

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 250-02 Advanced Composition Winter 2012</p>
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The Approved Course Description is available on the web @ camosun.bc.ca

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. Candace Fertile	
(b)	Office Hours:	W 2:30-3:30 (Interurban); TTH: 2:30-4:00 (Lansdowne)	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (24 hour voicemail)	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)	

2. Intended Learning Outcomes

As a result of taking this course the student will be able to

1. Identify
 - a) Different types of non-fiction prose (e.g., memoir, personal essay, review, editorial, speech, expository essay, research essay).
 - b) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
 - c) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.
6. Revise their own writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

3. Required Materials

One Hundred Great Essays 4th edition, edited by Robert DiYanni

4. Course Content and Schedule (subject to change)

All readings are from *One Hundred Great Essays*. The anthology is arranged alphabetically by author's last name.

January

- 9 Introduction
- 11 Bacon "Of Studies"
Orwell "Politics and the English Language"
- 16 Plato "The Allegory of the Cave"
Siegel "The World That Is the Case"
- 18 Swift "A Modest Proposal"
- 23 IN-CLASS ESSAY
- 25 Editing/grammar exercises
- 30 Editing/grammar exercises continued

February

- 1 Goulish "Criticism"
King "Letter from Birmingham Jail"
- 6 Hughes "Salvation"
Appiah "Facts on the Ground"
- 8 Didion "On Self-Respect"
Montaigne "Of Smells"
- 13 Tan "Mother Tongue"
Sedaris "Me Talk Pretty One Day"
- 15 Douglass "Learning to Read and Write"
Twain "Reading the River"
- 20 Lakoff "You Are What You Say"
Anzaldúa "How to Tame a Wild Tongue"
- 22 ESSAY DUE
Gates "In the Kitchen"
Walker "Beauty: When the Dancer Is the Self"
- 27 Sontag "A Woman's Beauty"
Carter "The Wound in the Face"
- 29 Quindlen "Between the Sexes a Great Divide"
Woolf "Professions for Women"

March

- 5 Truth "Ain't I a Woman?"
Talbot "Les Très Riches Heures de Martha Stewart"
- 7 ESSAY DUE
Staples "Just Walk on By: Black Men and Public Space"
- 12 Sante "What Secrets Tell"
Donne "No Man Is an Island"

- 14 Hogan “Dwellings”
Orwell “Shooting an Elephant”
- 19 Hazlitt “On the Pleasure of Hating”
Chesterfield “Letter to His Son”
Sacco “Letter to His Son”
- 21 Jefferson “The Declaration of Independence”
Stanton “Declaration of Sentiments and Resolutions”
- 26 Fadiman “Birth”
- 28 ESSAY DUE
Feynman “The Value of Science”

April

- 2 Barry “Road Warrior”
Miner “Body Ritual Among the Nacirema”
- 4 review

- 9 No class (Easter Monday)
- 11 In-class essay (last class)

5. Basis of Student Assessment (Weighting)

- 15% in-class essay January 23 (minimum 750 words)
- 20% essay due February 22 (minimum 1000 words)
- 25% essay due March 7 (minimum 1200 words)
- 25% essay due March 28 (minimum 1500 words)
- 15% final in-class essay on readings from anthology (April 11)

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. <i>(For these courses a final grade will be assigned to either the 3rd 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.

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.

8. Further Information

- Students are expected to read the material, attend class, and participate in discussions. Essays must be handed in on time (at the beginning of the class on the due date).
- Students must follow the MLA system for in-text citations. Plagiarism will not be tolerated. Any ideas or words borrowed from someone else must be attributed. Ask if in doubt. And all work submitted must be done for this class, no other (no recycling).
- Students must keep a folder of all rough work (no matter how messy) used in the preparation of the essays. If asked, a student must produce this folder or the essay will

- be given a grade of zero. Keep a copy of your work. Keep your marked essays.
- d. The class will be a mixture of lecture, discussion, small group discussion and presentations, and occasional in-class writing.
 - e. The final essay (open book) covers the whole course.
 - f. Improvement will be taken into consideration when I calculate the final grade.
 - g. The best way to reach me is to come to class. The next best way to reach me is email. I check my email twice a day although not always on weekends.

NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment. Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

IMPORTANT: You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

Order of Importance of Issues

1. Content—your essay must have a thesis (something that can be argued), and you must develop the thesis.
2. The argument must be organized.
3. Coherence and unity—sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole essay. Provide transitions between sentences and paragraphs (put the transitions at the beginning of the new paragraph). Everything in the essay must relate to the thesis, and everything in a particular paragraph must relate to the paragraph's topic.
4. Sentence structure—write complete sentences. If you want to use a sentence fragment for stylistic purposes please put SF in the margin to indicate that you know what you have written is a sentence fragment. Avoid comma splices and run-on (fused) sentences.
5. General grammar issues—subjects and verbs must agree, pronouns and antecedents must agree, modifiers should be close to what is modified, parallel structure needs attention, and so on.
6. Spelling, punctuation, and mechanics—try to write an error-free essay.
7. Diction—try to use college-level language, no slang, no extremely informal language. I don't mind if you use contractions. Try to select words on the basis of meaning and other effects. (In quotations, if slang or invective is used, you must present the language as written in the original.)

Grades and Their Meaning

- A range—superior level of achievement—a paper worth consulting
 good insight into material with detailed, significant discussion
 effective organisation for paper's purpose
 fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
 competent treatment of material with full but not as detailed a discussion as A
 organisation contributes to sense but lacks effectiveness of an A paper
 free of common errors
- C+ a little above satisfactory—a paper worth doing
 sound content, somewhat mechanical organisation
 may have one or two serious errors in expression
- C satisfactory
 acceptable but commonplace content adequately supported
 coherent but mechanical organisation
 sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
 limited content with weak support
 organisation may be confusing
 numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited
 or no support; numerous errors that prevent communication

Essay One: In-class January 23—dictionary allowed

You will have the class period to write an essay. At the beginning of the class you will be given a list of quotations. You will choose one quotation and write an essay using the quotation as inspiration. You may agree or disagree with the quotation—or have a mixed response. And the essay is clearly your opinion, so while you may use “I” it's clear to me that the essay is what you think, so you need not keep saying “I think.”

Some Guidelines for Your Essay:

1. Staple pages in upper left hand corner and you may print on both sides. No assignment covers, please.
2. Double-space and indent paragraphs (one tab). Do not use an extra space between paragraphs.
3. You have the choice of whether or not to use a title page, but you need a title.
4. Do not use a running header with your name or title—put that information on the title page or the first page of the essay.
5. Show respect for your work (and your reader) by handing in a clearly legible essay that follows the basic guidelines.
6. And above all, remember that you are creating something. No absolute formula exists for an essay, only suggestions. Your goal is to write something that others want to finish reading.