



School of Arts & Science
ENGLISH DEPARTMENT

ENGL 250-01
Advanced Composition
Spring 2009

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Thom Bland		
(b)	Office Hours:	5:00-6:00 Mon and Wed 1:30 to 2:30 Tues and Thurs		
(c)	Location:	Paul 335		
(d)	Phone:	370-3359		
(e)	Email:	bland@camosun.bc.ca This is the best way to contact me.		

2. Intended Learning Outcomes

As a result of taking this course the student will be able to:

1. Identify:
 - a) Different types of non-fiction prose (e.g., memoir, personal essay, review, editorial, speech, expository essay, research essay).
 - b) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
 - c) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.
6. Revise their own writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

3. Required Materials

(a)	Texts	<i>Inside Language: reprint</i>
(b)	Other	A good dictionary (Canadian preferred)

4. Course Content, Schedule, Expectations, Essay Format

Essay Format: Please follow the Modern Language Association guide for essay format such as that found in the College *Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see <http://webster.comnet.edu/mla/index.shtml>. Submit **ALL** essays **TWICE**. **ONE** copy should be on paper (**the day it is due**) and the **SECOND** copy should be submitted electronically as an attachment to an email. You should regularly **scan your computer** for viruses; I don't want yours.

Attendance: It is impossible to pass this course without at least **80% attendance**.

Plagiarism: This is putting someone else's writings (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly. **SEE LINK BELOW ON CONDUCT. AN ACT OF PLAGIARISM IS ENTERED ON YOUR PERMANENT STUDENT RECORD.**

My Philosophy: your academic well being is one of my responsibilities. If you have ANY academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can. **SEE LINK BELOW FOR OTHER RESOURCES.**

A Few Notes about Keeping a Journal: Although this does not have a point value, it is an important element in the development of your ideas and writing skills. Perhaps the best place to start is to say what the journal is not. It is **not** a set of class notes, a record of homework assignments, or a diary of your personal activities. It is a collection of your reactions to the essays and other works you will read for this class. It is a place to explore your questions and ideas without the worry of proper form etc. Regular use of your journal will help you get more from your classes and supply helpful ideas for your essays. Get into the habit of writing in your journal daily, and write about the material on the reading list BEFORE and AFTER you come to class. For an excellent guide to the sorts of things that should be in your journal, read your text. Your in-class writing grades will be much better if you have already thought about and written on the topics from your reading list.

Seminar:

The seminar is meant to generate discussion from the rest of the class. You may choose to do this in a number of different ways. Generally speaking, the seminar should look at such things as the content of the piece (what the writer is writing about) and the writer's techniques (how he or she goes about putting the piece together). For the latter you should look at such things as a writer's presentation, logical development, rhetorical design, construct of arguments and transitions. This term the pieces you read will all be from professional writers. Of course, this does not mean that they are, by definition, perfect.

The presenter(s) should arrive at the seminar with a favourite passage or two. The rest of the class should ALSO have a passage or two selected. These can be passages that don't work or that work particularly well or that stand out for some other reason. What the rest of the class will expect from you is that you have thought about the piece in some depth. You may expect the same of the rest of the class.

Do not come to class unless you have read the articles under discussion. You may be asked to write about a piece and if you have not read it, things could get embarrassing.

By the way, you will likely want to use some of this material for one or two of your essays.

Reading List for Essay Four—Choose ONE.

Behind the Scenes at the Museum, Kate Atkinson
True History of the Kelly Gang, Peter Carey
White Teeth, Zadie Smith
Autograph Man, Zadie Smith
On Beauty, Zadie Smith
The Peppered Moth, Margaret Drabble
The Horses Mouth, Joyce Cary
After Rain, William Trevor
The Story of Lucy Gault, William Trevor

A Bit on the Side, William Trevor
The Children of Dymmouth, William Trevor
Paddy Clark, Ha Ha Ha, Roddy Doyle
The Son of the Circus, John Irving
The Fourth Hand, John Irving
Family Matters, Rohinton Mistry
Shakespeare's Dog, Leon Rooke
River Town: Two Years on the Yangtze, Peter Hessler
Fall on your Knees, Ann-Marie Macdonald

