



## 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:	Jeanne Iribarne		
(b)	Office Hours:	Tuesday and Thursday: 1 p.m. to 2:20 p.m.; Wednesday and Friday: 10 a.m. to 11:20 A.M.; OR by appointment		
(c)	Location:	Paul 328		
(d)	Phone:	370-3349	Alternative Phone:	
(e)	Email:	Iribarne@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

- Austin, Michael. Reading the World: Ideas that Matter. 2nd edition. New York: W.W. Norton, 2010.
- Course package for English 150, Fall 2011
- Hosseini, Khaled. One Thousand Splendid Suns. New York: Riverhead (Penguin), 2007.

### 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.)

<u>Date</u>	<u>What We Will Cover</u>	<u>Major Assignments And Readings</u>
Week 1 (Sep 5-9)	Course introductions. Theme: Learning, studying, education	<b>Email bio</b> "Cellphones a necessity" (coursepack)
Week 2 (Sep 12-16)	*Writing focus: description and definition *Writing focus: "academic style"	"The Myth of Multitasking" (coursepack) Feynman (69) "Quoting, Paraphrasing, and Summarizing" (718-673)
Week 3 (Sep 19-23)	Theme: definitions of "nature"	Darwin (405-412); Carson (419-425); EITHER Suzuki (427-433) OR Gore (455-465) "Summarizing" (647-651)
Week 4 (Sep 26-30)	* Writing focus: quoting, paraphrasing, summarizing	
Week 5 (Oct 3-7)	Theme: leadership, language, persuasion (also propaganda) *Writing focus: using documentation systems (MLA)	<b>Mid-term (20%) in class</b> Machiavelli (130); Lao Tzu (104); Riefenstahl (157 and film);
Week 6 (Oct 10-14)	*Writing focus: evaluating sources  October 11 - Thanksgiving (no classes)	"Logos, Pathos, Ethos" (683-698) "Documenting Sources" (723-734) "Evaluating Sources" (716-718) <i>Wal-Mart: three films</i> <b>Essay 1 (20%)</b>
Week 7 (Oct 17-21)	Theme: warfare *Writing focus: identifying an argument	Picasso (236); Mead (239); Orwell (247)
Week 8 (Oct 24-28)		"Synthesizing Ideas" (699-712)
Week 9 (Oct 31-Nov 4)	Theme: wealth, poverty and social Class *Writing focus: problems in deductive reasoning	Malthus (309); Marx and Engels (317 - excerpt); Gandhi (337) + film; Hardin (359)
Week 10 (Nov 7-11)	*Writing focus: problems in inductive reasoning Nov 8 - last day to withdraw without academic penalty	<b>**Preliminary bibliography due</b>

Week 11 (Nov 14-18)	Theme: art  *Writing focus: structuring an argument	Achebe (506); Roadsworth (film) <b>Essay 2 - Argument and Analysis of Sources (20%)</b>
Week 12 (Nov 21-25)	  *Writing focus: evaluating an argument	"Structuring Ideas" (664-679) "Transitions" (672-677)
Week 13 (Nov 28-Dec 2)	Theme: the novel	<i>A Thousand Splendid Suns</i>
Week 14 (Dec 5-9)	Exam Prep	Exam Period is December 12 to 20 (inclusive). <b>Final Exam in exam period (20%)</b>

## 5. Basis of Student Assessment (Weighting)

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

### Evaluation:

You can expect to submit assignments that will total 4000 to 4500 words. But, since the only way to improve your writing is to write, you will be working on exercises and practice far beyond the assignments.

Emailed bio	ungraded
Mid-term (in class)	20%
In-class writing (unannounced)	20%
Essay 1 (Comparison)	20%
Essay 2 (Argument + Analysis of Sources)	20%
Exam (exam period)	20%

## 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. <i>(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.)</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](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

#### **IMPORTANT NOTES:**

- 1. In-class work (such as in-class writing and exams) cannot be rescheduled without medical documentation.*
- 2. Students who cannot pass the exams will not be able to pass the course.*
- 3. To complete this course with a passing grade, ALL assignments must be completed.*
- 4. I make an assumption of basic literacy and mechanical polish in the writing when I mark papers. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas.*
- 5. Your happiness and well-being as a student here are important to me and are important factors in your success - please come see me if I can help you navigate through the system in any way (even if the issue relates to another course).*