CAMOSUN COLLEGE
SCHOOL OF ARTS AND SCIENCE
ENGLISH DEPARTMENT
ENGLISH 150 - ENGLISH COMPOSITION
COURSE OUTLINE

1. Instructor Information

Instructor: Dr. Nigel Brooks
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Web site: www.camosun.bc.ca
Office Hours: Monday: 2:30 – 3:20pm
Wednesday: 10:00 – 11:20am

2. Intended Learning Outcomes

- **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
- **read** mature expository and persuasive prose by student and professional writers
- **vary** their reading approach for different purposes
- **analyze** expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- **summarize** expository prose in own words to reflect coherently the original's ideas, organization, and tone
- **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) *Strategies for Successful Writing: A Rhetoric, Researc Guide, Reader, and Handbook.* **FOURTH** Canadian Edition. Edited by Reinking, von der Osten, and Fleming

(b) A dictionary

4. Course Content and Schedule

Purpose of Course

The overall purpose of the course is to turn the student into a clear and effective writer by emphasising the stages through which an essay evolves: brain-storming on a subject, choosing a thesis, drawing up an outline, prewriting a rough draft, revising the draft, producing a more polished version of the essay and realising that further improvements can be made to this version.

The other basic premise of the course is that the ability to write well stems from the ability to read effectively. Active reading and writing activities will occur in class and all such work will count towards the final grade. There may be occasional supplementary essays to read--essays that are not in the main text.

From the outset of the course there will be recourse to discussion groups and peer reviewing so that the student is made aware of how he or she can write for different audiences and not just for the instructor. The role of the instructor is to facilitate the writing process in a workshop environment and thus the instructor does not lecture exclusively but fosters discussion in a seminar situation.

Study period time will be devoted to various projects, both group and individual. Students will also assess their own progress in the course and voice any concerns they may have; these study periods provide an opportunity for feed-back from student to instructor. There will be analysis of essay writing successes and failures drawn anonymously from the students' own work.

From the very first week, preparation will begin for the research paper; close attention will be paid to research techniques and a library orientation tour will be organised in the second week. Students will give oral progress reports to the class as whole, in the form of the oral report. Later in the semester there will be debates to help students organise a coherent argument.

Because of the active participation of the students in classroom strategies, regular class attendance is crucial. If a student is frequently absent from class, he or she is missing much of vital importance and will be asked to drop the course. To end on a positive note, however: this course is designed to let students explore many of their own interests through writing, reading and discussion, thereby creating greater self-awareness and self-confidence for all future endeavours.

Assignment schedule

Week One

Course Introduction
In-class narrative essay with weighting of 5%
Introduce peer-reviewing and establish discussion groups

Week Two:

Exploration of the evolution of the English language.
In-class test on Moses Milstein's *Memories of Montreal--and Richness* and Evelyn Lau's *An Insatiable Emptiness*--with weighting of 5%--and other class exercises.
In-class activities during the semester will carry an overall course weighting of 25%.
Library orientation tour.

Week Three:
In-class expository essay with weighting of 10%.
Review grammatical errors.
In-class group work on advertisement that promotes some aspect of Camosun College--it could be something that the college already has or that it should have.
In-class test on Candace Fertile's *The Oldest Profession: Shopping* and Richard Tomkins' *Old Father Time Becomes a Terror*--with weighting of 5%.

Week Four:
In-class instruction on how to give oral reports.
Sign up for oral reports on progress in research essay project and prepare for reports.
Conferences with Students.
In-class test on Steve Whysall's *Don't Let Emotion Guide Your E-mail* and Robert M. MacGregor's *I Am Canadian: National Identity in Beer Commercials*--with weighting of 5%.

Week Five:
Oral report on progress in the research essay project with weighting of 10%
300-word outline of the research essay due in with weighting of 10%

Week Six:
Form debating teams and start preparing debates.
In-class test on Julie Traves' *The Church of Please and Thank You* and Neil Bissoondath's *No Place Like Home*-- with weighting of 5%.
Research essay due in with a weighting of 20%.

Week Seven:
In-class debates with weighting of 10%.
Final in-class argumentative essay with weighting of 10%.

5. Basis of Student Assessment

To summarise: there are three in-class essays of between 500 and 750 words each, four in-class multiple choice tests, an advertisement, a debate in which each participant must speak for a

minimum of 5 minutes, an essay outline of 300 words, an oral report of 7 to 10 minutes and a research essay of between 1000 and 1500 words

6. Grading System

The following percentage conversion to letter grade will be used:

90 - 100% = A+ Grade Point Equivalent: 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 1
0-49% = F 0

7. Learning Support and Services for Students

There are a variety of services available for students to assist them at the college. Information on these services is available in the College Calendar, the Registrar's Office and on the College website at www.camosun.bc.ca

8. Academic Conduct Policy

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, the Registration Office and on the College website in the Policy Section.