



School of Arts & Science  
ENGLISH DEPARTMENT

ENGL 150-B01  
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, 8:30-9:30 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:	<a href="http://sexton.disted.camosun.bc.ca">http://sexton.disted.camosun.bc.ca</a>		

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 (NB Weeks 1, 3, 5, 7, 8,11, 14=face to face classes in F210)

**Week 1** Orientation Fisher 210 6 pm. W, Sept 7. 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 must be uploaded to instructor in course

dropbox by 10 pm Wed., Sept 14.) *Word Power Made Easy*, Optional 60 question diagnostic vocabulary test pp4-7 with answers on pp.7&8. Read **WP** Ch 1, pp26-53

**Week 2** Unity, Coherence. Discuss Sample A essay on Sept. 14.

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

**Week 3** Revise Essay 1, correcting all grammar and spelling errors for entry in grade book. Grammar: *LPH*: comma uses, sentence fragments, run-ons, comma splices. **WP** read ch 4 54-81. Essay 2 Classification assigned. Due Sunday end Week 5. Read irony definition p. 68 *Eng 150 Reader* and selections from Reader: “Story of an Hour”, “At Sea”, “A Modest Proposal”, “Those Naked Dangers” “The Chaser”. Do outline exercise “Rock Concert Fans”.

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

**Week 5** Essay 2 due Sunday 11pm. Read **WP** ch. 6 pp. 115-148. College dictionary and OED unit. OED exercise, Greater Victoria Public Library online.

**Week 6** Documented Research Paper Topics given (Essay 5. Due Sun. Week 14.) Ch 24 *LPH*, Subject-Verb Agreement pp202-207.

**Week 7** Midterm Essay and Grammar Exam F210 Wed. 7-9:30. First draft of Midterm Essay 3 in-class. No other assignments this week. (Research Topic Choices for Essay 5 given: Extended Definition or Contrast).

**Week 8** Final draft Essay 3 due Sunday 10 pm. Essay 4 option 1: Compare-Contrast readings. Option 1 due Sunday 11 pm. Week 11 **WP**, ch 7 pp. 148-182. *LPH*, Ch 26 Pronoun-Antecedent Agr. Pp. 215-218. **Library research class 6pm library.**

**Week 9** “Rose for Emily” sentence structure, Gothic Definition. *LPH* ch. 34, pp265-268. Quotations, titles. Essay 4 Option 2: Compare-contrast two poems. Option 2 due Sunday 11 pm. Week 12.

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

**Week 11** Essay 4, option 1 due Sunday. 11pm. MLA/APA documentation exercises. Using online aids such as EasyBib.

**Week 12** Essay 4, option 2 due Sunday 11pm.

**Week 13** **WP** ch 10 pp.239-282.

**Week 14** Final grammar test. Essay 5 (Documented Research Paper) due Sunday.

### 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. Min. 1700 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](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.)
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 on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED