

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGLISH 250-001: ADVANCED COMPOSITION FALL 2014</p>
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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:	Tuesday & Thursday 1 to 3 pm		
Office Location:	Lansdowne Campus, Paul Building, Room 330		
Phone:	(250) 370 - 3357		
Email:	kerins@camosun.bc.ca 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:	faculty.camosun.ca/kristinekerins		

COURSE INFORMATION

Course Credit Value: 3

Course Prerequisites: **TWO OF THE FOLLOWING:**
ENGL 150/151 or ENGL 160/161 or ENGL 163 or BUS 130

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 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	1700-1900 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 assignment 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 vacation 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 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 electronics** for the duration of every class. This **includes laptops**, phones, translators, and recording devices. Notes can be taken by hand. If you're texting or surfing, I will ask you to leave. You **may not take photos** of anything. Ever.
- **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 long 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 do qualify, 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 assignments.
 - 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
- **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.

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's 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's 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 (001) – FALL 2014 TENTATIVE CLASS SCHEDULE

WEEK 1: SEP 2 Intro to the Course

SEP 4 [PLEASE \(re\) READ COURSE OUTLINE & BUY THE COURSE PACK](#)
Diagnostic Writing Sample

WRITING CAREFULLY: DESCRIPTIVE PIECE

WEEK 2: SEP 9 [READING: pgs.1-11: Zinsser, Zinsser, Bigge, Evans & Evans](#)
CRISP WRITING: avoiding clichés and clutter

SEP 11 [READING: 12-20: Orwell](#)
GENUINE EMOTION: showing not telling
In class writing exercise

WEEK 3: SEP 16 [READING: pgs. 21-36: Highway, Choyce, Tjia, Nin, Carr \(quiz\)](#)
DESCRIPTIVE WRITING: message, mood, detail

SEP 18 VIVID WRITING: precision, sensory appeal, figurative language

WEEK 4: SEP 23 **IN CLASS DESCRIPTIVE WRITING (80 minutes) – 10%**

WRITING POWERFULLY: OPEN LETTER

SEP 25 [READING: pgs. 37-42: Zinsser, Lewis, Iyer](#)
WELL-PACED WRITING: punctuation, parallelism, repetition

WEEK 5 : SEP 30 [READING: pgs. 43-59: Elbow, Obama*, Kennedy*, King* \(2 paras due\)](#)
[*NOTE: Links to these speeches at](#)

<http://faculty.camosun.ca/kristinekerins/>

CLEAR MESSAGE: metaphor, allusion, narrative, personalization

OCT 2 [RDG: pgs. 60-66: Truth, Shoveller, Schindler, Atwood, Jim-hndt \(quiz\)](#)
STRONG DELIVERY: audience, voice, tone

WEEK 6: OCT 7 [READING: pgs: 67-72b King, Seryogina, Bendall](#)
LETTER DRAFT DUE FOR PEER EDIT

WRITING CRITICALLY: DOCUMENTARY REVIEW

OCT 9 **OPEN LETTER DUE – 15%**
[READING: pgs. 73-83: MacLennan, Institute ... , Kerins](#)
RHETORICAL BALANCE: ethos, pathos, and logos

WEEK 7: OCT 14 NO 250 class – ‘Thanksgiving’ (ish)

OCT 16 PSA Presentations – marks attached

WEEK 8: OCT 21 [READING: pgs. 84-91: Zinsser, Swan](#)
REVIEWS: what it needs, what not to do
In class writing exercise

OCT 23 [RDG: 92-98 & hndts: O’Hehir, Economist, Cale, Ebert-hndt & Fauth -hndt](#)
Reviewing the reviewers

WRITING CONVINCINGLY: OPINION PIECE
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WEEK 9: OCT 28 REVIEW DRAFT DUE FOR PEER EDIT

OCT 30 **REVIEW DUE – 15%**
[READING: pgs. 99-106: Roberts](#)
FINDING YOUR MESSAGE: creative thesis, convincing support

WEEK 10: NOV 4 [READING: pgs. 107-116: Buckley, Theroux, Brady, Bennett \(quiz\)](#)
CHOOSING AN APPROACH: anecdotes, lists, contrast, analogy

NOV 6 PLAYING ON THE EDGE: irony, hyperbole, satire, parody
In class writing exercise

WEEK 11: NOV 11 [READING: pgs. 117-125: Cowan, Intini, George \(quiz\)](#)
ORGANIZING YOUR PROOF: opener, closer, reasoning, sources
PROPOSAL FOR OPINION PIECE DUE

NOV 13 [READING: pgs. 126-131& hndt: Salzer, Taiji, Spooner - hnt](#)
ORGANIZING YOUR PROOF (continued)

WRITING PROFOUNDLY: PERSONAL ESSAY

WEEK 12: NOV 18 OPINION PIECE DRAFT DUE FOR PEER EDIT

NOV 20 **OPINION PIECE DUE – 20%**
[READING: pgs. 133-138: Woolf, Dillard](#)
FINDING YOUR TRUTH: finding meaning in minutia

WEEK 13: NOV 25 [READINGS: pgs. 139-146: Miller & Paola, Kutz, Taylor \(quiz\)](#)
EXPLORING YOUR MATERIAL: humor, narrative structure, reflection

NOV 27 In-class writing exercise

WEEK 14: DEC 2 [READINGS: pgs. 147-158: Gopnik, Banks \(quiz\)](#)
FILLING IN THE BACKGROUND: making the ‘extra’ important

DEC 4 PERSONAL ESSAY DRAFT DUE FOR PEER EDIT

EXAM WEEK: **PERSONAL ESSAY DUE – 25%**
DEC 9 by 3 pm Bring it to Paul Building, Room 330
(slide it under door if Kristine is not there)