

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGLISH 250-003:</b>  <b>ADVANCED COMPOSITION</b>  <b>FALL 2013</b></p>
---	---

## 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.*

### INSTRUCTOR INFORMATION

Instructor:	Kristine Kerins M.A.		
Office Hours:	Tues & Thurs 12-1:30; Wednesday 1:30-2:30		
Office Location:	Lansdowne Campus, Paul Building, Room 330		
Phone:	(250) 370 - 3357		
Email:	<a href="mailto:kerins@camosun.bc.ca">kerins@camosun.bc.ca</a> NOTE: An email will likely receive a quicker response than a phone message; however, I may not respond at all between 5 pm & 9 am or on the weekend. If, during the week, I do not respond within 48 hours, assume I did not receive your message and please re-send. Likewise, I will expect you to acknowledge receipt of my messages.		
Website:	<a href="http://faculty.camosun.ca/kristinekerins">faculty.camosun.ca/kristinekerins</a>		

### COURSE INFORMATION

**Course Credit Value:** 3

**Course Prerequisites:** **TWO OF THE FOLLOWING:**  
ENGL 150/151, or ENGL 160/161, or ENGL 163

Reasonable to firm command of grammar, punctuation, spelling and documentation is assumed at this level, and such things do factor into grading.

#### **Course Description:**

This course offers practice in writing a variety of prose forms. Stress is placed on developing 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 5000-5500 words.

#### **Intended Learning Outcomes**

##### **Identify**

- different types of non-fiction prose (e.g. memoir, review, speech, exposition, argument)
- a variety of rhetorical strategies (e.g., description, narration, cause & effect, persuasion)
- the relationship among speaker, audience, and material.

**Outline** the structure of a work of non-fiction prose.

**Evaluate** the effectiveness of form, structure, & style in a range of non-fiction prose. (e.g., sentence types, sentence variety, vocabulary, figures of speech)

**Compose** different types of non-fiction prose.

**Compare, select, & employ** a variety of structures, rhetorical strategies, and styles.

**Revise** their own writing according to various articulated standards of evaluation.

## MATERIALS

Required	- <i>English 250 Course Pack (Kerins)</i>
Recommended	- a style guide that includes 2009 MLA documentation guidelines - small thesaurus and/or dictionary to bring to class

## BASIS OF STUDENT ASSESSMENT+

Description/ Style Exercise	500 - 700 words	10%
Open Letter	800 -1000 words	15%
Documentary Review	1000-1200 words	15%
Opinion Piece	1000-1200 words	20%
Personal Essay	1500-2000 words	25%
In-class work*		15%

+A detailed assignment sheet is provided in the course pack for all the other assignments. They are also available on my website.

\* Almost every class, there will be a preparatory paragraph due; or a reading quiz; or an in-class writing assignment; or a rough draft/peer editing assignment. These small exercises will all be equally weighted. I will throw away the lowest mark in the pile and then average the remaining to make up 15% of your final course grade.

ALSO NOTE: There is no final exam for this course, but your last assignment will be due on a specific date in exam week. Don't make holiday plans without confirming that date; it would be unwise to hand this assignment in on the last day of class.

## GRADING SYSTEM - STANDARD GRADING SYSTEM (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Outstanding	9
85-89	A	Excellent	8
80-84	A-	Very Good	7
77-79	B+	Very Good	6
73-76	B	Good	5
70-72	B-	Good	4
64-69	C+	Satisfactory	3
60-63	C	Sufficient	2
50-59	D	Minimum level has been achieved	1
0-49	F	Minimum level has not been achieved	0

## TEMPORARY GRADES

Temporary grades -- I (incomplete), IP (in progress), CW (compulsory withdrawal) may be assigned for specific circumstances.

See Grading Policy at [www.camosun.ca](http://www.camosun.ca) for details.

## IMPORTANT INFORMATION ABOUT ENGLISH 250

- **ELECTRONICS:** Because this course emphasizes student participation and discussion, it is essential that students complete turn off **all** electronic devices for the duration of every class. This includes laptops, phones, translators, and recording devices. Notes can be taken by hand. If you are texting or surfing in class, I will ask you to leave.
- **EXAMS & IN-CLASS WORK:** Students who are absent for any in class work will receive zero for that assignment. If you must legitimately be absent for some very important reason, see me ASAP (preferably beforehand). Having to miss class for work-related reasons will not be considered 'unavoidable' and will not warrant a re-write. Illness and family emergencies will be, but these will require documentation.
- **AT-HOME ASSIGNMENTS:**
  - Assignments are always due at the start of the class on their due dates.
  - I **do not** accept electronic submissions. It is **not** okay to email me your essay.
  - Late assignments will only be accepted for 5 days past the due date, will lose 10% per day, and will receive a grade only (no comments).
  - If you must hand something in late, you must hand it to me personally or have it signed by any English instructor (who must also add a date & time) and slipped under my office door. I WILL NOT grade unsigned/dated/timed assignments found under my door.
  - Requests for extensions (up to 5 days) will be considered under special circumstances, but only if the request is made at least 24 hours before due date.
- **PLAGIARISM:** You must write your own papers and carefully document your sources! Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero.
- **REWRITES:** I do not allow re-writes of any kind; there is simply no time for either of us to look backward. Let me help you learn from your mistakes and use them to strengthen future assignments (which are always worth more anyway).
- **FOR YOUR RECORDS:** Be sure to keep all rough drafts, final drafts, and graded material until end of term. In the event of a computer failure or a grade discrepancy, these will be vital.
- **EXTRA HELP:** The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or [www.camosun.ca](http://www.camosun.ca)
- **CONDUCT:** Students are responsible for knowing the Student Conduct Policy. This document is available at Student Services, the School Administration Office, or in the 'Policy' section at [www.camosun.ca](http://www.camosun.ca).