The Concubine's Children, Denise Chong
The God of Small Things, Arundhati Roy
Into Thin Air, Jon Krakauer.
Things That Must Not Be Forgotten, Michael
David Kwan.
South: The Endurance Expedition, Ernest
Shackelton
The Imaginary Indian, Daniel Francis.
No Great Mischief Alistair MacLeod.
A Gesture of Life, Chang-rae Lee
Larry's Party by Carol Shields
White Noise Don DeLillo
The Shipping News, Annie Proulx
The Ace in the Hole, Annie Proulx
Snow Falling on Cedars, David Guterson
Red Azalea Anchee Min
Angela's Ashes Frank McCourt
'Tis Frank McCourt
Life and Death in Shanghai, Nien Cheng
A Hundred Years of Solitude Marquez
Farming of Bones, Edwidge Danticat
From the Land of Green Ghost: A Burmese Odyssey
Pascal Khoo Thwe
After Goodlake's Terence Young
Amazon Extreme, Colin Angus
Lost in Mongolia, Colin Angus
So Many Ways to Begin, John MacGregor
The Innocents, Ian McEwan
Enduring Love, Ian McEwan
On Chisel Beach, Ian McEwan
Norwegian Wood, Murakami
The Wind-Up Bird Chronicle, Murakami
Kafka on the Shore, Murakami
Morality Play, Unsworth
Dangling Man, Bellow
The Russlanders, Birdsell
Christ in Concrete, DiDonato
Outerbridge Reach, Stone

I will add to this list as the semester progresses. You may add to the list if the book you select is one that I have read recently; I cannot read new books for this assignment. There are just too many of you.

A final note:

You should collect EVERYTHING you write for this course, including research documents and outside sources, and save them in some sort of file folder. I may ask to see this folder to clarify your progress as a writer or to assess my evaluation of your writing. This may be a little more “order” than you are used to but it is necessary. Thanks.

Reading List Tentative	Week or Weeks (approximate)
Hyakawa 9	1
MacLennan 37	1
Booth 314	2
Fry, 33	2
Shoveller 57 Kostash 62	3
Tannen 180	3
Wente 190	4
Lutz 267	4
Berger 415	4
Miller 261	5
Nash 220	5
Rushdie and Jonas 217—215	5
Lewis 426	5
Menninger 419	5
Orwell, 204	6
Lakoff	6
Bosmajian 407	6
English 411	6
Novel or Non-Fiction piece	7

5. Basis of Student Assessment

Evaluation: Your evaluation is based upon six items (some with subcategories):

May 11	Essay #1 (1500-2000 words)	20
May 25	Essay #2 (1500-2000 words)	25
June 8	Essay #3 (2000 words)	25
Last Week	Framework and Draft Essay #4	6
Last Day	Essay #4 (Final Exam, In-Class Format)	40
Various	Individual Seminars and in-class writing	<u>30</u>
	TOTAL	146

NOTE: IT IS IMPOSSIBLE TO PASS THIS COURSE WITHOUT COMPLETING ALL ASSIGNMENTS.

**** Failure of in-class writing (final etc) will result in failure for the course.**

Due Dates: All work is due on the dates specified.—**AT THE BEGINNING OF THE CLASS FOR THAT EVENING.** 10% will be deducted for **EACH** of the first two days a paper is late. **(Total = -20%)** After this period, the work will not be accepted. All essays must also be submitted electronically as either a word document (.doc) or as an .rtf file. See me if you are not clear about what this means.

Writing Assignments

Essay One:

You have been hired by a publishing company to write a brief, clear and concise analysis of language as a symbol system. This idea is fully discussed in Hayakawa (see page 9 of your text). Your piece will make direct reference to Hayakawa's essay and will therefore have a works cited page. Your finished work is to be included in a grade nine English text so you will have to adjust to that specific audience. Read about Aristotle's pathos, logos and ethos and you will see what is meant by adjustment. These concepts are discussed by Booth and MacLennan in the early part of your text. **(20 points and due May 11)**

Essay Two:

Jennifer MacLennan's new version of your text is going to have a completely new section. Your assignment is to invent this new section and to make some suggestions as to what should be included in it. Your finished essay is going to be written to the Oxford University Press and Jennifer MacLennan. You should have at least two suggestions to go into this new section so your works cited page will have at least two citations...possibly more. Dr. MacLennan, the real person, is open to your suggestions as to what new essays to include in the newly revised text, so I will be forwarding your essays to her. She may be surprised by the new section that you invent, but that is reasonable. More on this later. **(25 points and due May 25th).**

Essay Three:

This is an essay about tone. How does an author create it, maintain it and convey it? Your task is to write about it in the context of two or three pieces that we have read this semester. You may use other texts outside the reading list but still in the book.....Swift's "Modest Proposal" would be an interesting choice, for example. I will speak more about this as we get closer to the end of the course. This, like the other essay for this course, should be in formal voice and should have a complete works cited page. **(25 points and due June 8th)**

Essay Four:

This essay is designed to help you in writing under pressure. You will prepare, edit, polish and practice an essay on one of the books mentioned above. You will then write that piece in a three-hour exam. More on this later. **(40 points and due June 17th)**

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 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 enrolment 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 3rd 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.

Evaluation Guide: As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

- F Lack of clear expression and pervasive grammatical errors make failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.
- D Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.
- C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.
- C+ Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.
- B Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the unified fashion.
- A The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

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.bc.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.