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:	Jeanne Iribarne
(b)	Office Hours:	Monday and Wednesday 12:00-1:00 Tuesday 12:30 -1:30 And Thursday 12:00-1:00 at Interurban in CC119B
(c)	Location:	Paul 328 (or CC 119B)
(d)	Phone:	370-3349	Alternative Phone:
(e)	Email:	Iribarne@camosun.bc.ca
(f)	Website:	http://Iribarne.disted.camosun.bc.ca

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

(a) Texts: Austin, Michael. *Reading the World: Ideas that Matter*. New

York: W.W. Norton, 2007.

(b) Other

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Date	What We Will Cover	Major Assignments And Readings
Week 1 (Jan 5-9)	Course introductions. Theme: Education *Writing focus: description and definition	**Email bio** Al-Ghazali (463); multitasking (handouts); Freire (530)
Week 2 (Jan 12-16)	*Writing focus: "the evil three"	"Quoting, Paraphrasing, and Summarizing" (718-673)
Week 3 (Jan 19-23)	Theme: defining "nature" * Writing focus: quoting, paraphrasing, summarizing, part I January 19 – fee deadline	Darwin (408-413); Carson (422); Wright of Derby (405); "Declaration of Interdependence" "Summarizing" (647-651)
		Early Mid-term

		(10%) <u>**in class**</u>
Week 4 (Jan 26-30)	* Writing focus: quoting, paraphrasing, summarizing, part II	
Week 5 (Feb 2-6)	Theme: ethos, pathos, logos *Writing focus: using documentation systems (MLA)	Machiavelli (130); Lao Tzu (104); Riefenstahl (157 and film); *Power of Nightmares*
Week 6 (Feb 9-13)	*Writing focus: evaluating sources February 10 – bursary app deadline	"Logos, Pathos, Ethos" (683-698) "Documenting Sources" (723-734) "Evaluating Sources" (716-718) *Wal-Mart: three films* **Essay 1 (20%)**
Week 7 (Feb 16-20)	Theme: what is war? *Writing focus: identifying an argument Reading Break Feb 19 and 20	Von Clausewitz (223—excerpt); Picasso (236); Mead (239); Orwell (247)
Week 8 (Feb 23-27)		"Synthesizing Ideas" (699-712)
Week 9 (Mar 2-6)	Theme: Wealth, Poverty and Social Class *Writing focus: problems in deductive reasoning	Malthus (309); Marx and Engels (317 – excerpt); "Borders" (handout); Gandhi (337) + film

Week 10 (Mar 9-13)	*Writing focus: problems in inductive reasoning March 9 – last day to withdraw	**Late Mid-term (20%)**
Week 11 (Mar 16-20)	Theme: Language and Rhetoric *Writing focus: structuring an argument	Achebe (592); Fei Tzu (557); Roadsworth (film)
Week 12 (Mar 23-27)	*Writing focus: using transitions	"Structuring Ideas" (664-679) "Transitions" (672-677)
Week 13 (Mar 30-Apr 3)	Theme: Evaluating an Argument	**Essay 2 – Argument and Analysis of Sources (25%)** *(Future of Foods – film)*
Week 14 (Apr 6-10)	Exam Prep	

5. Basis of Student Assessment (Weighting)
(Should be linked directly to learning outcomes.)

Emailed bio	ungraded
Early Mid-term (in class)	10%
Essay 1 (Comparison)	20%
Late Mid-term (in class)	20%
Essay 2 (Argument + Analysis of Sources)	25%
Exam (exam period)	25%

6. Grading System

(<u>No</u> 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** for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: 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	*In progress*: 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 3rd course attempt or at the point of course completion.)*
CW	*Compulsory Withdrawal:* 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.

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