



School of Arts & Science
ENGLISH DEPARTMENT

ENGL 151 - 018
English Composition
FALL 2012

COURSE OUTLINE

*Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.*

CLASS MEETING:

Sept. 11, 2011 - Dec. 11, 2011
Tuesday 6:00 pm - 8:50 pm
Spencer Middle School - Room 202
1026 Goldstream Avenue

1. Instructor Information

Instructor:

Jasmine North B.A. M.A.

Office Hours:

Tuesday 5:00 - 6:00 pm
Or by appointment

Office Location:

Spencer Middle School - Room 202
Phone - 370-3550

Email:

northj@camosun.bc.ca

NOTE: An email will likely receive a quicker response than a phone message, but email accounts can be unreliable. If I do not respond within 48 hours, assume I did not receive your message. Likewise, I will expect you to acknowledge receipt of my messages.

2. COURSE INFORMATION

Course Credit Value: 3

Course Prerequisites: "C+" in English 12, or EFP 12; **or** ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 140; or ELD 092 and ELD 094; or ELD 097; **or** assessment

NOTE: A basic ability with grammar, punctuation and spelling is expected and will be factored into assignment grades.

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Calendar Description: This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops students' self-awareness of methods of inquiry, critique, and reflection.

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

Form critical responses to ideas.

- Distinguish between fact and opinion.
- Analyze and articulate the reasoning behind an argument.
- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic and word usage.
- Produce writing under exam conditions, as well as outside class.
- Differentiate high school and academic writing.

Write in an academic style common to multiple disciplines.

- Approach writing as an active exploration of multiple perspectives on a topic.
- Compose effective summaries.
- Select and use rhetorical patterns purposefully.
- Employ a comprehensive writing process, which includes prewriting, focusing, planning, multiple drafting, conferring, revising and editing/proofing.

- Develop an argument with a controlling thesis; write unified, coherent paragraphs, including effective introductions, transitions and conclusions in correct, clear, effective English.
- Develop effective, focused research questions.
- Demonstrate control, clarity and cohesion in the development and organisation of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write individually and collaboratively for specific results.
- Critique his/her own and others' writing.

Read and analyze complex texts from various academic disciplines.

- Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.
- Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.
- Discuss and debate text using terminology appropriate to the discipline and context of those texts.
- Analyze textual readings, including visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.
- Summarize readings to reflect coherently the original's ideas, purpose, organization, and tone.
- Critically read your own and others' writing.

Research and develop information media and literacy skills.

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurate and coherently the original's ideas, organization and tone.
- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
- Document sources fully and ethically, according to specified bibliographic conventions.

Develop self-awareness as an academic writer and contributor.

- Articulate one's position in a critical debate of ideas.
- Reflect on one's own writing for continuous improvement.
- Express interest in an academic pursuit of one or more disciplines.

3. MATERIALS

(a) Required

- Norton Sarah, and Brian Green. *Essay Essentials: With Readings*
- Hacker, Diana. *A Pocket Style Manual*. (6th edition)

(b) Recommended

- *Oxford Canadian A-Z of Grammar, Spelling, and Punctuation*
- small thesaurus and/or dictionary to bring to class

4. Course Content and Schedule – see attached

5. Basis of Student Assessment (Weighting)

(a) Essays

Critical Thought Journal Entries (5 entries; 200 words each)	15%
Argument/Persuasive Essay (750-1000 words)	20%
In-class Compare/Contrast Essay (750 words)	20%
Research Essay (1800 words)	25%

(b) Tests

3 Grammar Tests	5% each
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(c) Other

Peer Editing	combined weight of 5%
Library Assignment	
Research Proposal	

(d) Exams

NO final exam for this course

Missed In-Class Essays and Tests:

- Unless you can prove a medical issue with a doctor's note, all in-class assignments/ tests/ essays must be completed in the intended class.
- A missed in-class assignment /test/ essay without a note will be given a grade of zero.
- Failure to notify me of your medical issue within 2 days of the intended class will disqualify you for a make-up assignment and also result in a grade of zero.
- If you already know that you are going to be unable to attend on the date an assignment is scheduled, please come and see me ASAP. If your absence is justifiable, we will determine a re-schedule date as close as possible to the set date.
- Missed work worth less than 3% cannot be made up at another date.

Late Essays:

- Essays are due at the start of class unless otherwise specified.
- Up to 5% per day (including weekends days) can be deducted for lateness. Nothing will be accepted 5 days or more past the due date.
- Requests for extensions will be considered, but only if the request is made in advance.
- I do NOT accept electronic submissions of assignments; I must have a printed version.
- Rewrites are NOT allowed.

Attendance, Readings, Homework, and Participation:

To do well in English 150, you must regularly attend the class.

As with any course, it is also vitally important that you have completed all assigned readings and any exercises or activities indicated in those readings before coming to each class (exception: anything indicated as 'group work' which will be done in class). Further, since our class time will be quite interactive, you must come prepared to actively and intelligently participate. Reading assignments are on attached schedule.

If you do find it necessary to miss a class, it is your responsibility to find out what you missed and to receive any extra homework instructions BEFORE the next class and BEFORE contacting me. I'd thus suggest you make a trustworthy friend in the class with whom you can exchange contact information.

About electronics:

- NO electronics of any kind are allowed during lectures, group work, tests, or in-class essay writing situations. This includes laptops and MP3 players.
- ALL cell phones must be turned completely OFF (not to vibrate) and kept out of sight.

6. Grading System - Standard Grading System (GPA)

1. 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		1
0-49	F	Minimum level has not been achieved.	0

See course pack for a more detailed explanation of expectation at each level

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 at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade Description

I

Incomplete: 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

In progress: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW

Compulsory Withdrawal: 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.

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 E1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

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.