

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-03</b>  <b>English Composition</b>  <b>Spring 2009</b></p>
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The Approved Course Description is available on the web @ [camosun.bc.ca](http://camosun.bc.ca)

⚡ 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:	MW 4:30-5:30 TTH 2:30-3:30 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

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

*Word and World: A Critical Thinking Reader* by Kent Lewis (on reserve)

*A Canadian Writer's Reference* by Diana Hacker, 4<sup>th</sup> ed. (on reserve)

a good recent dictionary

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

WW refers to *Word and World*; CWR refers to *Canadian Writer's Reference*

May

4 Introduction and personal letter  
diagnostic writing skills

6

“In the Thrall of Language” WW 1-6  
“Politics and the English Language” WW 7-18  
basic grammar CWR 491-508

11

“Names” WW 35-46  
“With These Words I Can Sell You Anything” WW 48-64  
sentence structure CWR 163-212

13

**(ESSAY DUE)**

“Definition” WW 71-80  
“What Is Terrorism?” WW 82-84  
“Pretty Like a White Boy” WW 108-112  
sentence structure continued CWR 163-212

20

“Metaphors” WW 119-129  
“Leather and Naughahyde” WW 133  
“Metaphors That Kill” WW 135-139  
words CWR 123-160  
“Don't Fence Us In” WW 144-150  
words continued CWR 123-160  
“Simple Words” WW 151-162

25 **in-class essay** (open book)

27

“Disease” WW 167-174  
“Does Work Really Work?” WW 178-186  
“Questions” WW 187-198  
punctuation CWR 259-293  
MLA style CWR 355-412

3

“A Modest Proposal” WW 254-261  
punctuation cont. and mechanics CWR 297-314  
sample research paper CWR 408-412      **ESSAY DUE**

8

**(research paper topic due)**

“Media” WW 267-278  
“Deception” WW 279-299  
sentence style CWR 93-119

## 10 (tentative Works Cited due)

“Argument” WW 331-344

“Danger Lurks in a Biotech World” WW 368-372

“In Defense of Tree-Spiking” WW 372-377

## 15

“The Global Economic Pyramid Scheme” WW 379-388

“Girls Will Be Girls” WW 388-400

review of writing skills

peer editing of draft research paper

## 17 RESEARCH PAPER DUE

**writing skills quiz** (6:00-7:15, no books allowed)

**in-class essay** (7:30-9:00, open book, minimum 600 words)

## 5. Basis of Student Assessment (Weighting)

15% first essay (600-750 words; due May 13 at the beginning of class)

20% second essay (750 words minimum; in-class May 25)

20% third essay (1000-1250 words; due June 3 at the beginning of class)

30% fourth essay (1500-2000 words; due June 17 at the beginning of class)

10% writing skills quiz (June 17)

10% in-class essay (June 17)

## 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<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.
<b>IP</b>	<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 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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).

### 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.

**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.

**Email:** If you send me email, please put your name and course title in the subject line. I check email twice a day, and I will try to reply within 24 hours, except on weekends.

**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—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: May 13 at the beginning of class

Length: 600-750 words (put word count at end of essay)

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

1. What is the role of public education? In other words, how does society benefit from public education?
2. How do individuals benefit from education?
3. In addition to formal education (school), what other kinds of education exist?
4. Is Orwell's essay "Politics and the English Language" relevant in 2009?

**Second Essay Topics:** the topics for the in-class essay will be given at the beginning of the class on May 25.

### Third Essay Topics

Due: June 3 at the beginning of class

Length: 1000-1250 words (put word count at end of essay)

Write an analysis of one of the following essays (all from *Word and World*). In your analysis, explain the thesis of the essay and the main techniques the author uses to develop the thesis.

“Why Multiculturalism Can’t End Racism” (112ff)

“The Bureaucrat’s Indian” (103ff)

“Defending Against the Indefensible” (19ff)

“Tax Haven in the Snow” (139ff)

“What Is ‘Against Nature’”? (162ff)

“Ten Steps to the Creation of a Modern Media Icon” (311ff)

“Evolution as Fact and Theory” (346ff)

### Fourth Essay (Research) (due June 17 at the beginning of class)

1500-2000 words

Choose one of the following general topics for research and devise your own more specific topic. (I’m open to other suggestions.)

child labour

plastic

water

national daycare plan for Canada

genetically modified food

endangered species

public transportation

climate change

consumerism

special interest political parties

discrimination in Canada

a specific food--coffee, cocoa, tea, rice, corn--and its effect on the environment and/or economics and/or a culture

### Timeline for Research Paper

(note penalties for not completing task by due date)

June 8--specific topic selection (10%) (all topics must be approved--do not hand in an essay on an unapproved topic)

June 10--submit tentative Works Cited, minimum 5 sources, minimum 3 types of sources, properly formatted (20%)

June 15--participate in peer review of draft paper (20%)

## Basic Essay Format

1. If you use a title page, centre the title. Put your name, course and number, and instructor's name at the bottom of the page.
2. Titles are usually not sentences. Capitalize main words in the title. Do not underline or use quotation marks unless you are referring to a published work in your title.
3. If you don't use a title page, centre your title at the top of the page and put the other information in the right-hand corner.
4. The title page is page zero—no number. The first page of the essay is page one—and put the number in the upper right-hand corner.
5. Use white paper, 8 ½ by 11 inches.
6. Use Times New Roman 12 point font and black ink.
7. Use one-inch margins and double-space.
8. Indent paragraphs one tab key and do not leave extra space between paragraphs.
9. Staple the paper in the upper left-hand corner.
10. Do NOT use a folder or an assignment cover.
11. If you have a short Works Cited and space on the last page, you may place the Works Cited there (saves trees).
12. If you wish, you may print on both sides (saves trees).
13. If you happen to notice an error just before handing in the paper, neatly cross it out and correct it. (Your goal is to hand in an error-free paper, so proof-read carefully and give yourself time to catch errors and print a good copy.)
14. Use a spell-check program if you wish, but remember that it does not catch the wrong word—you must proof-read your paper to catch those errors.
15. Presentation matters. Give your paper the respect you want your reader to give it.



## Checklist for Essays

	One	Two	Three	Four
1. Title				
2. Thesis				
3. Introduction				
4. Transitions between paragraphs				
5. Coherence in paragraphs				
6. Unity in paragraphs				
7. Logical development				
8. Numbered pages				
9. Margins				
10. Double-spacing				
11. Times New Roman in 12 point font				
12. MLA style if applicable				
13. Body				
14. Conclusion				
15. Spelling				
16. Word count				