



*School of Arts & Science*  
**ENGLISH DEPARTMENT**

**ENGL 150-009**  
**English Composition**  
**2011W**

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## **COURSE OUTLINE**

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### **1. Instructor Information**

|     |               |  |                    |  |
|-----|---------------|--|--------------------|--|
| (a) | Instructor:   | Dr. Ann Dumonceaux                                     |                    |  |
| (b) | Office Hours: | Tues/Thurs 1:00-3:30; Wed/Fri 11:30-12:30; or by appt. |                    |  |
| (c) | Location:     | Paul 333   |                    |  |
| (d) | Phone:        | 370-3306   | Alternative Phone: |  |
| (e) | Email:        | dumoncea@camosun.bc.ca                                 |                    |  |
| (f) | Class Times   | Tuesday/Thursday 4:00-5:20 (Paul 107)                  |                    |  |

### **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**

#### 4. Course Content and Schedule

| Date   | Topic                                | Activity   | Assignment   |
|--------|--------------------------------------|--|--|
| Jan 11 | Course Outline                       |  |  |
| Jan 13 | Persuasion - Summary                 | Scams  |  |
| Jan 18 | Persuasion – Evaluation              | <b>Diagnostic Grammar</b><br>Hoaxes                          |  |
| Jan 20 | Persuasion – Implications            | <b>Comma Workshop</b><br>Urban Legends                       |  |
| Jan 25 | Persuasion - Review                  | <b>Comma Quiz (1%)</b><br>Student Models                     |  |
| Jan 27 | The Essay – Definition               | <b>Fragments Workshop</b><br>Professional vs. Academic       | <b>Persuasion Report (10%)</b>                       |
| Feb 1  | The Essay – Support;<br>Organization | <b>Fragments Quiz (1%)</b>                                   |  |
| Feb 3  | The Exposition Essay - Definition    | <b>Run-Ons Workshop</b>                                      |  |
| Feb 8  | Definition Mode                      | <b>Run-Ons Quiz (1%)</b><br>“What is Intelligence...”        |  |
| Feb 10 | Description Mode                     | <b>Semicolons Workshop</b><br>“Body Ritual...”               |  |
| Feb 15 | Example Mode                         | <b>Semicolons Quiz (1%)</b><br>“38 Who Saw Murder”           |  |
| Feb 17 | Cause / Effect Mode                  | <b>Agreement Workshop</b><br>“If Hitler Asked You...”        |  |
| Feb 22 | Comparison / Contrast Mode           | <b>Agreement Quiz (1%)</b><br>“That Lean and Hungry<br>Look” |  |
| Feb 24 | <b>PEER EDIT</b>                     | <b>Point of View</b>   |  |
| Mar 1  | The Argumentative Essay              | “Children Choked...”<br>“Kids are Casualties...”             | <b>Expository Essay (20%)</b>                        |
| Mar 3  |                                      | <b>A Moral Dilemma</b>                                       |  |
| Mar 8  | Organization                         | <b>Parallelism Workshop</b>                                  |  |
| Mar 10 | Logos                                | <b>Modifiers Workshop</b><br>“Guns, Sex, and Education”      |  |
| Mar 15 | Pathos                               | “A Crime of Compassion”                                      |  |
| Mar 17 | Ethos                                | “Not...Buy a Computer”                                       |  |
| Mar 22 | Review                               |  |  |
| Mar 24 |                                      |  | <b>Argumentative Essay<br/>(20%)</b>                 |
| Mar 29 | The Argumentative Research<br>Essay  | <b>Final Grammar Quiz (1%)</b>                               |  |
| Mar 31 | Introduction                         | Plagiarism   |  |
| Apr 5  | Plagiarism                           | Integrating References                                       |  |
| Apr 7  | Documentation Styles                 |  |  |
| Apr 12 | Review                               |  |  |
| Apr 14 |                                      |  | <b>In-Class Essay (15%)<br/>Research Essay (25%)</b> |

## 5. Basis of Student Assessment (Weighting)

| ASSIGNMENTS                    | VALUE |
|--------------------------------|-------|
| Grammar Tests                  | 10%   |
| Persuasive Report              | 10%   |
| Expository Essay               | 20%   |
| Argumentative Essay (in-class) | 20%   |
| Research Essay – (6-10 pgs)    | 25%   |
| In-class Essay                 | 15%   |

## 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. |
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## 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.

Grammar quizzes will be conducted in the first ten minutes of class. Students who are late for class may not be permitted to write the tests. **There are no make-up grammar tests.** Students who are absent will receive a grade of "0" on the missed test.

All due dates are firm. Late assignments will lose 5% per day unless accompanied by appropriate documentation of illness. Assignments more than five days late will lose 25%. **All assignments handed in after the last day of classes will not be graded.** Requests for extensions will be considered under special circumstances, but only if the request is made in advance of the due date. No extensions will be considered for assignments due on the last day of classes.

All out-of-class assignments must be typed in 12 point font with one-inch margins. Please keep a copy of all out-of-class assignments in case an assignment is misplaced, stolen, or damaged. All assignments should be handed in in-person. **Assignments submitted via email will be penalized 10%.**

Failure to participate in the Peer Edit will also result in a 10% deduction in the expository essay's grade.

Students are each responsible for all information, verbal and written, given in class. Please keep track of all handouts and assigned readings and note that neither unexcused absence from class nor inattention to classroom instruction exempts you from meeting deadlines or preparing for class.

Kindly refrain from using cell phones or other distracting technology during class.

Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence.  
In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment.