

Camosun College
Department of English
Fall 2008

English 150, Section 41
English Composition
Mon. & Wed. 10:30-11:50 a.m. CC 121

A thing is interesting because of thinking about it and not because of being new.
--Mark Haddon, *A Curious Incident of the Dog in the Night-time*

Instructor: Dr. Jodi Lundgren
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Office Phone: 250-370-4462
Office Hours: MTWTh 3-4 p.m.
or by appointment.
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Calendar Description

This course centers on generating, organizing, and expressing ideas in clear and effective written prose. Instruction and practice in writing college-level expository prose, based on appropriate models, form the core. Written assignments total 4,000-4500 words.

Course Outcomes

Students will:

- **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

- **read** mature expository and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in own words to reflect coherently the original's ideas, organization and tone.

- **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

Required Texts and Materials

Kennedy, Mary Lynch and William J. Kennedy. *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers*, 6th ed. Pearson, 2008.

Aaron, Jane E. and Elaine Bander. *The Little, Brown Essential Handbook for Writers*, 3rd Canadian ed. Pearson, 2008.

A dictionary: *The Concise Oxford*; *Webster's New Collegiate*; *Gage Canadian* are good choices.

- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your essays for in-class workshops.
- You **must have access to a stapler** for when you hand in your assignments.

Assignments

I will distribute detailed instructions on each writing assignment as the course progresses. Be sure to keep a copy of all submitted assignments.

1. Response Essay	Personal responses	--*	Sept.10, 15, 17
	Draft	--*	Sept.24
	Final	10%	Oct.1
2. Summary	Draft	--*	Oct.6
	In-class	5%	Oct.20
3. Critical Analysis	Outline	--*	Oct.27
	Draft	--*	Oct.29
	Final	15%	Nov.3
4. Research Paper:			
	4 Journals	5%	see syllabus
	Proposal	5%	Nov.10 or 12
	Outline	--*	Nov.19
	Final Paper	20%	Dec.1
4. Quiz: Grammar, Punctuation, & Plagiarism		10%	Nov.24
5. PowerPoint Presentation**		10%	Nov.24, Nov.26, Dec.1
6. Final In-Class Essay		10%	Dec.3
7. Participation:		10%	Ongoing
(includes pop quizzes, group work, peer critiques, informal in-class writing, class discussion)			

* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 10% deduction from the final grade for the assignment. See "Policies" below.

** The oral presentation allows you to share the results of your research with an audience and to participate in a question and answer session that demonstrates your mastery of the material. As such, it forms a crucial step in the research process. Every student must deliver a presentation; otherwise, I cannot accept the research paper. The Camosun's Audio-Visual Department offers free workshops in PowerPoint if needed.

Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. Staple your papers in the top left-hand corner. I cannot accept papers by email unless otherwise stated. Where necessary, use the **MLA Style** to document sources (see *Little, Brown* 153-73). Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about Harry Potter) is inaccurate. (See *Little, Brown* 172 for a sample heading.)

Evaluation

We will address the criteria for good college writing throughout the semester. In grading your work, I will be particularly interested in the development I see in revision and from paper to paper within the assignment sequence. I will be looking for evidence of your involvement in the course and of your willingness and your success in working on your writing over the term.

The numerical conversions used at Camosun College are as follows:

A+ = 90-100	B = 73-76	D=50-59
A = 85-89	B- = 70-72	F= below 50
A- = 80-84	C+= 65-69	
B+ = 77-79	C = 60-64	

Policies

* **Assignments are due at the beginning of class** on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late (not including weekends), taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a 0. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation from a person in authority.

* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 10% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade. Attendance will be recorded.

Most assignments that fall into the participation category will be credited using a check mark system. A 0 indicates a failure to fulfill the basic expectations of the assignment. A √- indicates that the response meets some, but not most, of the expectations of the assignment. A √ indicates a satisfactory response to the assignment. A √(+) indicates that the seeds of powerful work are present, although their potential has not been fully realized. A √+ indicates a fully successful response to the assignment. A √++ indicates an exceptional response that exceeds the basic expectations of the assignment.

Participation marks will be tallied at the end of the semester and converted into a numerical score. You may see me to inquire about your standing at any point in the semester.

* **Plagiarism**, the act of presenting the words, ideas, or data of another as if they were your own, is an **academic crime**. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 37-39 of the 2008/2009 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department.

Part of the purpose of this class is to teach you how to use the ideas of others honestly in your own writing: Chapter 35 of *Little, Brown* (pages 146-53) gives you detailed information on how to do so. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible.

Lansdowne Campus: ID 202. Phone: 250-370-3312.

TTY/TDD: 250-370-3311.

Interurban Campus: CC 210. Phone: 250-370-4049

TTY/TDD: 250-370-4051

A Final Word

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your writing generally. I check email regularly and am on campus 4 days a week. I encourage you to visit me in my office hours. It's always a good idea to let me know ahead of time that you're coming in case other students have booked appointments, but you are definitely welcome to drop by.

Tentative Outline

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email. I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- *WD=Writing in the Disciplines*
- *LB=Little, Brown Essential Handbook for Writers*
- Readings and assignments are **due** for the dates listed.
- **Be sure to bring the textbooks and all photocopied readings/handouts to every class.**
- Additional readings may be assigned as needed.
- You are not responsible for the Exercises and Assignments contained within the readings unless specifically noted.
- Note that the "Introduction" (3-15) and "Part 1: Effective Sentences" of *Little, Brown* are recommended reading for all students. In my feedback on your writing, I may recommend further sections of *Little, Brown* for you to consult individually.

- W Sept.3 Introduction
Student Surveys
- M Sept.8 Reading due: *WD* 3-8; Vanderslice “When I Was Young...” *WD* 36-37
Writing due: Answers to “Prereading Questions” *WD* 6-7 (apply to article by Vanderslice, *WD* 36-7)
Discuss: “Strategies for Elaborating on Texts” *WD* 10-11
- W Sept.10 Writing due: **Personal response** of 100 words to Vanderslice based on “Prompts for Personal Response” *WD* 36
Reading due: After you’ve written your personal response, read *WD* 38-41
In class: *WD* Exercises 2.2 & 2.4
- M Sept.15 Reading due: Andrews and Nelkin, “The Business of Bodies” *WD* 359-64
“Paraphrasing” *WD* 42-44
Writing due: **Personal response** of 100 words to Andrews and Nelkin based on “Prompts for Personal Response” *WD* 36
- W Sept.17 Reading due: Paglia, “Rock as Art” *WD* 556-558
“Questions for Analysis” *WD* 138-39
Re-read *WD* 38-9; “Critical Analysis” *WD* 154-60
Writing due: **Personal response** of 100 words to Paglia based on “Prompts for Personal Response” *WD* 36
In class: Discuss *WD* 152-3
- M Sept.22 Reading due: “Quoting” *WD* 59-67
“Critical Analysis” *WD* 160-64
Writing due: “Loose plan” of Response Essay (*WD* 156)
- W Sept.24 Writing due: **Draft of Response essay**
Reading due: “Principles of Revision” *WD* 165-170
LB Chapter 17, “Sentence Fragments”
Formatting: Syllabus 3; *LB* 152, 172-73
- M Sept.29 Writing due: **t.b.a.**
Reading due: “Strategies for Improving Style” *WD* 170-74
“Questions for Editing” *WD* 177
LB Chapter 18, “Comma Splices and Fused Sentences”
In class: Introduction to the “Mommy Wars”: reading groups
Assigned
- W Oct.1 Writing due: **Revised Response Essay**
Reading due: “Summarizing” *WD* 49-54
Story, “Many Women at Elite Colleges...” *WD* 91-95
In-class: Group summary exercise with Louise Story
- M Oct.6 Reading due: “Sourcebook” *WD* 69-75 and article assigned in class
Writing due: **Draft summary** of assigned “Mommy Wars” article
In-class: Group work with summaries; panel discussion
- W Oct.8 Writing due: **Research Journal #1**
Reading due: Shafer, “Weasel Words Rip My Flesh!” *WD* 96-99
“Rhetorical Analysis” *WD* 183-5
Hirshman, “Homeward Bound” *WD* 104-112

M Oct.13	THANKSGIVING HOLIDAY—NO CLASS
W Oct.15	Reading due: Brooks, “The Year of Domesticity” <i>WD</i> 114-15 Young, “The Return of the Mommy Wars” <i>WD</i> 116-19 Critical Analysis <i>WD</i> 146-150
M Oct.20	Writing due: Research Journal #2 In class: Midterm test: In-Class Summary
W Oct.22	Reading due: “Three Ways to Respond” (handout) <i>LB</i> Ch.16 “Misplaced and Dangling Modifiers” In class: Preparing to write Essay #2: Critical Analysis
M Oct.27	Writing due: Research Journal #3 Outline of Critical Analysis Essay <i>LB</i> Ch.3 “Parallelism”
W Oct.29	Writing due: Draft of Critical Analysis Essay In-class: Peer critique workshop; Editing Skills <i>LB</i> Ch.19, “The Comma”
M Nov.3	Writing due: Revised Essay #2 Research Journal #4 Reading due: Research: <i>LB</i> Chapters 31 & 32 Horn, “Promoting Marriage as a Means for Promoting Fatherhood” <i>WD</i> 478-83 Synthesis: <i>WD</i> 235-39; <i>WD</i> 249-50 Argument: <i>WD</i> 256-60
W Nov.5	Reading due: Argument synthesis: <i>WD</i> 265-74 Research paper as synthesis: <i>WD</i> 290-92 Conducting interviews: <i>WD</i> 316-17; <i>LB</i> 133 Edin and Kefalas, “Unmarried with Children” <i>WD</i> 486-92
M Nov.10	LAST DAY TO WITHDRAW WITHOUT A FAILING GRADE Writing due: Research Proposal In class: Conferences.
W Nov.12	In class: Conferences.
M Nov.17	Reading due: Evaluating & Synthesizing Sources <i>LB</i> Chapter 33 <i>LB</i> 20 “The Semicolon”; <i>LB</i> 21 “The Colon” In class: Discuss sample research paper.
W Nov.19	Writing due: Outline of Research Paper (part of Research Paper grade) Reading due: Integrating Sources & Documentation <i>LB</i> Chapters 34-6 <i>LB</i> 22 “The Apostrophe” In class: Avoiding Plagiarism
M Nov.24	Writing due: Grammar, Punctuation, & Plagiarism Quiz In class: Student Research Presentations
W Nov.26	In class: Student Research Presentations
M Dec.1	Writing due: Research Paper In class: Student Research Presentations
W Dec.3	In class: Final in-class essay