



**School of Arts & Science
ENGLISH DEPARTMENT**

**ENGL 150-26
English Composition
Fall 2008**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

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:	Tim Chamberlain		
(b)	Office Hours:	M/W - 1:30 to 3:30		
(c)	Location:	Paul 220		
(d)	Phone:	250-370-3422	Alternative Phone:	
(e)	Email:	chambet@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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) Text Strategies for Successful Writing (3rd Can. Edition) Reinking et al.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Week One: Introduction to Course (one meeting this week)
Distribute Outline
Assign readings (see Week Two)

Week Two

Chapter 3: Strategies for Drafting and Planning Your Writing (31).
Exercises (Developing Topics/Developing a Thesis)
Sample Student essay (51-53)
Developing Paragraphs (54)
Unity (Exercise 55-56)
Topic Sentences (Exercises 58-60)
Adequate/Inadequate Development (Exercises 61-62)
Organization (62-63)
Coherence (Exercise 65)
Paragraphs with Special Functions (68)
Introductions, Transitions, Conclusions (68-75)

Professional Model (Essay):
“An Insatiable Emptiness” (495)

Sentence Fragments/Run Ons/Comma Splices (586-590)
Commas (616)

Professional Model (Essay):
“My Life with Riley” (492)

Week Three

Chapter 5 Strategies for Revising and Editing Your Writing
Checklist (83), Exercise (83)
Sample Student essay (revisions – 53, 79, 81, 84)
Peer Response Checklist (88)
Example of Peer Response (88-91)

Professional Models:
“Sound and Fury” (147)

Chapter 7 Strategies for Personal Writing: Narration and Description
Purpose, Action, Conflict, Point of View, Key Events, Dialogue
Planning and Drafting the Narrative
Example of a Student Essay of Narration (132-134)
Description: Drawing from Observation

Sensory Impressions, Dominant Impressions, Vantage Point, Selection of Details, Arrangement of Details
Example of Student Narrative That Incorporates Description: **“Beth’s Finest Hour” (143)**

Professional Models:
“Memories of Montreal” (150)

Week Four

Chapter 6 Strategies for Working with Sentences, Diction, Tone and Style
Avoiding Wordiness (Exercise 98)
Using Clear Diction (Exercise 100)
Fragments (Exercise 103)
Improving sentence structure (exercise 104)
Parallelism (Exercise 110)
Passive/Active Voice (Exercise 112)
Tone (Exercise 118-119)
Special Stylistic Techniques (simile, metaphor, personification, hyperbole, understatement, irony, euphemisms, clichés and mixed metaphors, gender inclusive language)
(Exercises 121, 124)

Chapter 8 Strategies for Using Illustration: Making Yourself Clear
Example of a Student Essay of Illustration: “If It Is Worth Doing....” (163)

Professional Models:

“How Spell-Check is Destroying English: With No Governing Body, Our Language Now Lies Prone to Market Forces” (168-171)

“The Oldest Profession: Shopping” (172-177)

Week Five

Chapter 9 Strategies for Analytical Writing: Process Analysis
Example of a Student Process Analysis Essay: “The ABCs of CPR” (189)
Subject Verb Agreement (590)
Pronoun Antecedent Agreement (593)

Professional Models:

“Millionaire Question” (194)

“Let’s Get Vertical” (196)

Chapter 10 Strategies for Analytical Writing: Cause and Effect
Patterns in Causal Analysis (204-205)

Example of a Student Essay of Cause and Effect: “Why Students Drop Out of University” (210)
Effective Pronoun Reference (595)
Shifts in Person (598)
Pronoun Case (599)

Professional Models:

“Send in the Clowns” (219)

“Pressure to Conform” (221)

Week Six

Chapter 11 Strategies for Analytical Writing: Definition
Types of Definitions (227-228)
Planning and Drafting the Extended Definition (232-234)

Example of a Student Essay of Definition: “The Food Chain” (234)

Profession Models:

“The Sweet Smell of Success Isn’t All That Sweet” (239)

“I Am Canadian: National Identity in Beer Commercials” (246)

Chapter 12 Strategies for Finding Patterns: Comparison

Block vs. Alternating Pattern (257-258)

Example of a Student Essay of Comparison: “Real vs. Fake
Conversation” (262)

Professional Models:

“Conversational Ballgames” (269)

Placing Modifiers Correctly (607)

Revising Dangling Modifiers (608)

Week Seven

Chapter 13 Strategies for Finding Patterns: Classification

Example of a Student Essay of Classification: “Get Used to It” (282)

Professional Models:

“What Are Friends For?” (287)

“As a Dad, Will I Do Right by My Daughter?” (290)

Maintaining Parallelism (609)

Week Eight

Chapter 14 Strategies for Convincing Others: Argument and Persuasion

Appeals, Reasoning Strategies, Fallacies

Example of a Student Essay of Argument: "Teaching Boys to Be Non-Violent and Still Be Boys" (329)

Topic: Human Cloning

Professional Models:

"Should Human Cloning Be Permitted" (339)

"Yes, Human Cloning Should Be Permitted" (345)

Week Nine

Research Guide (Chapter 15) : Using Secondary Research (387)

- a) Choosing a Topic
- b) Finding Information
- c) Adjusting a Topic
- d) Developing an Outline
- e) Summary, Paraphrasing, Quotations
- f) Example of a Student Research Essay (430-444)

Professional Models (Argument and Persuasion)

"Yes, Don't Impede Medical Progress" (349)

"Crossing Lines" (352)

Week Ten

Chapter 17 Strategies for Documentation

MLA and APA Works Cited

Exercises

Handling In-Text Citations

Handling Quotations

Plagiarism

Apostrophes (613)

Semicolons (620)

Colons/Dashes/Parentheses, and Brackets (624)

Week Eleven

Library Orientation re. Research Methods

Oral presentation re. Research Paper (informal)

Weeks Twelve & Thirteen

Grammar test
Workshop sessions on Research Paper

Week Fourteen

Final edit sessions (essay due on last day of class).

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a) Assignments (Due dates tba)

Essay #1	Descriptive or Narrative Essay	15%	(750 words – in class)
Essay #2	Process Analysis or Illustration	15%	(750 words)
Essay #3	Definition or Causal Analysis	15%	(750 words)
Essay #4	Comparison or Classification	15%	(750 words)
Essay #5	Research Paper	25%	(1500 words)

(b) Quiz Grammar: Week 12 15% (in class)

(c) Note: No Final Exam in December

6. Grading System

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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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

1. Intentional plagiarism will result in a failing grade for the assignment in question.
2. Essays will be collected at the beginning of class on the stated due date.
3. Late essays will be levied a 5% penalty per day, unless accompanied by a note from a medical practitioner.
4. The grammar quiz must be written on the stated date (unless you have a medical excuse, in which case the quiz will be re-scheduled for you).
5. Do not use cell phones in class.
6. If you are late to class, just quietly make your way to your seat.