## STUDENT RESPONSIBILITIES

-To do well in English 250, you must regularly **attend the class**. Further, since our class time will be quite interactive, you must come prepared to actively and intelligently participate in class discussion. It will not be possible to be a passive observer.

-It is also vitally important that you **complete all assigned readings** before coming to each class. The readings are listed on the class schedule and on my website; I will not always mention the next class' reading in the class beforehand. You will often have to write, in-class, about those readings or answer a short quiz on the readings and much of our discussion will also be based on these readings. If you do not do them, you harm both your grade and the class' ability to function well.

-If you must miss a class, it's your responsibility **to find out what you missed**.

While I *can* let you know (via email or in my office) if we deviated from the course schedule or if there were any unusual homework instructions, I obviously will *not* be able to summarize the

entire class discussion for you. I therefore suggest you make a trustworthy friend in the class with whom you can exchange contact information and class notes or with whom you can chat.

**ENGLISH 250 (003) – FALL 2013 – Tuesday / Thursday: TENTATIVE CLASS SCHEDULE**

WEEK 1 PLEASE READ COURSE OUTLINE & BUY THE COURSE PACK

SEPT 3 Intro to the Course  
SEPT 5 Diagnostic Writing Sample

**WRITING CAREFULLY: DESCRIPTIVE PIECE**

WEEK 2 READING: pgs.1-20: Zinsse X 2, Bigge, Evans & Evans, Orwell

SEPT 10 CRISP WRITING: avoiding clichés and clutter  
SEPT 12 GENUINE EMOTION: showing not telling

WEEK 3 READING: pgs. 21-36: Highway, Choyce, Tjia, Nin, Carr

SEPT 17 DESCRIPTIVE WRITING: message, mood, detail  
SEPT 19 VIVID WRITING: precision, sensory appeal, figurative language

WEEK 4 READING: pgs. 37-42: Zinsser, Lewis, Iyer

SEPT 24 **IN CLASS DESCRIPTIVE WRITING (80 minutes) – 10%**  
SEPT 26 WELL-PACED WRITING: punctuation, parallelism, repetition

**WRITING POWERFULLY: OPEN LETTER**

WEEK 5 READING: pgs. 43-59: Elbow, Obama\*, Kennedy\*, King\*  
\*NOTE: Links to these speeches are on Kristine's website  
(<http://faculty.camosun.ca/kristinekerins/>)

OCT 1 CLEAR MESSAGE: figurative language, allusion, narrative  
OCT 3 CLEAR MESSAGE (continued)

WEEK 6 RDG: p. 60-72: Truth, Shoveller, Schindler, Atwood, King ±'Jim'(hnt)

OCT 8 STRONG DELIVERY: audience, voice, tone  
OCT 10 **LETTER DRAFT DUE FOR PEER EDIT**

**WRITING CRITICALLY: DOCUMENTARY REVIEW**

WEEK 7

READING: [pgs. 73-83: MacLennan, Institute ... , Kerins](#)

**OCT 15**

**OPEN LETTER DUE – 15%**

RHETORICAL BALANCE: ethos, pathos and logos

**OCT 17**

**BC SHAKEOUT / RHETORICAL BALANCE (continued)**

- WEEK 8            **READING:** pgs. 84-98: Zinsser, Swan, O’Hehir, *Economist*, Cale,  
                         ± Ebert (hndt) & Fauth (hndt)
- OCT 22**        **REVIEWS:** what it needs, what not to do
- OCT 24**        **REVIEWS** (continued)

---

**WRITING CONVINCINGLY: OPINION PIECE**

- WEEK 9            **READING:** pgs. 99-106: Roberts
- OCT 29**        **FINDING YOUR MESSAGE:** creative thesis, convincing support
- OCT 31**        **REVIEW DRAFT DUE FOR PEER EDIT**
- 

- WEEK 10            **READING:** pgs. 107-116: Buckley, Theroux, Brady, Bennett
- NOV 5**        **REVIEW DUE – 15%**  
**CHOOSING AN APPROACH:** anecdotes, lists, contrast, analogy
- NOV 7**        **PLAYING ON THE EDGE:** irony, hyperbole, satire, parody
- 

- WEEK 11            **READING:** pgs. 117-131: Cowan, Intini, George, Salzer, Taiji
- NOV 12**        **ORGANIZING YOUR PROOF:** opener, closer, examples, coherence
- NOV 14**        **PROPOSAL FOR OPINION PIECE DUE**  
**ORGANIZING YOUR PROOF** (continued)
- 

**WRITING PROFOUNDLY: PERSONAL ESSAY**

- WEEK 12            **READING:** pgs. 133-138: Woolf, Dillard
- NOV 19**        **FINDING YOUR TRUTH:** finding meaning in the minutia
- NOV 21**        **OPINION PIECE DRAFT DUE FOR PEER EDIT**
- 

- WEEK 13            **READINGS:** pgs. 139-146: Miller & Paola, Kutz, Taylor
- NOV 26**        **OPINION PIECE DUE – 20%**  
**EXPLORING YOUR MATERIAL:** humor, difference, pain, power
- NOV 28**        **EXPLORING YOUR MATERIAL** (continued)
- 

- WEEK 14            **READINGS:** pgs. 147-158: Gopnik, Banks
- DEC 3**        **FILLING IN THE BACKGROUND:** making the ‘extra’ important
- DEC 5**        **PERSONAL ESSAY DRAFT DUE FOR PEER EDIT**
-

---

EXAM WEEK  
DEC 10 by 3 pm

**PERSONAL ESSAY DUE - 25%**

bring it to Paul Building, Room 330  
(slide it under the door if Kristine is not there)