



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Laurie Elmquist		
(b)	Office Hours:	Monday and Wednesday 1:00 p.m. to 2:00 p.m.		
(c)	Location:	Paul 332		
(d)	Phone:	3355	Alternative Phone:	
(e)	Email:	Elmquist@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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: Landmarks: A Process Reader by Roberta Birks, Tomi Eng, Julie Walchi  
 Hacker, A Pocket Style Manual: Fifth Edition, 2008

(b) Other: English 150 Course pack

### 4. Course Content and Schedule

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

## English 150 Fall Schedule 2009


### Wednesday and Friday

Date	Readings <sup>1</sup>	Assignments Due
<b>Week One</b> Wed. Sept. 9	<ul style="list-style-type: none"> <li>• Letters of introduction and photos.</li> <li>• Introduction to the Course</li> <li>• Read: "Writing is Content and Style" by C. Worsnop</li> </ul>	
Fri. Sept. 11	<p><b>Unit I: Descriptive/Narrative Essay</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Invention Exploring the Landscapes of the Mind</i> (text: <u>Landmarks</u> pp. 1-6)</li> <li>• <i>In Praise of the Humble Comma</i> by Pico Iyer (handout)</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Description: Drawing on the five senses to make your writing vivid.</li> </ul> <p>In-class Writing:</p> <ul style="list-style-type: none"> <li>• Freewriting about riding the bus (group exercise)</li> </ul>	
<b>Week Two</b> Wed. Sept. 16	<p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Freewriting</i> by Peter Elbow (<u>Landmarks</u> 12-17)</li> </ul> <p>In-class Writing:</p> <ul style="list-style-type: none"> <li>• Freewriting about a moment of high stress or adrenaline.</li> </ul>	<p><b>Mastery test of the Comma</b> At the <u>beginning</u> of class, hand in <b>Exercise 33.8</b>.</p>
Fri. Sept. 18	<p>Read:</p> <ul style="list-style-type: none"> <li>• Read: <i>Breathing Under Fire</i> by Lorna Crozier (course pack)</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Narrative: What are the characteristics of good story-telling?</li> </ul> <p>Structure: A narrative essay usually follows the events chronologically. Let's look at paragraphing, and writing openings and conclusions.</p>	<p><b>Mastery test of Consistent Verb Tenses</b> Rewrite the paragraph in the present tense. Hand in <b>Exercise 31.5</b> at the end of class.</p>
<b>Week Three</b> Wed. Sept. 23	<p>Read: <i>Simplicity</i> by William Zinsser (<u>Landmarks</u> 45-49)</p> <p>Discuss: Wordiness</p>	<p><b>Mastery test of Sentence Fragments: Exercise 25.7.</b> Rewrite the sentence for each question, correcting sentence fragments. <u>Typed responses are appreciated.</u></p> <p><b>Due: Personal Essay (marks: 5%)</b> Hand in your descriptive/narrative essay describing a moment of high adrenaline or stress.</p>
Fri. Sept. 25	<p>Read: <i>Gals and Dolls: The Moral Value of "Bad" Toys</i> by Marni Jackson (<u>Landmarks</u> 87-90).</p>	

<sup>1</sup> All readings are done **before** class.

