



**School of Arts & Science
ENGLISH DEPARTMENT**

**ENGL 150-027
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:	Christine Kirchner		
(b)	Office Hours:	Tues.& Thurs.: 2:30 p.m. – 4:00 p.m. or by appointment		
(c)	Location:	Paul 226		
(d)	Phone:	(250) 370-3329	Alternative Phone:	
(e)	Email:	kirchner@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) Texts: Roberta Birks, Tomi Eng, and Julie Walchli (2004) 2nd Edition, *Landmarks*.
Muriel Harris (2008) 7th Edition, *Prentice Hall Reference Guide*.
- (b) Other: English 150 Course Package.

4. Course Content and Schedule

Tues., Sept. 2	Course Introduction
Thurs., Sept. 4	In-class Diagnostic Essay (5%)
Tues., Sept. 9	“Getting to Know You” <u>Organization: “The Five-Paragraph Essay”</u> Read pp. 7-12, English 150 Course pack (CP).
Thurs., Sept. 11	<u>Review & Revise Diagnostic Essay</u> Read pp. 1-6; 50-55 (<i>Landmarks</i>).
Tues., Sept. 16	<u>Descriptive & Narrative Essay Writing</u> Read p. 2 “Rhetorical Modes” (CP). Read pp. 258-259, Michael Ondaatje, “Aunts” <i>Landmarks</i> . Read p. 69 Discussion Questions for Michael Ondaatje, “Aunts” (CP)
Thurs., Sept. 18	Final Draft of the Diagnostic Essay is due at the beginning of class. Descriptive & Narrative Essay Writing, cont’d. Read pp. 67-71, Norman Doidge, “The Suit” <i>Landmarks</i> . Read pp. 69-70 Discussion Questions for Norman Doidge, “The Suit” (CP)
Tues., Sept. 23	Read pp. 204-211 (<i>Landmarks</i>). <u>Writing Research Papers</u> Read pp. 63- 68 “Research Essay Assignment” (CP)
Thurs., Sept. 25	Research Education Class in the Library.
Tues., Sept. 30	Read pp. 133-140 (<i>Landmarks</i>). Research Papers, cont’d. Sign up for Oral Presentations on Grammar Topic Read pp. 61-62 “Grammar Assignment” (CP)
Thurs., Oct. 2	Descriptive / Narrative Essay (15%) is due at the beginning of class. Research Papers, cont’d.

Tues., Oct. 7	Read pp. 76-87, Stephen Hume, "The Spirit Weeps" (<i>Landmarks</i>). Read p. 70 Discussion Questions for Stephen Hume, "The Spirit Weeps" (CP)
Thurs., Oct. 9	Read pp. 321-329, Bharati Mukherjee, "An Invisible Woman" (<i>Landmarks</i>). Read p. 71 Discussion Questions for Bharati Mukherjee, "An Invisible Woman" (CP)
Tues., Oct. 14	Read pp. 211-213, Margaret Atwood, "The Female Body" (<i>Landmarks</i>). Read pp. 71-72 Discussion Questions for Margaret Atwood, "The Female Body" (CP). Read pp. 266-269, John Updike, "The Disposable Rocket" (<i>Landmarks</i>). Read p. 72 Discussion Questions for John Updike, "The Disposable Rocket" (CP).
Thurs., Oct. 16	Read pp. 63-66, Annie Dillard, "Living like Weasels" (<i>Landmarks</i>). Read p. 72 Discussion Questions for Annie Dillard, "Living like Weasels" (CP).
Tues., Oct. 21	Read pp. 115- 119, Heather Menzies, "When Roots Grow Back into the Earth" (<i>Landmarks</i>). Read p. 73 Discussion Questions for Heather Menzies, "When Roots Grow Back into the Earth" (CP).
Thurs., Oct. 23	<u>Writing Summaries</u> : read pp. 45-46, "How to Summarize an Article" & pp. 47-48, "Summaries" (CP).
Tues., Oct. 28	In-class Summary (5%).
Thurs., Oct. 30	Submit by email or hard copy your research essay topic. Video: Public Speaking Tips
Tues., Nov. 4	Grammar Quiz (5%).
Thurs., Nov. 6	Oral Presentations on Grammar Topic (5%).
Tues., Nov. 11	<i>REMEMBRANCE DAY – COLLEGE CLOSED</i>
Thurs., Nov. 13	Oral Presentations, cont'd.
Tues., Nov. 18	Oral Presentations, cont'd.
Thurs., Nov. 20	Oral Presentations, cont'd.
Tues., Nov. 25	Oral Presentation Report (10%) is due at the beginning of class. <u>Writing a Critical Review</u> : Read pp. 51-60 (CP).

Discussion & Assignment of Final In-class Essay – a Critical Review.

Thurs., Nov. 27 **Grammar Quiz (5%).**

Tues., Dec. 2 **Final In-class Assignment – a Critical Review (15%).**

Thurs., Dec. 4 Last class of the course.

Research Essay (30%) is due at the beginning of class.

5. Evaluation will be based on the following:

- In-class Diagnostic essay: 400-750 words **(5%) Final Draft Due Thurs., Sept. 18.**
- Descriptive/Narrative essay: 750-1000 words **(15%) Due Thurs., Oct. 2.**
- Summary (in-class) **(5%) Tues., Oct. 28.**
- Grammar Quizzes (in-class) **(10%) Tues., Nov. 4 & Thurs., Nov. 27.**
- Five-minute Oral Presentation on a Grammar Topic **(5% -includes peer evaluation) Thurs., Nov. 6; Thurs., Nov. 13; Tues., Nov. 18; & Thurs., Nov. 20.**
- Oral Presentation Report 400-750 words **(10%) Due Tues., Nov. 25.**
- Final in-class assignment: a Critical Review 500-800 words **(15%) Tues., Dec. 2.**
- Research essay: 1000-1500 words **(30%) Due Thurs., Dec. 4**
- **Participation: attendance, preparation, contribution to class discussions, & participation in writing groups (5%) on-going.**

6. Grading System

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

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 3^d 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.

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.