



COURSE OUTLINE

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

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Candace Fertile		
(b)	Office Hours:	Tuesday 1-3 (or by appointment)		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.,bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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

- (a) *Spunk & Bite* by Arthur Plotnik, Random House Reference (available in Camosun bookstore)
- (b) essays to be accessed on line and printed

4. Course Content and Schedule

The course includes reading, discussion, and writing. Oh—and it includes thinking, lots of thinking, as that is the foundation of reading, discussion, and writing. I hope it also includes fun and laughter as the course is about creativity and communication—and I think that’s fun.

Reading List (Other readings will be added as we go along.)

I’ve listed several pieces that we will examine in class. You are responsible for finding the piece and coming to class with a copy (hard copy or accessed on laptop or tablet). I’ve provided links and several of these works can also be found in books and magazines.

Langston Hughes “Salvation” May 6

<http://centerforfiction.org/forwriters/the-model-short-story/quotssalvationquot-by-langston-hughes/>

George Orwell “A Hanging” May 6

<http://www.online-literature.com/orwell/888/>

Jamaica Kincaid “On Seeing England for the First Time” May 6

https://docs.google.com/file/d/0Bw7NGCqhp_DVM2RlMWVjZTEtMTgwZS00NGM3LWE0ZTAAtMGQyOWNmNDk3Zjc0/edit

David Sedaris “Now We Are Five” May 11

<http://www.newyorker.com/magazine/2013/10/28/now-we-are-five>

David Foster Wallace “Shipping Out” May 11

<http://harpers.org/wp-content/uploads/2008/09/HarpersMagazine-1996-01-0007859.pdf>

George Orwell “Politics and the English Language” May 20

http://www.npr.org/blogs/ombudsman/Politics_and_the_English_Language-1.pdf

Judith Thurman “A Loss for Words” May 20

<http://www.newyorker.com/magazine/2015/03/30/a-loss-for-words>

Naomi Klein “Capitalism versus the Climate” May 25

<http://www.thenation.com/article/164497/capitalism-vs-climate>

Eric Schlosser “Break-in at Y-12” May 27

<http://www.newyorker.com/magazine/2015/03/09/break-in-at-y-12>

Swift “A Modest Proposal” May 27

<https://andromeda.rutgers.edu/~jlynch/Texts/modest.html>

Atom Egoyan “In Denial” (*The Walrus* May 2015)

<http://thewalrus.ca/in-denial/>

Lisa Moore “Notes from Newfoundland” (*The Walrus* May 2011)

<http://thewalrus.ca/notes-from-newfoundland/>

We will also be going through *Spunk & Bite* in the following time frame (I hope):

May 6 pages 2-44

May 11 44-106

May 20 106-148

May 25 148-188

June 3 188-224

June 8 224-255

5. Basis of Student Assessment (Weighting)

15% in class essay May 13, minimum 750 words

10% review May 20, 550-600 words

10% travel piece May 25, 600-900 words

10% oral presentation/speech June 1-3, about 750-1000 words 5-6 minutes

20% essay June 10, 1250-1500 words

05% editing quiz June 15

15% in class essay June 17, minimum 1000 words

15% in class assignments and participation

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

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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 the College web site in the Policy Section.

8. Additional Information

- a. Students are expected to read the material, attend class, and participate in discussions. Work must be handed in on time (at the beginning of the class on the due date).
- b. 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 assignments. If asked, a student must produce this folder or the piece will be given a grade of zero. Keep a copy of your work. Keep your marked essays.
- d. The class will be a mixture of lecture, discussion, small group discussion and presentations, and in-class writing.
- e. 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 twice a day although not always 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 by everyone is desired.

Devices in class: Because some of you may access material on laptops or tablets, I will allow such devices in the classroom but only for classroom work. Students engaging in other activities (texting, social media, etc.) will be told to stop or to pursue those activities elsewhere. The second time I have to tell someone to stop, the participation grade (15%) becomes zero.

Order of Importance of Issues:

1. Content--you need to be saying something meaningful. You need ideas.
2. Organization--you need to organize your ideas.
3. Unity--everything in the piece must be on the subject of the piece, and everything in a paragraph must be on the topic of paragraph.
4. Coherence--sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole piece. Transitions provide signals to the reader regarding movement of ideas.
5. 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.
6. 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.
7. Diction--word choice depends on your purpose and audience. The assignments in this course offer more flexibility in diction than most academic essays generally have as you will see from the readings.
8. Spelling, punctuation, and mechanics--try to write an error-free piece.

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