discussion  
effective organization for paper's purpose  
fluent, error-free expression

B Range: High level of achievement - worth keeping.

competent treatment of material or topic but less originality or perception than for A  
full but not so detailed discussion as for A  
organization contributing to sense but remaining workmanlike  
expression free of errors

C+: More than satisfactory level of achievement - worth doing.

sound content, reasonably well organized  
clear but somewhat mechanical organization  
expression generally free of errors that confuse sense. May display content at the B or even A level but with more than one or two serious mechanical errors

C Range: Sufficient level of achievement to proceed with next level – readable.

acceptable but commonplace content adequately supported  
mechanical but generally coherent organization  
adequate but sometimes confusing expression

D Range: Minimum level of achievement for which credit is granted - worth reworking.

limited or misleading content with inadequate or inappropriate support  
incomplete or confusing organization  
frequent errors in expression that confuse sense

F Range: Minimum level not achieved - worth discarding.

inadequate or inaccurate content  
incoherent organization  
many errors in expression  
basically, no apparent effort made in the paper at all

## **Course Policy**

### **Attendance:**

-Though this is an online course, please note that this course requires participation by class members, so it is important that you keep pace with the workload and tend to the course quizzes and dropbox assignments. Students are not forewarned about due dates and **MUST** keep due dates in mind. Regular posting on the bulletin board is required.

### **Assignments:**

-Assignments are mandatory and due according to the dates & times specified. **All** assignments must be completed for me to administer a final grade. Late work will not be accepted and will receive a grade of 0 (zero). This is especially the case as the due dates are preset with the D2L portal.

-Do **NOT** e-mail assignments. Post assignments to the Dropbox online. Please note that it

is incumbent on the student to be familiar with the online setup of the course (including the procedure for uploading assignments). If you have email queries please use the internal mail system. I do not respond to emails on weekends and usually require at least a day to two before I can respond during the week.

-Please keep a **HARD COPY** of all work - including material returned to you - until final marks have been posted.

Academic Honesty:

Plagiarism is a serious offence. All offences will be reported and will result in a failing grade for the course.

### Grading Symbols

<input type="checkbox"/> Article usage	art	<input type="checkbox"/> Shifts in person	shift
<input type="checkbox"/> Awkward phrasing	awk	<input type="checkbox"/> Shifts in tense	shift
<input type="checkbox"/> Comma-splices	sp	<input type="checkbox"/> Spelling/Capitalization	s
<input type="checkbox"/> Faulty parallelisms	par	<input type="checkbox"/> Subject-verb agreement	sv
<input type="checkbox"/> Modifier mistakes	m	<input type="checkbox"/> Wordiness	wdy
<input type="checkbox"/> Pronoun errors	pro	<input type="checkbox"/> Word choice	wc
<input type="checkbox"/> Punctuation	p	<input type="checkbox"/> Paragraphing	par
<input type="checkbox"/> Quotes/Citation	cit	<input type="checkbox"/> Meaning unclear	?
<input type="checkbox"/> Tone	t	<input type="checkbox"/> Lacks specificity	spec
<input type="checkbox"/> Run-ons	r	<input type="checkbox"/> Repetitive	rep
<input type="checkbox"/> Sentence fragments	frag	<input type="checkbox"/> Choppy flow	chop

## Where do I start?

Click on Content on the Course Home Page, and then on the "Start Here" icon. . A good place to begin is with the Welcome Page. You might like to have a look at the List of Assignments and the Weekly Schedule. You can also listen to a brief orientation audio tape. This course was developed on WebCT and you might come by references to it. It is now on a new platform called D2L. I'm trying to work through all the glitches, and if you notice any, please let me know!

## What books do I need?

You need Landmarks: A Process Reader by Birks, Eng and Walchli, and The Bare Essentials Form B by Norton and Green. You'll find the page numbers will not match the new edition, so rely on the table of contents or index to guide you some. Both of these books are available in the bookstore (let me know **immediately** if the bookstore runs out); Landmarks should also on reserve in the library. The readings are in the Landmarks text and you will have some journal responses to write that refer to the text. Use Bare Essentials to work through issues of writing (grammar, mechanics, etc) - I don't really refer to this text in the course directly, but it is a handy reference.

## How do I get in touch?

You can contact me or any other student by using the "Mail" feature in D2L. You will find the "Email" option at the very top menu of your browser. You can also reach me by phone (370-3328), or come by my office (Paul 318 on Lansdowne campus).

For technical help, contact [desupport@camosun.bc.ca](mailto:desupport@camosun.bc.ca)

## Can I meet with you in person?

Of course! Like all my students, you're welcome to come and see me in my office. My "physical" office hours this term will be posted on my door. You may also make an appointment to talk to me or just email me if you have questions or concerns. As mentioned above, this course needs some tweaking still, so bear with me!!

## Why can't I see all the course in the Contents?

To see a new unit, you must complete the unit quiz for the unit before and get at least 60%. So to open Unit Two, you must do the "Welcome and Unit One" quiz at the end of Unit One.

## How do I submit assignments?

First, do your assignment on your own computer, then save your file. If you are not using Word, save your file as an .rtf file. Go to the "Dropbox" page and click on the folder to upload.

## Why do you make us upload assignments to the Assignment Dropbox?

It keeps track of all the papers that come in and the date and time that they came in. Also it records your grade for you so that you can keep track of your progress.

## What format do you prefer?

If possible, use Word or equivalent. Save as .doc or .rtf. Use a font equivalent to Times New Roman 12. Do not create a "title page"; simply put your title and name at the top.

## How do I know what to do every week?

Check are the Weekly Schedule and the outline I handed out during orientation. The Weekly Schedule gives you the readings and notebook questions for that week and the due dates for assignments. The assignments are also listed in the outline. Notice that the Course Notes do not reflect the weeks: there are seven "Units" for fourteen weeks. Some units may take longer than others, but I expect you to take approximately two weeks for each unit.

## **How do I hand in my Journal assignments, and what do I do with the Readings?**

In the Weekly Schedule, you will see several separate tasks for each week: Inform Yourself, Practice exercises, the Journal Questions, the Postings, and the Required Readings. The Practice exercises are for your reference only, like work you would do during class time in a classroom. They are not graded, but the answers will help you do the unit quizzes (necessary to pass before you can proceed to the next unit), the Journal, and the posting questions. The postings should be done each week, in the discussion board here in D2L. The postings are like "class participation"; you will receive one mark for each, worth a total of 10% for ten postings, but it is possible to get a couple of bonus marks if you do all twelve. The Journal for each week addresses specific questions about the course content and the required readings. Your Reading Logs keep track of what you are reading and what you think of it. You will hand in your Journals and the Reading Logs in one document at midterm and the end of term, and it is worth a total of 20%. For more information, see the assignment sheet.

## **What about the Grammar Quizzes?**

You must complete the Grammar Quizzes by the end of term, but can do them in your own time. D2L will record your grade. Remember that you must achieve an average of 60% in all the quizzes in order to pass the course.

## **What happens if I can't get an assignment in on time?**

Technically, you will get a 0 on the assignment. The course is pre-set and it is very important to keep pace.

## **How will I know what grade I got?**

Once I've graded your assignment, it will be returned to you in the Dropbox. You'll be able to read my comments when you open your assignment. Because work is graded online it is difficult to make comments in some cases - so please do see me for more specific feedback. The diagnostic essay and the plan - do not have marks. Keep track of your marks in case we have technical issues - I also keep a hard copy of your grades.

## **What can I do to help myself succeed?**

The most important thing is to keep up with the work. DON'T leave everything till the last minute. Do your homework questions and responses to readings as you go along, not a few days before they are due (they are a lot of work if you don't spread them out). Keep back up copies of all your work. Ask for help if you need it. Read instructions carefully. Keep in touch by reading the discussion board messages and your email. Plan to come "on site" many times a week, even if you have a good idea of what you're doing.

**Good luck!**