



School of Arts & Science
ENGLISH DEPARTMENT

ENGL 150-31
English Composition
2011F

COURSE OUTLINE

The Approved Course Description is available on the web @ <http://sexton.disted.camosun.bc.ca>

1. Instructor Information

(a)	Instructor:	Dr. James Sexton		
(b)	Office Hours:	Online for B01 Mon. 11:30-12:30am; Tu 1:30-2:20, 8:30-9:30pm P318; &W 8:50-9:30pm and Th 1:30-2:20 P318		
(c)	Location:	P318		
(d)	Phone:	n/a	Alternative Phone:	
(e)	Email:	sexton@camosun.bc.ca		
(f)	Website:	http://sexton.disted.camosun.bc.ca		

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

- (a) Texts: *English 150 Reader* ed. J. Sexton; *Word Power Made Easy*, Lewis; *Little Penguin Reader*, Canadian ed., Faigley; Any good paperback or hardback college dictionary. I recommend *Random House College*, or *Merriam-Webster College Dictionary*. (Available at most good used-book stores.)

4. Course Content and Schedule

Week 1 T Sept. 6 Overview of college essay. *Little Penguin H*, p 22: Intros, Central Paragraphs, Conclusions. Assign Diagnostic Essay 1, (“Why I Like X.” 500-600 words). **Essay 1 due in class on Tues., Sept 13.**) Thurs. *Word Power Made Easy*, Diagnostic vocabulary test in class. Assign **WP** Ch 1, pp26-53. All students must log on to **My Canadian CompLab** by Week 2 Tuesday.

Week 2 Tues. Counsellor’s orientation. Unity. Discuss Sample A essay in class on Tues., Sept. 13. Thurs. Coherence. Topic Outlining exercises.

Thurs. Definitions: Key sentence terms: phrase, clauses—dependent and independent (*LPH*)

Week 3 Tues. Revise Essay 1, correcting all grammar and spelling errors for entry in grade book. Grammar: Tues. *LPH*: comma uses, sentence fragments, Thurs. run-ons, comma splices. **WP** read ch 4 54-81. **Essay 2 Classification assigned. Due Thurs.**

Week 5. Read irony definition p. 68 *Eng 150 Reader* and selections from Reader: “Story of an Hour”, “At Sea”, “Those Naked Dangers” (Discuss them Tues) Read “The Chaser”(p. 31) for Thurs. discussion and do outline exercise “Rock Concert Fans” in class.

Week 4 Outline for Essay 2 due, Sunday. Read **WP** ch5 pp. 81-115. Discuss “Does It Matter?”, “A Wife in London” (handout), and “After You, My Dear Alphonse”. For Thurs, discuss “Cask of Amontillado” p. 7 in reader. Grammar: *LPH* p230 Dangling Modifiers.

Week 5 **Essay 2 due Tues in class.** Read **WP** ch. 6 pp. 115-148. Thurs. Dictionary unit and OED exercise.

Week 6 Tues. Documented Research Paper Topics given—contrast or extended definition. (Essay 5. Due Tues class in Week 14.) Ch 24 *LPH*, Subject-Verb Agreement pp202-207. Thurs. **Library Research orientation in library.**

Week 7 Tues. **Midterm Exam** in class. Thurs. **First draft of Midterm Essay 3 in-class.**

Week 8 **Final draft Essay 3 due at Tues class.** Tues. Essay 4 option 1: Compare-Contrast readings: 2 poems or 2 cities. Option 1 due Thurs. Week 11 in class. Thurs. **WP**, ch 7 pp. 148-182. *LPH*, Ch 26 Pronoun-Antecedent Agr. Pp. 215-218.

Week 9 Tues. discuss “Rose for Emily” (also quiz on the story). Sentence structure; Gothic Definition. *LPH* ch. 34, pp265-268. Quotations, titles. Thurs. Essay 4 Option 2: Argumentation essay: “Granite Point”: “Mathew murdered Kloski—Yes or No.” Option 2 due Thurs. in class Week 12.

Week 10 Tues. *LPH* Ch. 33, Apostrophe, *LPH*, pp 261-264. **WP** ch 9, pp. 191-239. Feminism Definition. “Boys and Girls” Reader. Thurs. “Penning the Body” online essay on feminism. Read it online before Thurs. class.

Week 11 **Essay 4 option 1 due Tues class.** MLA/APA documentation exercises. Thurs. Using online aids such as EasyBib.

Week 12 **Essay 4, option 2 due Thurs in class.**

Week 13 **WP** ch 10 pp.239-282. Review of grammar and documentation for final test.

Week 14 **Essay 5 (Documented Research Paper) due Tues. in class.** Thurs. **Final grammar test in class.**

5. Basis of Student Assessment (Weighting)

Essay 1 (Examples) 10%

Essay 2 (Classification) 10%

Essay 3 (in-class Wed., Week 7 Room TBA) 10%

Essay 4 (Compare-contrast) 20% Choose **either** Essay Option 1 or 2.
 Essay 5 (Research. 2000 words) 25%

b) Exams

Midterm (in-class Wed., Wk. 7) Test grammar and vocabulary 10%

Final Test (in-class Wed. Wk. 14) Test grammar and vocabulary 15%

(d) Other (e.g., Attendance, Project, Group Work)

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 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 rd course attempt or at the point of course completion.)
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.

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.

[ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED](#)