	<p>Discuss:</p> <ul style="list-style-type: none"> <li>Using quick examples and longer examples</li> <li>Using Statistics and statements by Authorities</li> </ul>	
<p><b>Week Four</b> Wed. Sept. 30</p>	<p><b>Unit II: Persuasive Essays</b></p> <p>Read: <i>The Goods on the Tube</i> (<u>Landmarks</u> 152-155)</p> <p>Discuss: Structuring the persuasive essay.</p> <p>Argument film: PE1404E56 No. 19</p>	<p><b>Mastery test of Run-on Sentences</b> Hand in <b>Exercise 26.4</b> at the beginning of class. Rewrite the two paragraphs, correcting the ten errors. <u>Typed responses are appreciated.</u></p> <p><b>Bonus Marks</b> rewarded for handing in an answer to one of the reading questions on <b>Kaufman</b>. <b>See your notes for further details.</b></p>
<p>Fri. Oct. 2</p>	<p>Read: <i>Confessions of a Developer</i> by Wallace Kaufman</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>Methods of Argument and Persuasion</li> <li>Tone, Thesis Statements, Path Statements</li> </ul> <p>Persuasion (film): PE1404E56 No. 17</p>	<p><b>Due: Short Assignment #2</b> <b>Rewrite of Descriptive/Narrative (marks 5%)</b></p>
<p><b>Week Five</b> Wed. Oct. 7</p>	<p>Discuss Coherence:</p> <ul style="list-style-type: none"> <li>Explanation of Support</li> <li>Transitions</li> <li>Working in a Quote</li> </ul>	<p><b>Mastery test of Modifiers</b> <b>Exercise 27.6</b> Rewrite each sentence, correcting misplaced and dangling modifiers.</p>
<p>Fri. Oct. 9</p>	<p>Read: <i>The Maker's Eye: Revising Your Own Manuscript</i> by Donald M. Murray (<u>Landmarks</u>: 120-124)</p>	<p><b>Mastery test of Parallel Structure</b> <b>Exercise 28.5</b> We'll do the lesson and exercise <u>in class</u>. Rewrite the paragraph, correcting three main sentences.</p>
<p><b>Week Six</b> Wed. Oct. 14</p>		<p><b>In-class Persuasive Essay</b> (marks 10%) This essay <u>must be written in-class</u> so it is <u>important that you are not absent on this day</u>. Title your work, Confessions of a . . . , and try to win your audience over to your position – one that you know is <u>unpopular</u> with the majority of your readers. Complete instructions are in your course pack.</p>
<p>Fri. Oct. 16</p>	<p><b>Unit III:</b> <b>Illustration/Example Essay</b></p> <ul style="list-style-type: none"> <li>Read: <i>The Formula Essay</i> by Micheal Park (handout)</li> <li>Discuss the preliminary assignments leading up to the essay (marks: 5%.)</li> <li>Discuss the structure of the essay.</li> </ul>	<p><b>Mastery Test on Combining Sentences.</b> We'll do the lesson and <b>Exercise 29.3</b> <u>in class</u>. (If you want to prepare the assignment ahead of time, that's fine, but you don't have to).</p>
<p><b>Week Seven</b> Wed. Oct. 21</p>	<p>Read: <i>Fighting for our Lives</i> by Deborah Tannen (<u>Landmarks</u>: 346- 363)</p>	<ul style="list-style-type: none"> <li><b>Hand in</b> your one-page response to Tannen's essay at the <i>beginning of class</i>.</li> </ul>

