



*School of Arts & Science*  
**ENGLISH DEPARTMENT**

**ENGL 150-048**  
**English Composition**  
**2008F**

## 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:	Jodie Salter
(b)	Office Hours:	Friday 12pm - 1:30pm
(c)	Location:	Interurban -- Campus Centre 118A
(d)	Phone:	370-3837
(e)	Email:	salterj@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

Texts: Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook, Canadian Edition. Editors: Betty Dietsch, Lara Sauer, and Andrea Lovering. Toronto: McGraw-Hill Ryerson, 2006.

A Pocket Style Manual, 5th Edition. By Diana Hacker. Bedford/St. Martin's, 2008.

### 4. Course Content and Schedule (subject to change)

SEPT. Week 1:	WED 3 <sup>rd</sup> Introduction to ENG 150	
	FRI 5 <sup>th</sup> Early Stages in the Writing Process	READ: Writing in Context pg 2-8 Different Voices pg 9-20 Reading/Responding pg 356-368
Week 2:	WED 10 <sup>th</sup> Planning and Shaping Your Ideas	READ: Prewriting pg 21-26 Drafting pg 27-40
	FRI 12 <sup>th</sup> Logic and Reasoning	READ: Handouts
Week 3:	WED 17 <sup>th</sup> Grammar Workshop I <ul style="list-style-type: none"> <li>• Punctuation and Mechanics</li> </ul>	READ: H-1 – H-14 <b>Grammar Quiz</b>
	FRI 19 <sup>th</sup> Grammar Workshop II	READ: H-18 – H-33 <b>Grammar Quiz</b>
Week 4:	WED 24 <sup>th</sup> Types of Essays I	READ: Narrative pg 112-123 Descriptive pg 124-135 Process pg 136-147 Illustrative pg 148-156
	FRI 26 <sup>th</sup> Types of Essays II	READ: Classification pg 157-165 Compare/Contrast pg 166-177 Definition pg 178-191 Cause/Effect pg 192-202
OCT. Week 5:	WED 1 <sup>st</sup> <b>In-class writing assignment</b>	READ: pg 409-412; pg 443-446; pg 462-467; pg 475-480
	FRI 3 <sup>rd</sup> Composing the Essay <ul style="list-style-type: none"> <li>• Structure</li> <li>• Introductions and Conclusions</li> </ul> <b>Transitions</b>	
Week 6:	WED 8 <sup>th</sup> Research Essay Discussion <ul style="list-style-type: none"> <li>• Thesis Statements</li> </ul>	READ: Handouts
	FRI 10 <sup>th</sup> <b>--MID-TERM EXAM--</b>	

