

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 250-01 Advanced Composition Spring 2013</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.

Calendar Description: This course offers practice in writing a variety of prose forms. Stress is placed on developing the student's ability to order and structure material into its most effective form. Individual assignments will be written weekly over the semester and range from 500 to 2,000 words (course total of 5,000-5,500 words). *To find where this course transfers, check the [BC Transfer Guide](#).* **Prerequisites:** ENGL 151, or ENGL 161, or ENGL 163 or ENGL 164, or former ENGL 150 or former ENGL 160; **and** one other 100 level English or Creative Writing course; **OR** ENGL 151, or ENGL 161, or ENGL 163, or ENGL 150, **and** BUS 130

1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile (call me Candace)	
(b)	Office Hours:	MW 2:30-4:00; TH 1:15-2:15	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (email preferred)	
(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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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 5th edition, edited by Robert DiYanni

4. Course Content and Schedule

Schedule (subject to change)

All readings are from *One Hundred Great Essays*. The anthology is arranged alphabetically by author's last name. Essays need to be read before the beginning of the class on the date of discussion, which may change depending on our progress.

May

6 Introduction/diagnostic

8

Hughes "Salvation"

Douglass "Learning to Read and Write"

Sedaris "Me Talk Pretty One Day"

13

Sontag "A Woman's Beauty: Put-down or Power Source"

Swift "A Modest Proposal"

Lakoff "You Are What You Say"

15 in-class essay (topics given at beginning of class, dictionary allowed)

20 Victoria Day—no class

22

Twain "Reading the Mississippi River"

Truth "Ain't I a Woman"

Staples "Just Walk on By: Black Men and Public Space"

Porter "The Necessary Enemy"

27

Iyer "Nowhere Man"

Johnson "The Decay of Friendship"

Kincaid "On Seeing England for the First Time"

Kenko "Uncertainty"

29

Gould "Sex, Drugs, Disasters, and the Extinction of the Dinosaurs"

Ellison "Living with Music"

Thoreau "Why I Went to the Woods"

Williams "A Shark in the Mind of One Contemplating Wilderness"

Wollstonecraft "A Vindication of the Rights of Woman"

June

3 Discussion on advertising

5 essay due at beginning of class

Sante “What Secrets Tell”

Wallace “Consider the Lobster”

Wollstonecraft “A Vindication of the Rights of Woman”

10

preparation for presentations on the following essays:

Thomas “Crickets, Bats, Cats & Chaos”

Feynman “The Value of Science”

Gladwell “The Tipping Point”

Carter “The Wound in the Face”

Kingsolver “Stone Soup”

Robinson “On Various Kinds of Thinking”

Sanders “The Men We Carry in Our Minds”

12 essay due at beginning of class

writing skills quiz 11:30-12:45; break 12:45-1:00; preparation for presentations 1:00-2:20

17-19 presentations

5. Basis of Student Assessment (Weighting)

0% diagnostic essay (must be completed to pass the course)

10% in-class essay May 15 (minimum 750 words)

10% essay due May 29 (minimum 1000 words)

10% essay due June 5 (minimum 1200 words)

15% essay due June 12 (minimum 1200 words)

10% in-class work and short assignments (throughout course)

10% editing quiz June 12 (second half of class)

10% presentation and write-up (June 17-19)

20% final in-class essay on readings from anthology (during exam period, June 24-26—do not make travel plans until the exam schedule is finalized)

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
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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).

- c. 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. A simple way to save work done on the computer is to email it to yourself.
- d. The class will be a mixture of lecture, discussion, small group discussion and presentations, and occasional in-class writing.
- e. The final exam (an 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 at least once a day but not 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 May 15—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, similar to the diagnostic. 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.”

Essay Two: Due: May 29 at the beginning of class Length: 1000 words minimum

These topics are loosely tied to readings we will have discussed by the due date. Please note that you have a wide range of topics and approaches. Try to write something that you would want to read—something that you can be proud to have written. I am not looking for a formal academic essay although if that is what you want to write, that is fine. I suggest you try something new—be funny, be satirical, be serious, but above all, care about what you are writing. Choose one of the following topics:

1. page 264 #3
2. page 138 #1, #2, #3
3. page 451 #1, #3
4. page 490 #1, #2, #3
5. page 327 #1, #3

You may develop your own topic based on the essays on the reading list up to the due date, but you must submit it for approval by May 27 (email is fine). Do not write an essay on an unapproved topic.