

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-06</b>  <b>English Composition</b>  <b>Semester: winter 2010</b></p> <p><b>WT 225 11:30-12:50</b></p>
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## COURSE OUTLINE

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⚡ Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

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### 1. Instructor Information

(a)	Instructor:	Dr. Callin		
(b)	Office Hours:	TBA		
(c)	Location:	Paul 322		
(d)	Phone:	Na	Alternative Phone:	Na
(e)	Email:	<a href="mailto:callint@camosun.bc.ca">callint@camosun.bc.ca</a> (Monday to Friday)		
(f)	Website:	Na		

### 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: *Essay Essentials* (at a bookstore near you)

(b) Other: **Paper Dictionary**

### 4. Course Content and Schedule

## ENGLISH 150

**Course Objective:** The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

**Overall Importance:** Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 150** will be applicable to the rest of your lives.

**Review:** For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you again with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

**Dynamics:** You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote **a positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 150** should also be fun, possibly even entertaining.

### **GUIDELINES:**

1. Assignments must be **submitted on the due date** at the **beginning of class**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. Exceptions to this rule: an extension inquiry that is made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Make **two copies** of each assignment: keep one and submit the other.
5. ALL assignments must be typed and double-spaced; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late.
8. **All assignments must be submitted for marking to pass the course.**
9. You will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**

### **ALLOCATION OF MARKS:**

**Library worksheet: 5%** Due January 22, 2010 (no make-ups)

**In-class Diagnostic Essay:** 10 mock marks (5 paragraphs) January 13, 2010

**Process Essay:** 15% (850-1000 words max) Due Feb 3, 2010

**Midterm Quiz:** 20 % March 3, 2010 (no make-ups)

**Argument Essay:** 20 % (1200 words max) Due March 5, 2010

**End of Term Quiz:** 10 % March 26, 2010 (no-make-ups)

**Research Essay:** 25 % (1800-2000 words max) Due April 9, 2010

**Participation/completion of *Essay Essentials* assignments:** 5 % (all term)

## Grading System

**Evaluation Guide:** A general idea about my expectations and show you how these translate into rough grade equivalencies.

**F** Lack of clear expression makes 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 way the subject is seen and understood.

**A** The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. No mechanical errors.

**This is the schedule for the fall; please note that the schedule is subject to change. I reserve the right and so on...**

**Welcome!**

**Jan 6:** Knowing Me, Knowing You...  
**Assignment for Next Class: Get *Essay Essentials***

***\*The first department of Rhetoric: Inventing a Topic/  
Introducing the Topic\****

**Jan 8:** WARM UP...Spelling bee/often confused words  
What is Rhetoric? The Circle and the Stick  
Our Rubric: the five "departments" of Rhetoric  
**Invention:** Four Methods/ *Essay Essentials*  
**HANDOUT:** Diagnostic Assignment  
Individual work (time permitting): prep diagnostic

**ASSIGNMENT: Prep for Diagnostic...**

- Jan 13:** In-class: Diagnostic... (one hour/five paragraphs maximum)  
**ASSIGNMENT: *Essay Essentials*: Read Chapter 3**
- Jan 15:** **Process Topic Assigned: Due Feb 3, 2010**  
Warm Up: "The Four-S-Test" from *Essay Essentials*  
The Introduction (in three parts)  
HOOK, LINE, LINKER  
Your "around to it"  
The Mapping Thesis/ The Mapping Thesis/ some practice/ the what and the why
- Jan 20:** Library orientation (must attend/ no make-ups)  
**ASSIGNMENT:** Library worksheet due at beginning of next class (no late hand-in accepted)  
**ASSIGNMENT: *Essay Essentials* Read Chapter 5**
- Jan 22:** **Library worksheet due** (no late assignments accepted)  
**Introduction and thesis continued...**  
Review Introduction and mapping thesis  
The Thesis: thesis or fact? (Overhead)  
Class work: *Essay Essentials* 5.3  
**ASSIGNMENT: *Essay Essentials* Exercise 5.5**  
**ASSIGNMENT: *Essay Essentials* Chapters 7 and 8**
- \*\**The Second Department of Rhetoric: Arrangement*\*\***
- Jan 27:** WARM UP... Thesis or fact...review Introduction  
**Group work:** Organizing the Body Paragraph (Handout)  
The Big Picture: Paragraph Structure  
What Matters? Form and Content  
FLOW!!!! Topic and Transitional sentences  
**ASSIGNMENT: *Essay Essentials* Chapter 8 and 9**
- Jan 29:** Evaluating topic sentences  
FLOW!!!! Transitional words  
Student Introduction/ **essence of the idea**/ sentence context  
The Big Circle: Concluding the Essay

**Group Work: *Essay Essentials* Chapter 9**  
**Group work: Process essay: twenty minute peer edit**  
**ASSIGNMENT: *Essay Essentials* Chapter 2**

**Feb 3: !!Process Essay Due beginning of Class!!**  
BECKETT VIDEO (possibly)  
Knowing Your Audience: formal and informal language  
Wordiness: Cliché, Slang, and Colloquialism  
Unity and Wordiness  
EDITING DICTION...  
**Group work: *Essay Essentials* Read Chapter 31**

**\*\*\**The third department of Rhetoric: Style*\*\*\***

**Feb 5: Getting Toned: Wittgenstein**  
Getting into the Punctuation of things  
Hooray!! The Comma (a few overheads)  
**PROOFREAD AND EDIT: COMMA WORK**  
**ASSIGNMENT: *Essay Essentials*: Review Chapter 31**

**Feb 10: Comma proofreading exercises**  
**Overall editing and discussion**  
Group work: *Essay Essentials* TBA  
**ASSIGNMENT: *Essay Essentials* Chapters 32 and 33**

**Feb 12: Assign Argument Essay: Due March 5, 2010**  
**Two approaches to the thesis:** Exploratory questions  
Proofreading and editing  
Barrier paragraph structure for argument essay  
**Unconditional kindness day**  
**Two structures for argument essay**  
**ASSIGNMENT: *Essay Essentials* Chapters 32 and 33**  
**ASSIGNMENT: Handout: Argument essay example**

**Feb 17: Additional information on Argument Essay**  
**Group work:** argument essay marking exercise  
**Group work:** Peer editing of argument essay  
The semi-colon and the colon continued  
**Group work: Comma splices and fused sentences**  
**ASSIGNMENT: *Essay Essentials*: Chapters 19 and 34**

**Feb 19:** READING BREAK

**Feb 24:** **Mandatory Library Research class (sign-in)**  
**Meet in classroom**

**Feb 26:** Quotation: Ellipses and Parenthesis  
Two types of Quotation: spot and block  
Group work: *Essay Essentials*/ Punctuation review  
**ASSIGNMENT: Review for midterm quiz**

**March 3:** ***Midterm Quiz***

***\*\*The fourth department of Rhetoric: Delivery\*\****

**March 5:** **!! Argument Paper Due Beginning of Class!!**  
Handout Research Assignment Due April 9, 2010  
**Handout: Research essay example**

**March 10:** Group Work: Premise: positives and negatives

**March 12:** Research essay work from *Essay Essentials*  
Approaches to Citation (and why it is important)  
Additional information on the Research Essay  
Blueprint for research essay  
Evaluating student research essay (three paragraphs)  
Some review on paragraph development  
**ASSIGNMENT: *Essay Essentials* TBA**

**March 17:** How to Paraphrase  
**Summary Guidelines**  
**Review of Summary Rubric**  
Group discussion: Example of Summary  
**Summary handout: "Cop-Out Realism"**

**March 19:** **IN-CLASS MOCK SUMMARY FULL CLASS**

**March 24:** **Peer Edit Summary/ discussion**

**March 26:** **Summary: END OF TERM QUIZ**

**March 31:        *Library Research Class (mandatory)***

**April 2:         HOLIDAY**

**\*\*\*\**The fifth department of Rhetoric: Memory*\*\*\*\***

**April 7:        Library Research Class (optional)**

**April 9: Research Essay due at my office Paul 322 (by end of class time)**

## **6. Grading System**

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### **Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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 enrollment 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 3<sup>rd</sup> 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.

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