



## CAMOSUN COLLEGE - COURSE OUTLINE - WINTER 2011 ENGLISH 150 (004)

### ENGLISH COMPOSITION

**Instructor:** Christine Kirchner

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Office Hours: Mondays: 3:00 p.m. – 4:00 p.m. in CC 119B (Interurban Campus)

Tuesdays: 1:00 p.m. - 2:30 p.m. in Paul 226 (Lansdowne Campus)

Thursdays: 1:00 p.m. - 2:30 p.m. in Paul 226 (Lansdowne Campus)

or by appointment.

**Class Meets:** Tuesdays and Thursdays, 2:30 p.m. – 3:50 p.m. in Paul 107 (Lansdowne Campus).

**Course Description:** This course centres on 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. Finished assignments total 4000-4500 words.

**Texts: Required**

Roberta Birks, Tomi Eng, and Julie Walchli (2004) 2<sup>nd</sup> Edition, *Landmarks*.

Muriel Harris (2008) 7<sup>th</sup> or 8<sup>th</sup> Edition, *Prentice Hall Reference Guide*.

English 150 Winter 2011 Course Package

Any good collegiate dictionary.

**Course Learning Objectives:** Upon completion of this course, the student will be able to do the following:

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 your reading approach for different purposes such as research and criticism.
  - Analyze expository and persuasive prose by identifying controlling ideas, dominant rhetorical patterns, tone, and features of style.
  - Summarize expository prose in your 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.

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**Evaluation will be based on the following:**

- In-class Diagnostic essay: 400-750 words **(5%) Final Draft Due Tues., Feb. 8.**
- Descriptive/Narrative essay: 750-1000 words **(15%) Due Tues., Feb. 22.**
- Summary (in-class) **(5%) Thurs., Mar. 10.**
- Grammar Quizzes (in-class) **(10%) Thurs., Mar. 17 & Tues., Apr. 12.**
- Five-minute Oral Presentation on a Grammar Topic **(5% -includes peer evaluation) Tues., Mar. 22; Thurs., Mar. 24; Tues., Mar. 29; & Thurs., Mar. 31.**
- Oral Presentation Report 400-750 words **(10%) Due Tues., Apr. 5.**
- Final in-class assignment: a Critical Review 500-800 words **(15%) Thurs., Apr. 14.**
- Research essay: 1000-1500 words **(30%) Due Mon., Apr. 18.**
- **Participation: attendance, preparation, contribution to class discussions, & participation in writing groups (5%) on-going.**

**Notes:**

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.

**Grades:**

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	1

		cannot be used as a prerequisite.	
<b>0- 49%</b>	<b>F</b>	Minimum level has not been achieved.	<b>0</b>

### 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. Please 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.

<b>Temporary Grade</b>	<b>Description</b>
<b>I</b>	<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.
<b>IP</b>	<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.

### Recommended Materials or Services to Assist Students to Succeed Throughout the Course:

<b>LEARNING SUPPORT AND SERVICES FOR STUDENTS</b>
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 website at <a href="http://camosun.ca">camosun.ca</a>

### 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 Student Administration Office, at Student Services, and on the College Website in the Policy Section.

## CLASS SCHEDULE

**Tues., Jan. 11** Course Introduction.

**Thurs., Jan. 13** "Getting to Know You"  
Organization: "The Five-Paragraph Essay"  
 Read pp. 7-12, English 150 Coursepack (CP).

