

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 250-01 Advanced Composition Spring 2016</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:	M 11:30-1:30 or by appointment	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (email preferred)	
(e)	Email:	fertile@camosun.bc.ca	

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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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

The Broadview Anthology of Expository Prose, 2nd edition

4. Course Content and Schedule

Schedule (subject to change)

All readings are from *The Broadview Anthology of Expository Prose*. Essays need to be read before the beginning of the class on the date of discussion, which may change depending on our progress. Various topics in writing skills will be brought up as needed.

May 2

Introduction to course, diagnostic writing skills exercise

May 4

Atwood “First Job” (493-495)

Kincaid “On Seeing England for the First Time” (366-370)

Orwell “Shooting an Elephant” (109-115)

Ngugi from *Decolonising the Mind* (333-341)

May 9

Twain “A River Pilot Looks at the Mississippi” (64-66)

Laurence “Where the World Began” (164-168)

Macdonald “By Car and Cowcatcher” (75-83)

Sedaris “This Old House” (586-595)

May 11

Woolf “Professions for Women” (100-104)

King “Letter from Birmingham Jail” (144-159)

first assignment due (10%) 750-850 words

May 16

commentary on first assignment

discussion of reviews

Reviews: each student must bring to class a hard copy of a review of a recent creation (book, film, play, music, etc.). The review must be a good one (not necessarily positive, but a review that captures the essence of a review—alerts readers to whether or not they should spend their time and/or money on the creation and is well-written).

May 18

in-class writing (5%) minimum 500 words

May 23 No class—holiday

May 25

Gladwell “Priced to Sell: Is Free the Future?” (552-558)

Orenstein “Stop Your Search Engines” (654-656)

Gopnik “The Corrections” (560-568)

review due (10%) 500-600 words

deadline to choose topic for researched paper (-10% from paper grade if not done)

May 30

Kolbert “The Sixth Extinction?” (243-264)

Donne from “Meditation XVII” (12-13)

essay due (15%) 1000-1200 words

analysis of Justice’s “Fear of a Changing Moon” (596-612) or Lessing’s “On Not Winning the Nobel Prize” (532-543) or McLeod’s “Cree Poetic Discourse” (657-672)

June 1

Thoreau “Civil Disobedience” (38-57)

Obama “A More Perfect Union” (613-623)

June 6

Klein “The Swoosh” (478-491)

Royko “Another Accolade for Charter Arms Corp.” (221-223)

Leibowitz “Children: Pro or Con?” (201-203)

second half of class 10-11:20: editing quiz (15%)

June 8

Harris “Pig Lovers and Pig Haters” 185-199)

Lehrer “The Eureka Hunt” (515-526)

Schlosser “Penny Foolish” (569-571)

Salter “The Art of the Ditch” (683-690)

research paper due (20%) 1200-1500 words

June 13

Wainaina “How to Write about Africa” (528-531)

Swift “A Modest Proposal” (17-25)

review of editing quiz

June 15

in-class essay (15%) (based on readings from course) 750 words minimum

5. Basis of Student Assessment (Weighting)

Note: work is due at the beginning of the class on the due date where applicable.

10% essay (personal) due May 11

05% in class essay May 18

10% review (10%) May 25

15% essay (analysis) May 30

15% editing/writing skills quiz June 6, 10-11:20

20% essay (research) due June 8

10% contribution to class discussion (attendance matters)

15% final in-class essay on readings from anthology, June 15

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 on the College web site in the Policy Section.

8. Further Information

Deadlines: It is crucial that students read all the assigned material, complete all writing projects, and attend classes. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work is not accepted; consequently, the grade is zero.

Plagiarism: All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. If you have any questions about this matter, do not hesitate to ask me. If in doubt, document the source. Wikipedia is not an acceptable source for college papers. The Camosun library has excellent information on MLA documentation on its website: <http://camosun.ca.libguides.com/mla>

Absence from Class: If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important.

Devices in class: As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones and laptops) and pay attention to whoever is speaking. People who use devices (to text or check social media, for example) in class will be told to leave. If you have a compelling reason for a communication device (your partner is about to go into labour, for example), see me before the class. Please make every effort to be on time.

Disability Resource Centre: This centre assists students with documented disabilities. If you are registered with the DRC, you will be given a letter to pass on to your instructor(s). This letter identifies the types of help to which you are entitled.
Email: <http://camosun.ca/services/drc/>

Email: The best way to get in touch with me is to attend class. Otherwise, see me during office and for those you do not need an appointment. I check email at least once a day during the week (not on weekends). Make sure you identify yourself (if your address has nothing to do with your name) and the course in the subject line. Any email without a subject or clear sender is deleted. The phone is the least effective way to contact me.

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

Remember: NO LATE PAPERS

Guidelines for Papers

All written work must be submitted in proper manuscript format:

- double-space
- use 1" margins on all sides
- use an ordinary font (Times New Roman) with a 12 pitch size
- staple the pages together in upper left corner
- number the pages in the top right-hand corner (except for title page)
- do not use a folder or cover
- put your title, your name, the class and section, the date, and my name on the title page
- if you do not want to use a title page, put all the relevant information on the first page
- put the word count at the end of the essay
- keep a copy of your work
- keep all graded work until the course is over

Assignments

May 11 Personal Essay 10% 750-850 words (put word count at end of essay)

The assignment is write a personal essay on an educational experience of your own and how it affected you. Because this piece is a personal essay, you will use “I” and include your opinion. The first eight essays on the reading list are all personal essays and deal with education in some way. You may choose any kind of educational experience you like, and it could be positive, negative, or a combination. In all cases you need to use narrative to explain the experience. You will also use description. You may use dialogue. The goal is to write about your experience in such a way that you provide an educational experience for the reader. It may help to think of the reader or audience as the whole class. So you are writing for an intelligent group with varied interests.

