

	<b>School of Arts &amp; Science</b> <b>ENGLISH DEPARTMENT</b> <b>ENGL 150 -11 &amp; 33</b> <b>English Composition</b> <b>Quarter or Semester/Year</b>
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## 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:	Raj Mehta		
(b)	Office Hours:	Monday 2:30- 3:50; Wednesday 2:30-3:50 or by appointment		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	Mehta@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*

A good, college-level dictionary of your choice is highly recommended  
A style and citation handbook of your choice is highly recommended

- (b) Other

### 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.)

A word about grading standards: Merely fulfilling the terms of an assignment, and doing so in a competent, reasonable manner, is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable creativity, insight and excellence.

All marked work is given only a letter grade to reflect the value of the submitted work. Marks are usually based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (80 - 100%) Superior level of achievement - worth consulting; exceptional insight into material or topic; detailed, significant discussion; effective organization for paper's purpose; fluent, error-free expression

B Range (70 - 79%) High level of achievement - worth keeping; competent treatment of material or topic but with less originality or perception than an A paper; full but not so detailed discussion as for A; organization contributing to sense but remaining workmanlike; expression free of errors

C+ (65 - 69%) More than satisfactory level of achievement; sound content, reasonably well organized; clear but somewhat mechanical organization; some errors that confuse flow and sense; may display content at the B or even A level but with a few serious mechanical errors.

C (60 - 64%) Sufficient level of achievement to proceed with next level – readable; acceptable but with commonplace content and/or inadequately supported; mechanical and/or confusing organization/expression

D (50 - 59%) Minimum level of achievement for which credit is granted – needs editing/reworking; limited content, incomplete organization; frequent errors in expression that confuse sense

F (Below 50%) Minimum level not achieved; inadequate or inaccurate content; incoherent organization; many errors in expression and lacks apparent effort

### **Course Policy**

#### Attendance:

This course requires participation by class members, so it is important that you attend in order to peer edit and contribute to class discussions. You are assumed to be reading and responding to journal questions each week as these are not generally discussed in class) and some class time is afforded you to discuss the prose models in the text. Note too that I assume you are privy to any course content changes or modifications to due dates for required work. Hence, your regular and prompt attendance vital for your success in the course. You are responsible for material you miss if you are absent. I do not respond to "what did I miss" queries via email or other questions I assume you can figure out with some effort and consideration on your part. Generally, it is best to confer with me in person, over an office hour or one we schedule, to discuss course matters.

#### Assignments:

All assignments are mandatory and due according to the dates & times specified. Late work will not be accepted (except under extraordinary circumstances) and will receive a grade of 0 (zero) - no partial marks for late assignments are administered. If you do not hand in an assignment you fail the course. Do not e-mail assignments. Most assignments are uploaded on the D2L server. Please keep a copy of all work - including material you hand in - until final marks have been posted.

#### Email Policy:

While I make every effort to check email regularly, I would appreciate at least 48 hours to respond to questions/problems. Students rushing to do things at the last moment and that send hasty emails invariably cast the impression of not being engaged. I understand you are balancing a heavy load of courses and other vital commitments – work, family, etc., but I assume you are meeting me half way. I will not answer questions over email that have been canvassed in the lectures. If you miss a lecture, you are responsible for getting notes from a classmate. If you have follow up questions about submitted work or comments I make in class, see me in person – I will not entertain concerns about grades or assignment comments for example, via email.

#### Academic Honesty:

-I develop a sense for the style and syntax of your writing, and it is relatively clear

when a written submission is not representative of your work. I also routinely use [www.plagiarism.org](http://www.plagiarism.org) to upload essays and check any suspected instances of plagiarism against sources online. Plagiarism is a serious offence. All offences will be reported and will result in a failing grade for the course. If you have any questions about source materials you are using, talk with me *before* turning in the assignment in question. **Students are assumed to be familiar with the academic policies in the Camosun Calendar.**

## **ENGLISH 150 TENTATIVE SYLLABUS**

**Note: Readings required from *Landmarks* will be announced in class. Dates due below might change over the term so note this is tentative.**

### **Weeks 1&2**

**Course Requirements**

**Paraphrasing/Quoting**

**Critical Reading; Evaluating Sources**

### **Weeks 3&4**

**Writing Process; Thesis Statements**

**Source Evaluation** Sept 24

**Essay Organization; Argument Synthesis**

### **Weeks 5&6**

**Rhetorical Modes; Fallacies**

**Plan Due** Oct 8

### **Weeks 7&8**

**Comparative Essay**

**In-Class Mid-Term Essay** October 21/22

**Writing Workshop**

### **Weeks 9&10**

**Style**

**Outline** Nov 5

**Library Research**

### **Weeks 11&12**

**Writing Workshop**

**Documentation** Nov 19

**In-Class Final Test** Nov 24/25 (depending on section)

### **Weeks 13&14**

**Writing Workshop**

**Peer Draft for Editing Due** Dec 6/7 (depending on section)

**Final Essay Due** Dec 9/10 (depending on section)

## **5. Basis of Student Assessment (Weighting)**

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

### (a) Assignments

Source Evaluation 10%

Essay Plan 10%

Mid-Term (In-Class) Essay 15%

Outline 10%

Documentation 10%

Test (In-Class) 15%

Draft Peer Edit 05%

Final Essay 25%

### (b) Quizzes

(c) Exams

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

## 6. Grading System

(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