

	<p><i>School of Arts &amp; Science</i>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-02</b>  <b>English Composition</b>  <b>Summer 2011 Ewing 348 6-8:50 pm T/TH</b></p>
---	--

The Approved Course Description is available on the web @ [camosun.bc.ca](http://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. Candace Fertile	
(b)	Office Hours:	Monday+Wednesday 1:30-2:30 Tuesday+Thursday 5:00-6:00 or by appointment	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (24 hour voicemail)	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)	

### 2. Intended Learning Outcomes

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 (available in the Camosun College bookstore)

*Word and World: A Critical Thinking Reader* by Kent Lewis

*The Englishman's Boy* by Guy Vanderhaeghe

good recent dictionary

4. **Course Content and Schedule** (subject to change) Please note that you need to have the readings from *Word and World* (identified by author, title, and pages) done by the date of discussion. You need to have *The Englishman's Boy* read by July 20.

July

7 Introduction

12 diagnostic and basic essay structure

14 Orwell "Politics and the English Language" 7-18

Postman "Defending Against the Indefensible" 19-29

Lutz "With These Words I Can Sell You Anything" 48-63

Sher "Words That Wound" 64-65

Moore "What Is Terrorism?" 82-84

19 **FIRST ESSAY DUE** (assignment on last page of this course outline)

Taylor "Pretty Like a White Boy" 108-112

Atwood "You Fit into Me" 131

Birney "Canada: Case History" 132-133

Dumont "Leather and Naughahyde" 133

Lakoff "Metaphors That Kill" 135-139

21 **READING QUIZ** on *The Englishman's Boy*

Vanderhaeghe *The Englishman's Boy*

26 Vanderhaeghe *The Englishman's Boy*

28 **IN-CLASS ESSAY** (open book, on *The Englishman's Boy*)

August

2 **SELECT RESEARCH TOPIC**

McQuaig "Tax Haven in the Snow" 139-144

Klein "Don't Fence Us In" 144-150

4 **TENTATIVE WORKS CITED DUE**

Wilson "What Is 'Against Nature'?" 162-167

Szasz "Disease" 167-174

Swift "A Modest Proposal" 254-261

9 Model "Deception" 279-299

Winter "Preface" to *MediaThink* 299-311

Rapping "Watching the Eyewitless News" 315-321

11 **ANNOTATED WORKS CITED DUE**

Bailey "Eating Tasty Clones: Is Cloned Steak Good for You?" 366-368

Steele "Danger Lurks in a Biotech World" 368-372

Watson "In Defense of Tree-Spiking" 372-377

Lasn "The Global Economic Pyramid Scheme" 379-388

16 **WRITING SKILLS QUIZ**

**PEER EDITING OF RESEARCH PAPER**

18 **RESEARCH PAPER DUE**

23 **IN-CLASS ESSAY**

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

15% first essay (750-900 words; due July 19 at the beginning of class)

05% reading quiz on *The Englishman's Boy* July 21)

20% second essay (900 words minimum; in-class July 28; on *The Englishman's Boy*)

(-5% from research paper grade if topic selection not done by Aug. 2)

(-5% from research paper grade if tentative works cited is not handed in by Aug. 4)

05% annotated Works Cited (due Aug. 11)

10% writing skills quiz (August 16)

(-10% from research paper if no draft completed and no participation in peer editing on Aug. 16)

30% research paper (1200-1500 words; due August 22 at the beginning of class, and please note intermediate steps, which if not completed, will result in marks deducted from research paper grade)

15% fourth essay (1000 words minimum; in-class August 23)

### 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](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.)

<b>CW</b>	<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.

**NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment.** Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

Also please turn **OFF** all cell phones and computers.

#### **Expectations:**

Students require college-level (first-year university) language skills in English; consequently, in-class essays must demonstrate these skills, or a failing grade for the course will be the outcome.

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is difficult to pass this course without completing all the assigned written work, and work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format following MLA format. Keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be given a zero.

**IMPORTANT:** You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

**Email:** If you send me email, **please put your name and course number in the subject line.** I check email at least once a day, and I will try to reply within 24 hours, except on weekends. If I have not replied within 24 hours, you should assume something went awry—the College system has difficulties with some email systems, hotmail, for example. If the email is crucial, please leave me a short telephone message as well for backup. And if you would like me to call you back, please say your telephone number slowly and repeat it.

**Missed Classes:** If you miss a class, please contact another student in the class for notes. Never ask me if you missed anything—or anything important.

### **Order of Importance of Issues**

1. Content—your essay must have a thesis (something that can be argued), and you must develop the thesis.
2. The argument must be organized.
3. Coherence and unity—sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole essay. Provide transitions between sentences and paragraphs (put the transitions at the beginning of the new paragraph). Everything in the essay must relate to the thesis, and everything in a particular paragraph must relate to the paragraph's topic.
4. Sentence structure—write complete sentences. Avoid fragments, comma splices, and run-on sentences.
5. General grammar issues—subjects and verbs must agree, pronouns and antecedents must agree, modifiers should be close to what is modified, parallel structure needs attention, and so on.
6. Spelling, punctuation, and mechanics—try to write an error-free essay.
7. Diction—try to use college-level language, no slang, no extremely informal language. I don't mind if you use contractions. Try to select words on the basis of meaning and other effects. (In quotations, if slang or invective is used, you must present the language as written in the original.)

### **Grades and Their Meaning**

A range—superior level of achievement—a paper worth consulting  
 good insight into material with detailed, significant discussion  
 effective organisation for paper's purpose  
 fluent, error-free expression

B range—high level of achievement—a paper worth keeping  
 competent treatment of material with full but not as detailed a discussion as A  
 organisation contributes to sense but lacks effectiveness of an A paper  
 free of common errors

C+ a little above satisfactory—a paper worth doing  
 sound content, somewhat mechanical organisation  
 may have one or two serious errors in expression

- C satisfactory  
acceptable but commonplace content adequately supported  
coherent but mechanical organisation  
sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting  
limited content with weak support  
organisation may be confusing  
numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited or no support; numerous errors that prevent communication

English 150-02

First Essay Topics

Due: July 19 at the beginning of class

Length: 750-900 words (put word count at end of essay)

Choose one of the following quotations and write an essay using the quotation as inspiration. You may agree or disagree with (or possibly both) with the quotation. As the essay is what you think, you need not repeat “I think.”

The artist brings something into the world that didn't exist before, and he does it without destroying something else. -John Updike, writer (1932-2009)

It is no measure of health to be well adjusted to a profoundly sick society. -J. Krishnamurti, author, speaker, and philosopher (1895-1986)

He who knows only his own side of the case knows little of that. -John Stuart Mill, philosopher and economist (1806-1873)

No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be. -Isaac Asimov, scientist and writer (1920-1992)

It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. -J.K. Rowling, author (b. 1965)

The test of a democracy is not the magnificence of buildings or the speed of automobiles or the efficiency of air transportation, but rather the care given to the welfare of all the people. -Helen Adams Keller, lecturer and author (1880-1968)

One can promise actions, but not feelings, for the latter are involuntary. He who promises to love forever or hate forever or be forever faithful to someone is promising something that is not in his power. -Friedrich Wilhelm Nietzsche, philosopher (1844-1900)

Reading a book is like rewriting it for yourself. You bring to a novel, anything you read, all your experience of the world. You bring your history and you read it in your own terms. -Angela Carter, novelist and journalist (1940-1992)

Men become civilized, not in proportion to their willingness to believe, but in proportion to their readiness to doubt. -H.L. Mencken, writer, editor, and critic (1880-1956)