Fri. Oct. 23	Read: <i>Self-Serving Propaganda</i> by Karen Van Hahn (course pack).  Discuss: Identifying the main argument.	<ul style="list-style-type: none"> <li>• <b>Hand in</b> your one-page response to Van Hahn's essay at the <i>beginning of class</i>.</li> </ul>
<b>Week Eight</b> Wed. Oct. 28	Read: <i>How I Spent My Summer Vacation: History, Story, and the Cant of Authenticity</i> by Thomas King ( <u>Landmarks</u> : 244-250)  Discuss: Shaping a thesis and path statement. Discuss: Sourcing and Works Cited	<ul style="list-style-type: none"> <li>• <b>Hand in the rewrite of In-class Persuasive Essay (marks 10%)</b></li> <li>• <b>Hand in</b> your one-page response to King's essay at the <i>beginning of class</i>.</li> </ul>
Fri. Oct. 30	Read: <i>Chicken-Hips</i> by Catherine Pigott (course pack).  Discussion: Identifying the main examples.	<ul style="list-style-type: none"> <li>• <b>Hand in</b> your one-page response to Pigott's essay at the <i>beginning of class</i>.</li> </ul> <b>Mastery Tests of the Apostrophe</b> Hand in Exercises 41.2, 41.3 and 41.4
<b>Week Nine</b> Wed. Nov. 4	<b>Unit IV: Research Paper and PowerPoint Presentation</b>  Read: Chapter 7 in Landmarks: Writing Research Papers (376 – 395) Discuss: <ul style="list-style-type: none"> <li>• The Research Paper</li> <li>• Getting Started</li> <li>• Choosing Your Topic</li> <li>• Ten Questions</li> </ul> Discuss: Drafting the Outline	<b>Due: Illustrative/Example Essay (Marks: 15%)</b> Hand in your essay: length: 5-6 pages
Fri. Nov. 6	Note-Taking Film: <u>Avoiding Plagiarism</u> by Taking Good Notes	<b>Mastery test of Changing Passive Verbs to Active.</b> Hand in <b>Exercise 31.7</b> at the end of class.
<b>Week Ten</b> Wed. Nov. 11	<b>Remembrance Day</b> <b>Camosun is Closed</b>	
Fri. Nov. 13	<b>Last Day to Withdraw</b>  Discuss: <ul style="list-style-type: none"> <li>• Researching an online article</li> <li>• In-class research assignment</li> </ul>	<b>Due: Outline for Research Essay</b> <b>The outline is worth 5%</b> Outline is due at the beginning of class. See detailed instructions. <b>Mastery test of Pronoun Agreement</b> At the end of class, hand in <b>Exercise 32.13</b> .
<b>Week Eleven</b> Wed. Nov. 18	Discuss: Annotated Works Cited	<b>Mastery test of Pronoun Agreement</b> At the end of class, hand in <b>Exercise 32.13</b> .
Fri. Nov. 20	Discuss: <ul style="list-style-type: none"> <li>• The Presentation</li> <li>• Film: Al Gore's <i>A Convenient Truth</i></li> </ul>	<b>Due: Annotated Works Cited for Research Paper (marks: 5%)</b>

		<b>Mastery test of the Colon</b> At the end of class, hand in <b>Exercise 34.4.</b>
<b>Week Twelve</b> Wed. Nov. 25	<ul style="list-style-type: none"> <li>• Read: Sample Research Paper in <u>Landmarks</u> (396-404) by Maret Rehnby</li> <li>• Analyzing its strengths and weaknesses.</li> <li>• Checking in with your progress in terms of your main argument and structure.</li> </ul> <p><b>Film:</b> Research PE1404E56 No. 21</p>	
Fri. Nov. 27	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• The 3 “I’s” of Integration</li> <li>• Documenting Your Sources</li> <li>• Formatting a Research Paper</li> </ul>	<b>Mastery test of Semicolons &amp; Commas</b> At the end of class, hand in <b>Exercise 35.4.</b>
<b>Week Thirteen</b> Wed. Dec. 2	<b>First Day of Presentations</b>  <b>Presentations</b> Length: 8 minutes, approximately 10 slides <b>(20%)</b>	 <b>Research Essay is due the day of your presentation.</b> Length: 6-7 pages <b>Essay = 15%</b>
Fri. Dec. 4		<b>PowerPoint presentations</b>
<b>Week Fourteen</b> Wed. Dec. 9		<b>PowerPoint presentations</b>
Wed. Dec. 11		<b>PowerPoint presentations</b>

## 5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments

### Evaluation

Each assignment is accompanied by *detailed* instructions in your course pack:

Descriptive/Narrative Essay	10
Persuasive Essay	20
Illustration/Example Essay	20
Grammar (10 mastery tests)	10
PowerPoint Presentation <sup>2</sup>	20
Research Essay	20

100 %

(b) Quizzes

(c) Exams

(d) Other (e.g., Attendance, Project, Group Work)

## 6. Grading System

<sup>2</sup> All assignments must be completed in this course. Failure to do the oral presentation will result in a failing grade in the course. No student will be excused from doing a presentation.

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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. (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.)
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).

### 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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED