

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 150-023</b>  <b>English Composition</b>  <b>Semester: winter 2011</b></p> <p><b>CC 122 Tuesdays and Thursdays 10:00-11:20</b></p>
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## COURSE OUTLINE

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. Callin		
(b)	Office Hours:	TBA		
(c)	Location:	Paul 322		
(d)	Phone:	Na	Alternative Phone:	Na
(e)	Email:	<a href="mailto:callint@camosun.ca">callint@camosun.ca</a> (Monday to Friday)		
(f)	Website:	Na		

### 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: *Essay Essentials fifth edition* (at a bookstore near you)

(b) Other: **Paper Dictionary**

### 4. Course Content and Schedule

## **ENGLISH 150: You are Language; Language is You**

**Course Objective:** The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

**Overall Importance:** Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 150** will be applicable to the rest of your lives.

**Review:** For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you again with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

**Dynamics:** You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote **a positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 150** should also be fun, possibly even entertaining. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar.

### **GUIDELINES:**

1. Assignments must be **submitted on the due date** at the **beginning of class**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. Exceptions to this rule: an extension inquiry that is made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Save **a copy of each assignment**.
5. ALL assignments must be typed and double-spaced; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late (unless see 2).
8. **All assignments must be submitted for marking to pass the course.**
9. Historically speaking, you will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**
11. Neither cell phone nor computer use permitted during class.
12. BE ON TIME: Chronic lateness = withdrawal from the course.
13. I am happy to discuss with you how to improve a paper, or to provide clarity to what may appear righteously illegible handwriting, but I do not negotiate grades. Also be aware that I grade the document, not the individual.
14. This is a first year university introductory English composition course. Your instructor (that's me) has high standards for the written work you submit. I am aware that it is not unusual for professors to begin tough and then not enforce standards as the term wears on. Be advised that I will

enforce standards the entire way through the course – feel free to verify this with other students who've taken other classes with me. If you aim to improve your academic writing and are willing to put in the work, I am a good teacher to have.

### **ALLOCATION OF MARKS:**

**In-class Diagnostic Essay:** 10 mock marks (5 paragraphs) January 18, 2011

**Library worksheet:** 5% Due February 10, 2011 (no make-ups)

**Process Essay:** 15% (850-1000 words max) Due February 3, 2011

**Midterm Quiz:** 20 % March 1, 2011 (no make-ups)

**Argument Essay:** 20 % (1200 words max) Due March 8, 2011

**End of Term Quiz:** 10 % April 5, 2011 (no-make-ups)

**Research Essay:** 25 % (1800-2000 words max) Due April 14, 2011

**Participation/completion of *Essay Essentials* assignments:** 5 % (all term)

### **Grading System**

**Evaluation Guide:** A general idea about my expectations and show you how these translate into rough grade equivalencies.

**F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.

**D** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.

**C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple.

**C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.

**B** Virtually no errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood.

**A** The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. No mechanical errors.

This is the schedule for the winter; please note that the schedule is subject to change. I reserve the right and so on...

Welcome!

Jan 11: Knowing Me, Knowing You...

**Assignment for Next Class: Get *Essay Essentials***

***\*The first department of Rhetoric: Inventing a Topic/  
Introducing the Topic\****

Jan 13: WARM UP...Spelling bee/often confused words

What is Rhetoric? The Circle and the Stick

Our Rubric: the five "departments" of Rhetoric

**Invention:** Four Methods/ *Essay Essentials*

**HANDOUT:** Diagnostic Assignment

Individual work (time permitting): prep diagnostic

**ASSIGNMENT: Prep for Diagnostic...**

Jan 18: In-class: Diagnostic... (one hour/five paragraphs maximum)

**ASSIGNMENT: *Essay Essentials*: Read Chapter 2**

Jan 20: **Process Topic Assigned: Due Feb 3, 2011**

Warm Up: "The Four-S-Test" from *Essay Essentials*

The Introduction (in three parts)

HOOK, LINE, LINKER

Your "around to it"

The Mapping Thesis/ The Napping Thesis/ some practice/ the what and the why

**ASSIGNMENT: *Essay Essentials* Read Chapter 4**

Jan 25: **Introduction and thesis continued...**

Review Introduction and mapping thesis

The Thesis: thesis or fact? (Overhead)

Class work: *Essay Essentials* 4.3

**ASSIGNMENT: *Essay Essentials* Exercise 4.5**

**ASSIGNMENT: *Essay Essentials* Chapters 6 and 8**

Jan 27: WARM UP...Thesis or fact...review Introduction

**Group work: Organizing the Body Paragraph (Handout)**

The Big Picture: Paragraph Structure  
What Matters? Form and Content  
FLOW!!!! Topic and Transitional sentences  
**ASSIGNMENT: *Essay Essentials* Chapter 8 and 7**

**\*\**The Second Department of Rhetoric: Arrangement*\*\***

**Feb 1:** Evaluating topic sentences  
FLOW!!!! Transitional words  
Student Introduction/ **essence of the idea**/ sentence context  
The Big Circle: Concluding the Essay  
**Group Work: *Essay Essentials* Chapter 7**  
**Group work: Process essay: twenty minute peer edit**  
**ASSIGNMENT: *Essay Essentials* Chapter 9**

**Feb 3:** **Process Essay Due beginning of Class!!**  
BECKETT VIDEO (possibly)  
Knowing Your Audience: formal and informal language  
Wordiness: Cliché, Slang, and Colloquialism  
Unity and Wordiness  
EDITING DICTION...  
**Group work: *Essay Essentials* Read Section 7.10**

**Feb 8:** Library orientation (must attend/ no make-ups)  
**ASSIGNMENT:** Library worksheet due at beginning of next class (no late hand-in accepted)

**\*\*\**The third department of Rhetoric: Style*\*\*\***

**Feb 10:** **Library worksheet due** (no late assignments accepted)  
**Getting Toned: Wittgenstein**  
Getting into the Punctuation of things  
Hooray!! The Comma  
**PROOFREAD AND EDIT: COMMA WORK**  
**ASSIGNMENT: *Essay Essentials*: Review Section 7.10**  
**ASSIGNMENT: *Essay Essentials* Sections 7.11 and 7.12**

**Feb 15:** **Assign Argument Essay: Due March 8, 2011**  
**Two approaches to the thesis:** Exploratory questions

Proofreading and editing  
Barrier paragraph structure for argument essay  
**Unconditional kindness day**  
**Two structures for argument essay**  
**ASSIGNMENT: *Essay Essentials* Chapters 7.11 and 7.12**  
**ASSIGNMENT: Handout: Argument essay example**

**Feb 17:** Additional information on Argument Essay  
Barrier revisited...  
**Group work:** argument essay marking exercise  
**Group work:** Peer editing of argument essay  
The semi-colon and the colon continued  
**Group work: Comma splices and fused sentences (7.2 and 7.3)**  
**ASSIGNMENT: *Essay Essentials*: Ch 12 and Sec 7.13**

**Feb 22:** Quotation: Ellipses and Parenthesis  
Two types of Quotation: spot and block  
Group work: *Essay Essentials*/ Punctuation review  
**ASSIGNMENT: Review for midterm quiz**

**Feb 24: HOLIDAY**

**March 1: *Midterm Quiz!!***

**March 3:** Getting Some Structure Together: Optional Class  
Argument Essay Outline Workshop  
Topic/ working thesis/  
Barrier topic sentence and concluding sentence  
Topic sentences/ concluding sentences

**March 8: **Argument Paper Due Beginning of Class!!****  
Basics: Getting started on the research essay  
Basics: The difference between researching and reporting  
Four research essay paragraphs - evaluations

***\*\*The fourth department of Rhetoric: Delivery\*\****

**March 10:** Handout Research Assignment Due April 14, 2011  
**Handout: Research essay example**

**March 15:** Group Work: Premise: positives and negatives

**March 17:** Research essay work from *Essay Essentials*  
Approaches to Citation (and why it is important)  
Additional information on the Research Essay  
Blueprint for research essay  
Evaluating student research essay (three paragraphs)  
Some review on paragraph development  
**ASSIGNMENT: *Essay Essentials* TBA**

**March 22:** **Mandatory in-class Research Essay Writing**

**March 24:** How to Paraphrase  
**Summary Guidelines**  
**Review of Summary Rubric**  
Group discussion: Example of Summary  
**Summary handout: "Cop-Out Realism"**

**March 29:** **IN-CLASS MOCK SUMMARY FULL CLASS**

**March 31:** **Peer Edit Summary/ discussion**

**April 5:** **Summary: END OF TERM QUIZ**

**April 7:** ***Library Research Class (mandatory)***

**\*\*\*\**The fifth department of Rhetoric: Memory*\*\*\*\***

**April 12:** **Library Research Class (optional)**

**April 14:** **Research Essay due at my office Paul 322 (by end of class time)**

**6. Grading System**



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### 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
<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.

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

#### LEARNING SUPPORT AND SERVICES FOR STUDENTS

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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.