



**School of Arts & Science**  
**ENGLISH DEPARTMENT**  
**ENGL 150-23 & 27**  
**English Composition**  
**Fall 2009**

**1. Instructor Information**

- (a) Instructor: Moira Walker  
(b) Office hours: Mon. & Wed. 11:30-12:20; Tues. 11:00-12:00 or by appointment  
(c) Location: Paul 235  
(d) Phone: 370-3330  
(e) E-mail: [walkerm@camosun.bc.ca](mailto:walkerm@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*. 7<sup>th</sup> or 8<sup>th</sup> ed. Boston: Thomas Wadsworth, 2007/10.  
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	10 + 10 + 12 + 20 + 12 = 64
In-class	6 + 8 + 6 = 20
(b) Weekly Vocabulary Quizzes	12
(c) Other: Free writing journal	1
In-class exercises or quizzes	2
Oral book report	1

## 6. Grading System

### Standard Grading System (GPA)

A+ =	95-100%	B+ =	80-84%	C =	60-64%
A =	90-94%	B =	75-79%	D =	50-59%
A- =	85-89%	B- =	70-74%	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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 7. General Information

- (a) Please respect the manners to which we agreed on the first day of class.
  - (b) Please submit work when due at the beginning of class; do not email assignments. Be sure to retain all of your marked work until you have received your final grade for the course.
  - (c) Please make a commitment to yourself not only to prepare for class by reading the assigned material but also to attend all classes and to participate in class discussions.
  - (d) Please also make a commitment to do your own work; it is, after all, “an essential experience that you owe yourself,” as Adrienne Rich has said.
  - (e) To review the MLA or APA styles of documentation, please consult this website: <http://owl.english.purdue.edu/owl/>
- See “Research and Citation” listed under the side bar entitled “Navigation” on this website.

## 8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

Computer Labs—Ewing, 1<sup>st</sup> floor. For schedule, call 250-370-3073.  
Counselling Centre—Dawson 202 or call 250-370-3571 for an appointment.  
English Help Centre (for non-native speakers)—Ewing 202 or call 250-370-3676.  
Learning Skills Centre—Dawson 202. Call 250-370-3575 or 250-370-3571.  
Library (2<sup>nd</sup> floor this term): Please acquire a library card as soon as possible.  
Writing Centre—Dawson 202A or call 250-370-3491.

See also the College Calendar, the Registrar’s Office, 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.