

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 150-02 English Composition Summer 2008</p>
---	---

The Approved Course Description is available on the web @ camosun.bc.ca

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)	Instructor:	Dr. Candace Fertile	
(b)	Office Hours:	M W 2:30-3:30 T TH 1:30-3:00 or by appointment	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (24 hour voicemail)	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)	

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

Word and World: A Critical Thinking Reader by Kent Lewis
A Canadian Writer's Reference by Diana Hacker (third edition)
good recent dictionary

4. Course Content and Schedule (subject to change)

WW refers to *Word and World*; CWR refers to *Canadian Writer's Reference*

July

3

Introduction

diagnostic essay

diagnostic writing skills

8-10

“In the Thrall of Language” WW 1-6

“Politics and the English Language” WW 7-18

composing and revising CWR 3-54

basic grammar CWR 491-508

library orientation

“Names” WW 35-46

“With These Words I Can Sell You Anything” WW 48-64

grammatical sentences CWR 163-215

15-17

(June 15: **ESSAY DUE**)

“Definition” WW 71-80

“What Is Terrorism?” WW 82-84

“Pretty Like a White Boy” WW 108-112

sentence style CWR 93-120

“Metaphors” WW 119-129

“Leather and Naughahyde” WW 133

“Metaphors That Kill” WW 135-139

words CWR 21-160

22-24

“Don't Fence Us In” WW 144-150

words continued CWR 121-160

“Simple Words” WW 151-162

“Disease” WW 167-174

“Does Work Really Work?” WW 178-186

24 **in-class essay**

29-31

“Questions” WW 187-198

punctuation CWR 257-294

research and MLA style CWR 317-412

“A Modest Proposal” WW 254-261

(July 31—research paper topic due)

August

5-7

sample research paper CWR 408-412

ESSAY DUE August 5

(August 7—tentative Works Cited due)

“Media” WW 267-278

“Deception” WW 279-299

mechanics CWR 295-314

12-14

“Argument” WW 331-344

“Danger Lurks in a Biotech World” WW 368-372

“In Defense of Tree-Spiking” WW 372-377

“The Global Economic Pyramid Scheme” WW 379-388

“Girls Will Be Girls” WW 388-400

peer editing of draft of research paper

writing skills review

19 RESEARCH PAPER DUE

writing skills quiz and in-class essay

5. Basis of Student Assessment (Weighting)

0% diagnostic essay and diagnostic writing skills (June 3; must be done to pass course)

15% first essay (750-900 words; due June 15 at the beginning of class)

20% second essay (750 words minimum; in-class June 24)

20% third essay (1000-1250 words; due August 5 at the beginning of class)

25% fourth essay (1500-2000 words; due August 19 at the beginning of class)

10% writing skills quiz (August 19)

10% in-class essay (August 19)

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 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 rd 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.

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.

NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment. Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is difficult to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format following MLA format. Keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be given a zero.

IMPORTANT: You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

Order of Importance of Issues

1. Content—your essay must have a thesis (something that can be argued), and you must develop the thesis.
2. The argument must be organized.
3. Coherence and unity—sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole essay. Provide transitions between sentences and paragraphs (put the transitions at the beginning of the new paragraph). Everything in the essay must relate to the thesis, and everything in a particular paragraph must relate to the paragraph's topic.
4. Sentence structure—write complete sentences. Avoid fragments, comma splices, and run-on sentences.
5. General grammar issues—subjects and verbs must agree, pronouns and antecedents must agree, modifiers should be close to what is modified, parallel structure needs attention, and so on.
6. Spelling, punctuation, and mechanics—try to write an error-free essay.
7. Diction—try to use college-level language, no slang, no extremely informal language. I don't mind if you use contractions. Try to select words on the basis of meaning and other effects. (In quotations, if slang or invective is used, you must present the language as written in the original.)

Grades and Their Meaning

- A range—superior level of achievement—a paper worth consulting
 good insight into material with detailed, significant discussion
 effective organisation for paper's purpose
 fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
 competent treatment of material with full but not as detailed a discussion as A
 organisation contributes to sense but lacks effectiveness of an A paper
 free of common errors
- C+ a little above satisfactory—a paper worth doing
 sound content, somewhat mechanical organisation
 may have one or two serious errors in expression
- C satisfactory
 acceptable but commonplace content adequately supported
 coherent but mechanical organisation
 sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
 limited content with weak support
 organisation may be confusing
 numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited
 or no support; numerous errors that prevent communication

English 150-01

First Essay Topics

Due: June 15 at the beginning of class

Length: 750-900 words

Choose one of the following topics, and write a clearly organized essay.

1. What is the social role of education? In other words, how does society benefit from education?
2. How do individuals benefit from education?
3. What kinds of education exist?
4. Is Orwell's essay "Politics and the English Language" relevant in 2007?