

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 150 (020) English Composition 2008W</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ <http://www.camosun.bc.ca/learn/calendar/index.html#ENGL>

1. Instructor Information

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Tuesdays 12:00 – 2:00 or by appointment		
(c)	Location:	CC118A		
(d)	Phone:	370-4463	370-3349	
(e)	Email:	WelchB@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	<i>A Reader for College Writers</i> Sixth Edition. Edited by Santi V. Buscemi
(b)	Other	<i>The Bare Essentials Form A</i> , sixth edition, by Sarah Norton and Brian Green

4. Course Content and Schedule

Tentative Term Schedule

Jan 7	Introduction to class; hand out syllabus For Homework Read: Pages 55-69 “Suffering” (71-72 in Buscemi) “Three Passions “(74) in Buscemi
Jan 9	The Central Idea Parts of the essay//thesis statement For Homework Read: The Comma Chapter 18 of Bare Essentials Narration (Buscemi 347-357)
Jan 14	The comma and all its mysteries! Assign narrative essay The Narrative Essay For Homework Read: “Mid Term break” (360-361 in Buscemi) “The Day I Was Fat” (363-365 in Buscemi) “The Colossus in the Kitchen” (371-372 in Buscemi) The colon and semicolon (Chapters 19 & 20 In Norton and Green)

Jan 16	<p>Narrative essays Word Choice Transitions Introductions and conclusions The frenzied excitement of the semicolon! The rapture of the colon!</p> <p>For Homework Read Compare and contrast (437-450 in Buscemi) “The Road from Ixopo” (451-452 in Buscemi) “High Anxiety” (463-465 in Buscemi) “Temptations of Old Age” (460 in Buscemi) “Chapter 3 ‘The Apostrophe’ Norton and Green)</p>
Jan 21	<p>Narrative essay Due Assign Compare/Contrast OR Process Essay The Apostrophe</p> <p>For Homework Read “Down With Love” (handout of student essay) “Death by dating” (handout of student essay) Pronoun agreement (Chapter 15 in Norton and Green)</p>
Jan 23	<p>Essays Pronoun agreement</p> <p>For Homework Read: Choosing the Right Words (Chapter 1 Norton/Green)</p>
Jan 28	<p>Levels of Language Word Choice The process essay Pronoun agreement</p> <p>For Homework Read: Process Analysis (471-479 in Buscemi) “How to Fight a Duel” (482-484 in Buscemi)</p>
Jan 30	<p>Process analysis essay Go over Essays</p> <p>For Homework Read:</p>

“Florida’s Fire Ants” (490-492 in Buscemi)
“How I Came Out to My Parents” (495-498 in Buscemi)
Argument and Persuasion (503-513 in Buscemi)

Feb 4 Go over Essays
Persuasion
For Homework Read:
“A Cool and Logical Analysis ” (532-536 in Buscemi)
“Free Speech” (538-542 in Buscemi)
Chapter 16: Person (Norton and Green)

Feb 6 **Compare/Contrast OR Process paper Due**
Assign Persuasive paper
Examine Essays
First, second, third person
Homework
“Fur is Dead” (596-599 in Buscemi)
“Fur is Natural” (600-601 in Buscemi)

Feb 11 Rhetorical strategies
Examine Essays
For Homework Read:
“I Have a Dream” (585 in Buscemi)
“A Modest Proposal” (handout)

Feb 13 Persuasion
Examine Essays
Mock grammar quiz
For Homework Read:
The Research Paper (handout)
A Student research Paper (633-646 in Buscemi)

Feb 18 **Assign Research paper**
What is a research paper?
Go Over Student paper
Official Grammar quiz
For Homework:
Finish Paper!

Feb 20	Persuasive paper due Research paper idea Quoting/Paraphrasing
Feb 25	Research methods Homework: Read 633-646 in Buscemi
Feb 27	Sources for a research paper Your Thesis Review Thesis Statements Paraphrasing
March 3	Integration of Quotes Summaries
March 5	MLA Integration of Quotes Modifying Quotations Homework: Read 117-125 in Norton and Green
March 10	Parallelism Practice Integrating MLA
March 12	More MLA
March 17	Peer Edit Session
March 19	Research Paper Due For Homework Read: TBA

March 24	EASTER MONDAY – no Class
March 26	Lit section For Homework Read: TBA
March 31	Lit section For Homework Read: TBA
April 2	Lit section finishes
April 7	in-class literature essay

5. Basis of Student Assessment (Weighting)

(a)	Assignments	<p>Narrative Essay (out-of-class; 750 words) 10%</p> <p>Compare Contrast Essay/Process Essay (out of class; 800 words) 15%</p> <p>Persuasive Essay (out of class; 900-1000 words) 15%</p> <p>Research Essay (1,200 to 1,500 words) 20%</p> <p>In Class Literary Paper (800-1000 words) 15%</p>
(b)	Quizzes	<p>MLA Quiz 10%</p>
(c)	Exams	<p>In Class exam on Grammar/Punctuation 10%</p>

(d)	Other (eg, Attendance, Project, Group Work)	5% for Peer edit (you MUST attach the rough draft of your research paper (initialed by me) along with your final research paper in order to get this 5%.
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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	Credit is granted but grade cannot transfer	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 at camosun.ca or 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

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.
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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.

Attention!

- ❖ All due dates are **firm**. Late assignments will not receive comments and will lose **5% per day** unless accompanied by a documented medical excuse.
- ❖ I do not accept assignments pushed under my door. I will not mark work that I receive in this manner.
- ❖ I do not accept emailed work unless by prior arrangement. Work emailed to me without prior permission will receive a 0 (F)

- ❖ **Plagiarism** (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the **minimum** penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Please refer to the attached handout on plagiarism to familiarize yourself with both the definitions of plagiarism and the consequences for plagiarism at Camosun College. In addition, students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>

- ❖ You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.

- ❖ You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.

- ❖ Please feel free to contact me whenever you have any questions or comments about your writing, your grade, or any other aspects of the course. Drop in during my office hours, or make an appointment to come and see me at a more convenient time.

Grading

All assignments (except the diagnostic essay) will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

- A Range (80 - 100%) Superior level of achievement
 - Exceptional insight into material or topic
 - Detailed, significant discussion
 - Effective organization
 - Fluent, error-free expression

- B Range (70-79%) High level of achievement
 - Competent treatment of material or topic but less originality or perception than an "A" paper
 - Full discussion but not as detailed or specific as "A" level

- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately