

**Camosun College
Department of English
Winter 2010**

**English 150, Section 25
English Composition**
Wed. 8:30-9:50 CC 121
Fri. 8:30-9:50 a.m. CC 122

Instructor: Dr. Jodi Lundgren
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Calendar Description

This course centers on generating, organizing, and expressing ideas in clear and effective written prose. Instruction and practice in writing college-level expository prose, based on appropriate models, form the core. Written assignments total 4,000-4500 words.

Course Outcomes

Students will:

- **read** mature expository and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in own words to reflect coherently the original's ideas, organization and tone.

- **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

- **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

Required Texts and Materials

Kennedy, Mary Lynch and William J. Kennedy. *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers*, 6th ed. Pearson, 2008.

Aaron, Jane E. and Elaine Bander. *The Little, Brown Essential Handbook for Writers*, 3rd Canadian ed. Pearson, 2008.

A dictionary: *The Concise Oxford*; *Webster's New Collegiate*; *Gage Canadian* are good choices.

- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your essays for in-class workshops.
- You **must have access to a stapler** for when you hand in your assignments.

Assignments

I will distribute detailed instructions on each writing assignment as the course progresses. Be sure to keep a copy of all submitted assignments.

1. Response Essay	Personal responses	--*	Jan.8, 15, 20
	Essay plan	--*	Jan.22
	Draft	--*	Jan.27
	Final	15%	Feb.5
2. Summary	Drafts	--*	Feb.3, Feb.12
		10%	Feb.17
3. Debate		5% **	Feb.17, 24, or 26
4. In-class Argument Essay		15% ^	Mar.3 (draft) Mar.5 (self-edit)
5. Grammar Tests (5 X 2%)		10% ^	See outline.
6. Plagiarism Quiz		2% ^	Mar.17
7. Research Paper:			
	Proposal	--*	Mar.10
	Outline +Annotations	5%	Mar.19
	Draft	--*	Mar.31
	Final Paper	25%	Apr.9
	Oral Presentation	5% ***	Mar.31, Apr. 7, 9
8. Participation:		8%	Ongoing
(includes group work, peer critiques, library assignment, informal in-class writing)			

* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 10% deduction from the final grade for the assignment. See "Policies" below.

^ In-class tests and essays can be made up only by prior arrangement and with valid documentation (such as a doctor's note) explaining your absence on the scheduled test day.

** Participation in a debate is required; otherwise, I cannot accept the in-class argument essay.

*** Since sharing the results of your research forms a crucial step in the research process, every student must deliver a presentation; otherwise, I cannot accept the research paper.

Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. Staple your papers in the top left-hand corner. I cannot accept papers by email unless otherwise stated. Use the **MLA Style** to document sources (see *Little, Brown* 153-73). Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about Harry Potter) is inaccurate. (See *Little, Brown* 172 for a sample heading.)

Evaluation

We will address the criteria for good college writing throughout the semester. In grading your work, I will be particularly interested in the development I see in revision and from paper to paper within the assignment sequence. I will be looking for evidence of your involvement in the course and of your willingness and your success in working on your writing over the term.

The numerical conversions used at Camosun College are as follows:

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

Policies

*It is our shared responsibility to develop and maintain a **positive learning environment** for everyone. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

* **Assignments are due at the beginning of class** on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late (not including weekends), taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a 0. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation from a person in authority.

* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 10% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade. Attendance will be recorded.

Most assignments that fall into the participation category will be credited using a check mark system. A 0 indicates a failure to fulfill the basic expectations of the assignment. A √- indicates that the response meets some, but not most, of the expectations of the assignment. A √ indicates a satisfactory response to the assignment. A √(+) indicates that the seeds of powerful work are present, although their potential has not been fully realized. A √+ indicates a fully successful response to the assignment. A √++ indicates

an exceptional response that exceeds the basic expectations of the assignment. Participation marks will be tallied at the end of the semester and converted into a numerical score. You may see me to inquire about your standing at any point in the semester.

* **Plagiarism**, the act of presenting the words, ideas, or data of another as if they were your own, is an **academic crime**. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 35-37 of the 2009/2010 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department.

Part of the purpose of this class is to teach you how to use the ideas of others honestly in your own writing: Chapter 35 of *Little, Brown* (pages 146-53) gives you detailed information on how to do so. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible.

Lansdowne Campus: ID 202. Phone: 250-370-3312.
TTY/TDD: 250-370-3311.
Interurban Campus: CC 210. Phone: 250-370-4049
TTY/TDD: 250-370-4051

A Final Word

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your writing generally. I check email regularly, and I encourage you to visit me in my office hours. Book an appointment to ensure a spot, or just drop by.

Tentative Outline

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email. I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- *WD=Writing in the Disciplines*
- *LB=Little, Brown Essential Handbook for Writers*
- Readings and assignments are **due** for the dates listed.
- **Be sure to bring the textbooks and all photocopied readings/handouts to every class.**
- Additional readings may be assigned as needed.
- You are not responsible for the Exercises and Assignments contained within the readings unless specifically noted.
- Note that the "Introduction" (3-15) and "Part 1: Effective Sentences" of *Little, Brown* are recommended reading for all students. In my feedback on your writing, I may recommend further sections of *Little, Brown* for you to consult individually.

- 1.W Jan. 6 Introductions
Student Surveys
2. F Jan. 8 Reading due: *WD* 3-7
Dave Elliott, "The Past and the Future" (handout)
Writing due: Answers to "Prereading questions" (apply to the article above)
In-class personal response to Elliott
- 3.W Jan. 13 *LB* Ch.17, "Sentence Fragments"
Reading due: *WD* 8-12; Vanderslice "When I Was Young..." *WD* 36-37
Writing due: Answers to relevant "Prereading Questions" *WD* 6-7 and selected q's from "Strategies for Elaborating Texts" *WD* 10-11
- 4.F Jan. 15 Grammar Quiz #1: Sentence Fragments.
Writing due: **Personal response** of 100 words to Vanderslice based on "Prompts for Personal Response" *WD* 36
Reading due: After you've written your personal response, read *WD* 38-41
- 5.W Jan. 20 *LB* 18, "Comma Splices and Fused Sentences"
Reading due: Andrews and Nelkin, "The Business of Bodies" *WD* 359-64
"Paraphrasing" *WD* 42-44
Writing due: **Personal response** of 100 words to Andrews and Nelkin
- 6.F Jan.22 Grammar Quiz #2: Comma Splices and Fused Sentences.
Return to paraphrasing exercise.
Writing due: "Loose plan" of Response Essay (fill in form)
Reading due: "Yes/No/Okay, But" (handout)
Re-read *WD* 38-9; "Critical Analysis" *WD* 154-56
- 7.W Jan.27 Reading due: "Drafting" *WD* 157-164
Writing due: **Draft of Response essay**
- 8.F Jan. 29 In class: Paragraph Unity & Coherence
"The Art of Quoting" (handout)
- 9.W Feb.3 *LB* Ch.3 "Parallelism"
Reading due: "Summarizing" *WD* 49-54
Horn, "Promoting Marriage..." *WD* 478-83
In class: Group summary exercise with Horn's essay
10. F Feb.5 Grammar Quiz #3: Parallelism.
Writing due: **Revised Response Essay.**
Introduction to Debate, Summary, and Argument Essay assignment
Reading due: Argument: *WD* 256-60; 265-68
11. W Feb.10 Library Research
Reading due: *LB* Chapters 31 & 32, "Research" (for reference)
12. F Feb.12 Reading due: Debate essay(s)
Reading due: "Argument" *WD* 274-279
LB Ch.33, "Evaluating & Synthesizing Sources"
Writing due: **Draft summary** of debate essay
In-class: Debate team planning

13. W Feb.17 **Summary due**
LB Ch.19, “The Comma”
 Debate #1: The Mommy Wars
 F Feb.19 **Reading Break: No class.**
14. W Feb.24 *LB* Ch.19, “The Comma” cont’d
 Debate #2: Cloning
15. F Feb.26 Grammar Test #4: Commas
 Debate #3: Work
 Preparing for the in-class essay
16. W Mar. 3 **In-class Argument Essay**
 17. F Mar. 5 **In-class Argument Essay**
 Intro. to the research paper
18. W Mar.10 *LB* 20, “The Semicolon”
 Writing due: Research Proposal.
 Reading due: Sources for your own paper
19. F Mar.12 *LB* 21, “The Colon”
LB Ch.35 & 36, “Avoiding Plagiarism and Documenting Sources”
 Preparing the Outline + Annotated Works Cited
 Reading due: Re-read Wade Horn’s essay (*WD* 478-83)
20. W Mar.17 *LB* 22, “The Apostrophe”
 Grammar Test #5: Semicolons, Colons
 Grammar Test #6: Apostrophes
Quiz: Avoiding Plagiarism
21. F Mar. 19 Preparing for the Oral Presentation
 Writing due: **Outline + Annotated Works Cited**
22. W Mar.24 Conferences
 23. F Mar.26 Conferences
24. W Mar. 31 Research essay draft due for peer critique
 Presentations
 F Apr. 2 **Good Friday: No class.**
25. W Apr.7 Presentations
26. F Apr.9 **Writing due: Research Paper**
 Presentations