

	<p style="text-align: center;"><b>School of Arts &amp; Science</b> <b>ENGLISH DEPARTMENT</b></p> <p style="text-align: center;"><b>ENGL 151- 18</b> <b>English Composition</b> <b>Semester: winter 2013 / Mondays and Wednesdays</b> <b>F216 2:30-3:50</b></p>

## COURSE OUTLINE

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. Callin		
(b)	Office Hours:	TBA		
(c)	Location:	Paul 322		
(d)	Phone:	Na	Alternative Phone:	Na
(e)	Email:	<a href="mailto:callint@camosun.ca">callint@camosun.ca</a> (Monday to Friday)		
(f)	Website:	Na		

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

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) Text: Bare Essentials “Form A” 7<sup>th</sup> edition (at a bookstore near you)

(b) Other: **Paper Dictionary**

### 4. Course Content and Schedule

## ENGLISH 151

**Course Objective:** The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

**Overall Importance:** Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 151** will be applicable to the rest of your lives.

**Review:** For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to

simply provide you again with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

**Dynamics:** You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote **a positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 151** should also be fun, possibly even entertaining. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar.

### **GUIDELINES:**

1. Assignments must be **submitted on the due date** at the **beginning of class**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. Exceptions to this rule: an extension inquiry that is made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Save **two copies of each assignment**.
5. ALL assignments must be typed and double-spaced; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late (unless see 2).
8. **All assignments must be submitted for marking to pass the course.**
9. Historically speaking, you will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**
11. Neither cell phone nor computer use permitted during class.
12. BE ON TIME: Chronic lateness = withdrawal from the course.
13. I am happy to discuss with you how to improve a paper, or to provide clarity to what may appear righteously illegible handwriting, but I do not negotiate grades. Also be aware that I grade the document, not the individual.

14. This is a first year university introductory English course. Your instructor (that's me) has high standards for the written work you submit. I am aware that it is not unusual for professors to begin tough and then not enforce standards as the term wears on. Be advised that I will enforce standards the entire way through the course. If you aim to improve your academic writing and are willing to put in the work, this is a good place to be.

### **ALLOCATION OF MARKS:**

**In-class Process Rough Draft:** 5 paragraphs. January 23, 2013

**Process Essay:** 15% (850-1000 words max) January 30, 2013

**Library worksheet:** 5% Due February 6, 2013 (no make-ups)

**In-class Quiz:** 20 % February 25, 2013 (no make-ups)

**Argument Essay:** 20 % (1200 words max) Due March 6, 2013

**End of Term Quiz:** 10 % April 3, 2013 (no-make-ups)

**Research Essay:** 25 % (1800-2000 words max) Due April 10, 2013

**Participation/completion of *Worksheet* assignments:** 5 % (all term)

### **Grading System:**

**Evaluation Guide:** A general idea of expectations and translation into rough grade equivalencies. Students should be aware that the average grade for my classes is a B-/B

F: Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented. The essay will contain problems with structure at all levels including form and content. Incoherent, or so many errors to be rendered virtually incoherent.

D: Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. If I need to make comments about grammar in every other sentence or more then expect this grade.

C: Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple. The approach to the subject lacks originality.

C+: Very few mechanical errors with the essay being structurally and grammatically clean. The basic material is understood. This essay demonstrates some attempt at sentence variety and original expression. However, not much creative imagination is involved in trying to put the subject into a new light. If the essay is technically good – one or two grammatical errors and the correct approach to the overall structure of formal essay writing but topically lacks inspiration or a new angle - expect the essay to receive this grade.

B: Virtually no errors in expression are present; the level of language, the grammatical structures and the overall essay structure along with the representation of the essence of the idea promoted in the essay are all entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Overall, the essay flows logically and seamlessly.

A: The kind of work that might be expected at the next level. The essay demonstrates a complete and clear understanding of the topic with a high degree of originality. The essay will contain no mechanical errors. There will be a perfect flow of ideas throughout the entire essay and overall unity to the argument.

**This is the schedule for the winter. Please note that the schedule is subject to change. I reserve the right and so on...**

**Welcome!**

**Jan 7:** Knowing Me, Knowing You...  
**Assignment for Next Class: Get *The Bare Essentials***

***\*The first department of Rhetoric: Inventing a Topic/  
Introducing the Topic\****

**Jan 9:** WARM UP...Spelling bee/often confused words  
What is Rhetoric? The Circle and the Stick  
Our Rubric: the five "departments" of Rhetoric  
**Invention: Four Methods/ *Bare Essentials***  
**ASSIGNMENT: *review Chapter 23***

**Jan 14: Process Topic Assigned: Due January 30, 2013**  
Warm Up: "The Four-S-Test" from *Bare Essentials*  
The Introduction (in three parts)  
HOOK, LINE, LINKER  
Your "around to it"  
The Mapping Thesis/ The Napping Thesis/ some practice/ the  
what and the why  
**ASSIGNMENT: *review Chapter 24***

