

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 250-01 Advanced Composition Winter 2008</p>
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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 3-4pm (I) T 12-2pm (L), W 4:30-5:30pm (L), TH 12-1 pm (L) 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

As a result of taking this course the student will be able to

1. Identify
 - a) Different types of non-fiction prose (e.g., memoir, personal essay, review, editorial, speech, expository essay, research essay).
 - b) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
 - c) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.
6. Revise their own writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

3. Required Materials

The Broadview Anthology of Expository Prose edited by Roberts et al. (2002)

4. Course Content and Schedule

Schedule (subject to change)

All readings are from *The Broadview Anthology of Expository Prose*. The title is followed by the author's last name and page numbers of the particular selection.

January

7-9 Introduction and grammar overview

14-16

"Politics and the English Language" Orwell 117-128

from "On the Education of Children" Montaigne 8-10

"Of Studies" Bacon 11-12

21-23

from "For Whom This Bell Tolls" Donne 14-15

"A Modest Proposal" Swift 20-28

28-30

"To Reign Once More in Our Native Country" Johnson 33-35

"To M. Talleyrand-Périgord" Wollstonecraft 37-41

February

4-6

"Civil Disobedience" Thoreau 50-69

from "On the Origin of Species" Darwin 73-77

11-13

"A River Pilot Looks at the Mississippi River" Twain 83-85

"A Mild Suggestion" Du Bois 92-94

"Roughing It in the Bush" Leacock 96-100

"Profession for Women" Woolf 101-105

18-20

from "The Highway and the City" Mumford 146-149

"Letter from Birmingham Jail" King 165-180

25-27

"Dinner with My Celebrated Pen Pal T.S. Eliot" Marx 181-183

"Where the World Began" Laurence 213-217

"Ladies and Gentlemen, Stompin' Tom Connors!" Nowlan 229-238

March

3-5

"Pig Lovers and Pig Haters" Harris 245-259

"Children: Pro Or Con?" Leibowitz 274-276

"Speciesism and the Equality of Animals" Singer 277-281

10-12

"Another Accolade for Charter Arms Corp." Royko 314-316

"What Is Real?" Munro 318-321

from “Decolonising the Mind” Ngugi 384-392

17-19

“Our Daughters, Ourselves” Cameron 411-413

“On Poetry” Brand 441-442

“Silence and the Notion of the Commons” Franklin 443-448

24—No class (Easter)

26

“The Sports Taboo” Gladwell 528-537

31-April 2

“Does Working for Welfare Work?” Devlin 602-610

“The Swoosh” Klein 611-624

7-9 review

5. Basis of Student Assessment (Weighting)

15% essay due January 30 (minimum 1000 words)

15% essay in-class February 20 (minimum 750 words)

20% essay due March 12 (minimum 1200 words)

20% essay due April 2 (minimum 1500 words)

10% in class exercises and writing (best 10 grades)

20% final examination (50% writing skills; 50% essay; during exam period in April)

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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

8. Further Information

- Students are expected to read the material, attend class, and participate in discussions. Essays must be handed in on time (at the beginning of the class on the due date).
- Students must follow the MLA system for in-text citations. Plagiarism will not be tolerated. Any ideas or words borrowed from someone else must be attributed. Ask if in doubt.
- Students must keep a folder of all rough work (no matter how messy) used in the preparation of the essays. If asked, a student must produce this folder or the essay will be given a grade of zero. Keep a copy of your work. Keep your marked essays.
- The class will be a mixture of lecture, discussion, small group discussion and presentations, and occasional in-class writing.
- The final exam covers the whole course.
- Improvement will be taken into consideration when I calculate the final grade.

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

First Essay Topics

Due: January 30 at the beginning of class

Length: minimum 1000 words

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

1. Write an editorial or speech (note the difference) on the connection of human beings to one another (Donne’s piece is a model) OR on the separation. Use at least one extended metaphor to develop your idea.
2. Following Swift’s example, write your own modest proposal for a contemporary problem.
3. Write a memoir about a positive educational experience.
4. In 1839 Edward Bulwer-Lytton created the adage “The pen is mightier than the sword.” Is it? Why or why not?
5. H.G. Wells said, “Civilization is in a race between education and disaster.” Explain using examples.

DO THIS QUIZ FOR JAN. 9 PLEASE (it's a diagnostic—no grades)

Correct each of the following sentences where necessary. You do not have to rewrite the whole sentence. If the sentence is correct, write correct in the margin.

1. The dress was not only too long but also was too wide.
2. He plays the trumpet good.
3. Billowing from every window, Sam saw clouds of smoke.
4. She's giving a talk this term on extraterrestrials at Camosun College.
5. Thumbing through the magazine, my eyes automatically noticed the car advertisements.
6. I would like you to come to the park with Carlotta and I.
7. When him and Ruth were first married, they lived in Edmonton.
8. Education is an elusive word it means different things to different people.
9. I should pay my tuition, I need to buy books.
10. The arts and crafts movement which reacted against mass production called for handmade objects.
11. A lawyer must pass the bar exam before he can begin to practice.
12. The little boys decided to move there fort next to the oak tree.
13. I don't know weather we will go to the mountains this summer.
14. The amount of children in the playground is lower than it was in the summer.
15. Diners had four choices: broccoli green beans peas and carrots.
16. Beethoven's only opera, Fidelio, includes the famous "Prisoner's Chorus."
17. A law, requiring the use of seatbelts, was first passed in Canada.
18. Watching movies late at night, has become an important way for me to relax.
19. Joan Didion, a famous American writer, said, All I know about grammar is its infinite power.
20. The reason my essay is late is because my computer printer is broken.
21. Emily Carr's paintings are the most unique I have ever seen.

22. Each college has its own set of problems.
23. Next term Emma wants to study English, chemistry, history, and French.
24. Fuel oil, natural gas, and electricity are popular sources of energy for heating homes, the least polluting, however, is solar energy.
25. The tour included visits to the following art museums: the Prado, the Louvre, and the Rijksmuseum.
26. The child's first Canadian Christmas was spent in Vancouver.
27. A Modest Proposal by Swift has a gruesome suggestion in it for the problem of poverty in Ireland.
28. The Underpainter, a novel by Jane Urquhart, has won the Governor-General's award for fiction.
29. Everyone should open her book and turn to page four.
30. Either Jenny or her sisters are usually visiting the neighbours with the pony.