Week 7:	WED 15 <sup>th</sup>	Documentation <ul style="list-style-type: none"> <li>• Sources, Citations</li> <li>• Citations and Works Cited</li> <li>• APA and MLA</li> </ul>	READ: Documenting Sources pg 295-332
	FRI 17 <sup>th</sup>	Library Orientation	<b>MEET IN CBA 201 at 10:30am</b> READ: Considerations pg 250-255 Primary Research pg 256-275 Secondary Research pg 276-294
Week 8:	WED 22 <sup>nd</sup>	Incorporating Research <ul style="list-style-type: none"> <li>• Integrating quotations, paraphrasing, plagiarism</li> </ul>	<b>DUE: Citation Exercise</b>
	FRI 24 <sup>th</sup>	In-class Writing Workshop <ul style="list-style-type: none"> <li>• Drafting the Introduction</li> </ul>	<b>DUE: Essay Topic and Working Thesis</b> READ: Handouts
Week 9:	WED 29 <sup>th</sup>	Critical Thinking, Evaluation, and Argument	<b>DUE: Thesis Statement and Proposal for Research Essay</b> READ: Problem Solving pg 204-215 Effective Argument pg 216-236; 499-501 Detecting Fallacies pg 237-247
	FRI 31 <sup>st</sup>	Editing <ul style="list-style-type: none"> <li>• Sentences, paragraphs</li> </ul>	READ: Editing (Sentences) pg 84-98 Editing (Word Choice) pg 99-109
<b>NOV.</b> Week 10:	WED 5 <sup>th</sup>	Grammar Workshop III <ul style="list-style-type: none"> <li>• Fragments, comma splices, and faulty modifiers</li> </ul>	<b>DUE: First Draft</b> for Research Essay <b>Grammar Quiz</b>
	FRI 7 <sup>th</sup>	Grammar Workshop IV	<b>Grammar Quiz</b>
Week 11:	WED 12 <sup>th</sup>	Peer Revisions	<b>BRING TO CLASS: 2 copies of 1<sup>st</sup> Draft</b> READ: Revising, Editing pg 42-58 Revision and Accuracy pg 59-69 Revising Paragraphs pg 70-71
	FRI 14 <sup>th</sup>	Revisions <ul style="list-style-type: none"> <li>• Documentation, formatting</li> </ul>	
Week 12:	WED 19 <sup>th</sup>	Editing Workshop I <ul style="list-style-type: none"> <li>• Passive/ active voice, comma splices, faulty modifiers, wordiness</li> </ul>	<b>BRING TO CLASS: 2 copies of your 2<sup>nd</sup> Draft</b>
	FRI 21 <sup>st</sup>	Editing Workshop II	
Week 13:	WED 26 <sup>th</sup>	Oral Presentations on Research Paper	<b>DUE: Final Revision for Research Essay</b>
	FRI 28 <sup>th</sup>	Oral Presentations on Research Paper	READ: Writing Effective Essay Exams pg 370-377
<b>DEC.</b> Week 14:	WED 3 <sup>rd</sup>	Discussion on In-class final exam	
	FRI 5 <sup>th</sup>	<b>--IN CLASS FINAL EXAM--</b>	

## 5. Basis of Student Assessment (Weighting)

(a) Assignments:	Writing Exercise	10%	(500-1000 words)
	Citation Exercise	5%	
	<u>Research Essay</u>	<u>40%</u>	<u>(1250-1750 words)</u>
	Essay Proposal	5%	(250 words)
	First Draft	15%	(1000-1500 words)
	Peer Editing	5%	
	<u>Final Revision</u>	<u>15%</u>	<u></u>

(\*Note: The Essay Proposal and First Draft of the Research Essay must be submitted to receive mark for the Final Revision.)

(b) Quizzes: 4 Grammar Quizzes 10%

(c) Exams (In-Class): Mid-term Exam 10% (500-800 words)  
Final Exam 15% (1000-1500)

(d) Other: Participation 10%  
(Includes: attendance, preparedness for class, contribution to class discussions, group activities, oral presentation, etc.)

TOTAL: 100% (approx 4000-4500 words)

## 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](http://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<sup>rd</sup> 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](http://camosun.ca).

THE WRITING CENTRE in Dawson 207  
Drop-in or book an appointment: 370-3491; [writingcentre@camosun.bc.ca](mailto:writingcentre@camosun.bc.ca)

For International Students: ENGLISH HELP CENTRE in Ewing 202 **Lansdowne**

FIRST NATIONS STUDENT SERVICES in Ewing 272 **Lansdowne**; 370-3299

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY (DRC)

**Interurban** - Centre Open, 250-370-4049

**Lansdowne** - Dawson 119, 250-370-3312

COUNSELLING CENTRE :

**Interurban** - Campus Centre 2nd floor, 250-370-4925

**Lansdowne** - Dawson 202, 250-370-3571

CAREER RESOURCE CENTRE

**Interurban** - Campus Centre 251

**Lansdowne** - Dawson 202

## 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. All assignments must be submitted on or before the due date; late papers will be penalized by 5% per day. In the event of illness or other serious problems, please speak to me **before** the due date.
2. All assignments must be submitted for a final course grade
3. Papers will be evaluated on clarity of presentation, interest and complexity of subject, development, correctness of sentence structure, grammar, punctuation, and word usage, and the degree to which the work fulfils assignment instructions.
4. All writing assignments must be double-spaced, 12 point Times-Roman font, and stapled.
5. Plagiarism will not be accepted and will receive a grade of 0%.
6. Please bring to each class: textbooks, notebook, pens, highlighters and homework assignments.