**Jan 16: Introduction and thesis continued...**  
Review Introduction and mapping thesis

The Thesis: thesis or fact? (Overhead)  
Class work parallel form: *Bare Essentials* 24.2  
**ASSIGNMENT: Worksheet/ 24.5: 2 and 4 and 5**  
**ASSIGNMENT: review chapter 26**

**Jan 21:** WARM UP...Thesis or fact...review Introduction  
**Group work:** Organizing the Body Paragraph (Handout)  
The Big Picture: Paragraph Structure  
What Matters? Form and Content  
FLOW!!!! Topic and Transitional sentences  
**ASSIGNMENT: Look at chapter 25 on how to outline**

**Jan 23:** The Wittgenstein Family Resemblance Day  
**Mandatory** in-class Process Essay Rough draft.  
Essay to be initialed and resubmitted with final draft  
**ASSIGNMENT:** Review chapters 26 and 27  
**ASSIGNMENT: Homework to be assigned**

**\*\*The Second Department of Rhetoric: Arrangement\*\***

**Jan 28:** Evaluating topic sentences  
FLOW!!!! Transitional words (Chapter 26/ p.310)  
Student Introduction/ **essence of the idea**/ sentence context  
The Big Circle: Concluding the Essay  
**Group Work:** *Bare Essentials* Chapter 27  
**ASSIGNMENT: review Chapter 1**

**Jan 30:** **Process Essay Due beginning of Class!!**  
BECKETT VIDEO (possibly)  
Knowing Your Audience: formal and informal language  
Wordiness: Cliché, Slang, and Colloquialism  
Unity and Wordiness  
EDITING DICTION...  
**Group work: TBA**

**Feb 4:** Library orientation (must attend/ no make-ups)  
**ASSIGNMENT:** Library worksheet due at beginning of  
next class (no late hand-in accepted)  
**ASSIGNMENT: review Chapter 18**

**\*\*\*The third department of Rhetoric: Style\*\*\***

- Feb 6:**     **Library worksheet due** (no late assignments accepted)  
          **Getting Toned: Wittgenstein**  
          Getting into the Punctuation of things  
          Hooray!! The Comma  
          **PROOFREAD AND EDIT: COMMA WORK**  
          **ASSIGNMENT:** Comma work
- Feb 11:**     **Holiday**
- Feb 13:**     **Assign Argument Essay: Due March 6, 2013**  
          **Two approaches to the thesis:** Exploratory questions  
          Proofreading and editing  
          Barrier paragraph structure for argument essay  
          **Unconditional kindness day**  
          **Two structures for argument essay**  
          **ASSIGNMENT: *comma splices and fused sentences***  
          **ASSIGNMENT: Handout: Argument essay example**  
          **ASSIGNMENT:** Review Chapters 19 and 20
- Feb 18:**     Additional information on Argument Essay  
          Intro and thesis...  
          **Group work:** argument essay marking exercise  
          **Group work:** Peer editing of argument essay  
          The semi-colon and the colon continued  
          **Group work: Comma splices and fused sentences**  
          **ASSIGNMENT: Review Chapter 21**
- Feb 20:**     Quotation: Ellipses and Parenthesis  
          Two types of Quotation: spot and block  
          Body paragraphs...  
          Group work: *Essay Essentials/* Punctuation review  
          **ASSIGNMENT: Review for midterm quiz**
- Feb 25:**     ***In-class Quiz!!*** (no make-ups)
- Feb 27:**     **Optional Class: Getting Some Structure Together**

## **Argument Essay Outline Workshop**

Topic/ working thesis/

Barrier topic sentence and concluding sentence

**Topic sentences/ concluding sentences**

**March 4: Mandatory Library Research class (sign-in)  
Meet in classroom**

**March 6: Argument Paper Due Beginning of Class!!**  
Basics: Getting started on the research essay  
Basics: The difference between researching and reporting  
Four research essay paragraphs - evaluations

***\*\*The fourth department of Rhetoric: Delivery\*\****

**March 11:** Handout Research Assignment due April 10, 2013  
**Handout: Research essay example**

**March 13:** Group Work: Premise: positives and negatives

**March 18: Constructing the rough research proposal (500 words)  
Mandatory in-class Research Essay Writing**  
Research essay work  
Approaches to Citation (and why it is important)  
Additional information on the Research Essay  
Blueprint for research essay  
Evaluating student research essay (three paragraphs)  
Some review on paragraph development

**March 20:** How to Paraphrase  
**Summary Guidelines**  
**Review of Summary Rubric**  
Group discussion: Example of Summary  
**Summary handout: "Cop-Out Realism"**



**March 25: IN-CLASS MOCK SUMMARY FULL CLASS**

**March 27: Peer Edit Summary/ discussion**

**April 1: No Class**

**April 3: Summary: END OF TERM QUIZ**

**April 8: *Library Research Class (mandatory)***

**\*\*\*\**The fifth department of Rhetoric: Memory*\*\*\*\***

**April 10: Research Essay due at my office Paul 322 (by end of class time)**

## **6. Grading System**

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### **Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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 3<sup>rd</sup> 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](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.