- Tues., Jan. 18** Read pp. 1-6; 50-56 (*Landmarks*).
- Thurs., Jan. 20** **In-class Diagnostic Essay (5%)**
- Tues., Jan. 25** Descriptive & Narrative Essay Writing  
 Read p. 2 “Rhetorical Modes” (CP).  
 Read pp. 258-259, Michael Ondaatje, “Aunts” *Landmarks*.  
 Read p. 69: Discussion Questions for Michael Ondaatje, “Aunts” (CP).  
 Read pp. 75-76, Example of Description: Lee Gutkind, “Days and Nights: Heading South” (CP).
- Thurs., Jan. 27** Descriptive & Narrative Essay Writing, cont’d.  
 Read pp. 67-71, Norman Doidge, “The Suit” *Landmarks*.  
 Read pp. 69-70: Discussion Questions for Norman Doidge, “The Suit” (CP).  
 Read pp. 77-78, Example of Narration: Elizabeth Boltson Gordon, “Guilt by Provocation” (CP).
- Tues., Feb. 1** Review & Revise Diagnostic Essay  
 Read pp. 204-211 (*Landmarks*).  
Descriptive & Narrative Essay Writing, cont’d.  
 Read pp. 79-80, Example of Description/Narration: Sun-Kyung Yi, “An Immigrant’s Split Personality” (CP).  
Writing Research Papers  
 Read pp. 63 - 68 “Research Essay Assignment” (CP).
- Thurs., Feb. 3** Research Education Class in the Library.
- Tues., Feb. 8** **Final Draft of the Diagnostic Essay is due at the beginning of class.**  
 Read pp. 133 -140 (*Landmarks*).  
 Research Papers, cont’d.  
 Sign up for Oral Presentations on Grammar Topic.  
 Read pp. 61 - 62 “Grammar Assignment” (CP).
- Thurs., Feb. 10** Research Papers, cont’d.  
 Read pp. 81 – 84 “Comparison and Contrast” (CP)
- Tues., Feb. 15** Read pp. 76 - 87, Stephen Hume, “The Spirit Weeps” (*Landmarks*).  
 Read p. 70: Discussion Questions for Stephen Hume, “The Spirit Weeps” (CP).
- Thurs., Feb. 17** Read pp. 321 - 329, Bharati Mukherjee, “An Invisible Woman” (*Landmarks*).  
 Read p. 71: Discussion Questions for Bharati Mukherjee, “An Invisible Woman” (CP).

<b>Tues., Feb. 22</b>	<b>Descriptive/Narrative Essay (15%) is due at the beginning of class.</b>  Read pp. 211-213, Margaret Atwood, "The Female Body" ( <i>Landmarks</i> ). Read pp. 71-72: Discussion Questions for Margaret Atwood, "The Female Body" (CP). Read pp. 266-269, John Updike, "The Disposable Rocket" ( <i>Landmarks</i> ). Read p. 72: Discussion Questions for John Updike, "The Disposable Rocket" (CP).
<b>Thurs., Feb. 24</b>	<i>READING BREAK. COLLEGE CLOSED.</i>
<b>Tues., Mar. 1</b>	Read pp. 63-66, Annie Dillard, "Living like Weasels" ( <i>Landmarks</i> ). Read p. 72: Discussion Questions for Annie Dillard, "Living like Weasels" (CP).
<b>Thurs., Mar. 3</b>	Read pp. 115-119, Heather Menzies, "When Roots Grow Back into the Earth" ( <i>Landmarks</i> ). Read p. 73: Discussion Questions for Heather Menzies, "When Roots Grow Back into the Earth" (CP).
<b>Tues., Mar. 8</b>	<u>Writing Summaries</u> : read pp. 45-46, "How to Summarize an Article" & pp. 47-48, "Summaries" (CP).
<b>Thurs., Mar. 10</b>	<b>In-class Summary (5%).</b>
<b>Tues., Mar. 15</b>	<b>Submit by email or hard copy your research essay topic.</b>  Video: Public Speaking Tips.
<b>Thurs., Mar. 17</b>	<b>Grammar Quiz (5%).</b>
<b>Tues., Mar. 22</b>	<b>Oral Presentations on Grammar Topic (5%).</b>
<b>Thurs., Mar. 24</b>	<b>Oral Presentations, cont'd.</b>
<b>Tues., Mar. 29</b>	<b>Oral Presentations, cont'd.</b>
<b>Thurs., Mar. 31</b>	<b>Oral Presentations, cont'd.</b>
<b>Tues., Apr. 5</b>	<b>Oral Presentation Report (10%) is due at the beginning of class.</b>
<b>Thurs., Apr. 7</b>	<u>Writing a Critical Review</u> : Read pp. 51-60 (CP).  Discussion & Assignment of Final In-class Essay – a Critical Review.
<b>Tues., Apr. 12</b>	<b>Grammar Quiz (5%).</b>

**Thurs., Apr. 14**

**Final In-class Assignment – a Critical Review (15%).**

Last class of the course.

**\* Mon., Apr. 18**

**Research Essay (30%) is due in my office (Paul 226) by 5:30 p.m. (There will be no extensions).**

**FACULTY INSTRUCTIONS (these instructions are unseen in print):**

- 1. Save this "read-only" template as your course outline**
    - click *Office Button* → *SaveAs* → *Word 97-2003 Document*
    - click cursor in *File name* after hyphen → add your name → click *Save*
  - 2. Add your information (see blue text)**
    - add your information to paragraphs 1, 3, 4, and 5 below
    - add any additional comments at the end of this document
  - 3. Save and close your completed course outline**
    - click *Office Button* → *Save*
    - click *Office Button* → *Close*
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