



School of Arts & Science
ENGLISH DEPARTMENT

ENGL 150-B01
English Composition
2010F

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COURSE OUTLINE

The Approved Course Description is available on the web @ <http://sexton.disted.camosun.bc.ca>

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

1. Instructor Information

(a)	Instructor:	Dr. James Sexton		
(b)	Office Hours:	TBA		
(c)	Location:	P318		
(d)	Phone:	n/a	Alternative Phone:	
(e)	Email:	sexton@camosun.bc.ca		
(f)	Website:	http://sexton.disted.camosun.bc.ca		

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: *English 150 Reader* ed. J. Sexton; *Word Power Made Easy*, Lewis; *Bare Essentials, Form A*, 8th ed. Norton, Green. Any good hardback college dictionary (not paperback) I recommend *Random House College*, or *Merriam-Webster College Dictionary*. (Available at most good used-book stores.)

(b) Other

4. Course Content and Schedule

Week 1 Orientation Ewing 344, 6-7:20 W, Sept 8th. Overview of college essay. Intros, Central Paragraphs, Conclusions. Assign Diagnostic Essay 1, ("Why I Like X." 500-600 words). Essay 1 must be uploaded to instructor in course dropbox by 10 pm Wed., Sept 15.) *Word Power Made Easy*, Optional 60 question diagnostic vocabulary test pp4-7 with answers on pp.7&8. Read **WP** Ch 1, pp26-53

Week 2 Unity, Coherence. Discuss Sample A essay on Sept. 15.

Definitions: Key sentence terms: phrase, clauses—dependent and independent (*Bare Essentials* **BE**)

Week 3 Revise Essay 1, correcting all grammar and spelling errors for entry in grade book. Grammar: comma uses, sentence fragments, run-ons, comma splices. **WP** read ch 4 54-81. Essay 2 Classification assigned. Due Sunday end Week 5. Read irony definition p. 9 *Eng 150 Reader* and selections from Reader: "Story of an Hour", "At Sea", "A Modest Proposal", "Those Naked Dangers" "The Chaser". Do outline exercise "Rock Concert Fans".

Week 4 Outline for Essay 2 due, Sunday. Read **WP** ch5 pp. 81-115. Read "Does It Matter?", "A Wife in London", "After You, My Dear Alphonse", "Cask of Amontillado" in reader. Grammar: Ch 9 **BE**: Misplaced and Dangling Modifiers.

Week 5 Essay 2 due Sunday 11pm. Read **WP** ch. 6 pp. 115-148. College and OED unit. OED exercise, Greater Victoria Public Library online.

Week 6 Documented Research Paper Topics given (Essay 5. Due Sun. Week 14.) Ch 13 **BE**, Subject-Verb Agreement
 Week 7 Midterm Essay and Grammar Exam Room TBA Wed. 7-9:30. First draft of Essay 3 in-class. No other assignments this week. (Research Topic Choices for Essay 5 given: Extended Definition or Contrast).
 Week 8 Final draft Essay 3 due Sunday 10 pm. Essay 4 option 1: Compare-Contrast readings. Option 1 due Sunday 11 pm. Week 11 **WP**, ch 7 pp. 148-182. **BE**, Ch 16 Pronoun-Antecedent Agr.
 Week 9 "Rose for Emily" sentence structure, Gothic Definition. **BE**, ch. 21 Quotations, titles. Essay 4 Option 2: Compare-contrast two poems. Option 2 due Sunday 11 pm. Week 12.
 Week 10 **BE** Ch. 4, Apostrophe, **WP** ch 9, pp. 191-239. Feminism Definition. "Boys and Girls" Reader. "Penning the Body" online essay on feminism. Read it online.
 Week 11 Essay 2, option 1 due Sunday. 11pm. MLA/APA documentation exercises. Using online aids such as Easy Bib.
 Week 12 Essay 4, option 2 due Sunday 11pm.
 Week 13 **WP** ch 10 pp.239-282.
 Week 14 review for final exam. Essay 5 (Documented Research Paper) due Sun. 10pm.
 Week 15 Final exam on campus Wednesday 7-9 Room TBA.

5. Basis of Student Assessment (Weighting)

a) Assignments

Essay 1 (Examples) 10%

Essay 2 (Classification) 10%

Essay 3 (in-class Wed., Week 7) 10%

Essay 4 (Compare-contrast) 20% Choose **either** Essay Option 1 or 2.

Essay 5 (Research. Min. 1500 words) 25%

b) Exams

Midterm (in-class Wed., Wk. 7) Test grammar and vocabulary 10%

Final Test (in-class Wed. Wk. 15) Test grammar and vocabulary 15%

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

6. Grading System

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 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 3rd 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.

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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED