



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 150-11
English Composition
Winter 2009

1. Instructor Information

- (a) Instructor: Moira Walker/ Jane Griffith
- (b) Office hours: Tuesdays and Thursdays 10-11 and Wednesdays 1-2 (or by appointment)
- (c) Location: Paul 235
- (d) Phone: 370-3330
- (e) E-mail: walkerm@camosun.bc.ca; griffithj@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course, the student will be able

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 attending to 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:
 - Mayfield, Marlys. *Thinking for Yourself: Developing Critical Thinking Skills Through Reading and Writing*. 6th or 7th ed. Boston: Thomas Wadsworth, 2004/06.
 - Lewis, Norman. *Word Power Made Easy*. Rev. ed. NY: Pocket Books, 1978.
- (b) Other: A dictionary

4. Course Content and Schedule (Subject to change)

- Week 1: Writing sample
- Week 2: Chapter 1 (Mayfield); Ch. 3 (Lewis)
- Week 3: Essay #1 due; Chapter 2 (Mayfield); Ch. 4(Lewis)
- Week 4: Draft of Essay #2; Ch. 5 (Lewis)
- Week 5: Essay #2 due; Chapter 3 (Mayfield); Ch. 6 (Lewis)
- Week 6: Draft of Essay #3; Chapter 4 (Mayfield); Ch. 7 (Lewis)
- Week 7: Essay #3 due; Chapter 4 (Mayfield); Ch. 9 (Lewis)
- Week 8: Quiz (Mayfield) Ch. 1-4; Ch. 10 (Lewis); Chapter 5 (Mayfield)
- Week 9: Draft of Essay # 4; Ch. 11 (Lewis)
- Week 10: Essay #4 due; Chapters 12 (Lewis)
- Week 11: Chapters 6 & 7 (Mayfield); Chapter 14 (Lewis)
- Week 12: Essay #5 due; Ch. 15 (Lewis)
- Week 13: Chapter 8 (Mayfield); Ch. 12 (Lewis)
- Week 14: Essay #6 due; Chapter 19 (Lewis); final vocabulary quiz; reflection

5. Basis of Student Assessment (Weighting)

(a) Assignments: Six peer-reviewed essays	6 x 10 =70
In-class	6 x 2 =12
(b) Weekly Vocabulary Quizzes	12
(c) Other: Free writing journal	2
In-class exercises or quizzes	2
Oral book report	2
	<u>2</u>
	Total: 100

6. Grading System

Standard Grading System (GPA)

A+ =	90-100%	B+ =	77-79%	C =	60-64%
A =	85-89%	B =	73-76%	D =	50-59%
A- =	80-84%	B- =	70-72%	F =	0-49%
		C+ =	65-69%		

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.

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

8. Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. Plagiarism ranges from an entire assignment that is not the student's own work to specific passages within an assignment that have been taken from a source without acknowledgement. Students who plagiarize will be given a failing grade and may be subject to further disciplinary measures. Students are responsible for familiarizing themselves with the college's policy on academic conduct and should read the handout I give in class.

9. Students with Special Needs

I would like to hear from my students with special needs so that I can modify my teaching to facilitate a more accessible classroom. Please register with the Disability Resource Centre so that I can make necessary accommodations.

10. Additional Comments

- **This is an adult institution. I expect you to conduct yourself in class accordingly and to treat each other and me with respect. Students who disrupt the class will be asked to modify their behaviour or to leave.**
- **Late assignments will be deducted 2% for every day late and will not receive comments unless you have provided documentation (eg a doctor's note).**
- **I do not normally grant extensions. If you have an exceptional circumstance, speak to me BEFORE the deadline.**
- **Please submit "green" assignments if possible (double-sided, no cover).**