Atwood “First Job” (493-495)

Kincaid “On Seeing England for the First Time” (366-370)

Orwell “Shooting an Elephant” (109-115)

Ngugi from *Decolonising the Mind* (333-341)

Twain “A River Pilot Looks at the Mississippi” (64-66)

Laurence “Where the World Began” (164-168)

Macdonald “By Car and Cowcatcher” (75-83)

Sedaris “This Old House” (586-595)

May 25 Review 10%

Review (Due: May 25; Length: 500-600 words)

Preparation assignment:

You need to find a review and bring a copy of it to class on May 16.

Find a published review of a book, film, play, concert, television show, game, or recording, a review that you think is well-written and which does what a review should do: inform readers about the subject and whether or not they should spend their time and/or money on the book, etc.

--The review will most likely have a single author, whose name is evident.

--Make sure you have the relevant source information: where and when the review was published. You need to have enough information for someone else to access the review.

--You do not need to have direct knowledge of the subject of the review; in other words, you do not need to have read the book or seen the film etc. but you should be familiar with the general form in order to assess the review. For example, if you have never seen a play, do not pick a review of a play.

--The review should be at least 500 words long and no more than 1000 words.

--The review should have been published in the last year.

--Places to find reviews include newspapers (both hard copy and on-line), magazines (both hard copy and on-line), and websites. No blogs. The Camosun library has many resources available.

--You need to be able to explain in detail why you think the review you have chosen is effective.

--You need to bring a hard copy of the review to class on May 16. If the review is from the web, please print a copy.

Writing Reviews

Q. What's the purpose of a review?

A. The writer wants to inform the readers whether the subject of the review is worth their time and/or money.

Your next assignment is to write a review of 500-600 words. Put the word count at the end of the review. You must follow the word count stipulation.

You may choose whatever you like to review: book, film, TV show, cd, video game, app, event, show (art gallery) or restaurant. In all cases the review should be of something that is recent as reviews generally are published when something is new. Books are reviewed upon publication; movies and music upon release; events soon after they take place, and so on. And remember that a reviewer is the first person to comment on the thing that is being reviewed, so you do not refer to what other people have said about the subject. You have only your opinion to rely upon. You are not considering or comparing other critics' responses.

Reviewers should have some knowledge of what they are reviewing. I don't expect you to do research beyond reading the book, seeing the movie or TV show, playing the game, trying the app, or listening to the music, for example, but do not choose to review something of which you have no knowledge. If you don't listen to a particular type of music, for example, or watch a particular type of movie, then don't choose that type.

Some tips (and they are not in any particular order in individual numbers):

1. Think of the whole class as your audience. Imagine that the review will be in the *Nexus*, so your audience is college students, staff, and faculty. And in all cases you are giving your (informed opinion) on the subject.
2. Remember that a person (or many) created whatever it is you are reviewing, so while it may be tempting to write a scathing review if you disliked the subject of the review, you need to consider audience and purpose.
3. For a book review include the following, if applicable: title, author, publisher, number of pages, price, format, illustrations, maybe some details of awards the author has won, who the author is (where he or she or grew up or experience etc) whether it's a first novel, setting, type (poetry, drama, historical novel, romance, thriller, fantasy, mystery, biography, auto-biography, memoir, self-help, cookbook, reference, travel, etc.), and a brief overview of the book. Never spoil the plot. You should assess the value of the book in terms of content (what it says) and form (how it says it). While it may be fun to write a scathing review, you need to consider that a person is behind the work. Book reviews usually have a quotation (one, at least) to show readers the style of the book, but the reviewer needs to comment on the style, not merely let the quotation do the work.
4. For a movie, include the following, if applicable: title, director, studio, actors (and how well they perform), camera, rating brief overview of plot (no spoilers), special effects, music, script, whether it's an adaptation, length (particularly if it's long—beyond the

standard 90 minutes), type of movie (action, romance, comedy, fantasy, thriller, mystery, science fiction, etc.).

5. For a TV show, include the following, if applicable: title, actors, creator, writers, genre (reality, drama, comedy etc., and please note that sporting events are not reviewed even though they are talked about), and some of the tips for movies apply here as well.

6. For a restaurant, include the following, if applicable: location, price, hours of opening, atmosphere, licensed or not, type (family, fine dining, casual, fast etc.), type of food, service, reservations, wine list, comments on what you ate and perhaps what your companion ate, what's on the menu (choices and courses), view, etc.

7. For a video game, include the following, if applicable: manufacturer, price, age range, level of complexity, gaming system needed, whether it's fun, and I give up listing as I've never played a video game.

8. For a music CD (or download but should be more than one song), include the following, if applicable: title, genre, price, quality, musicians, instruments, writer, producer, other works by musicians, awards.

9. For an app, include the following, if applicable: title, price, purpose, if it does what it says it does, if it's easy to use.

10. For an event, include the following, if applicable: where, when, how much, what (e.g. music, dance, play and what type—classical, rap, hip hop, jazz, blues, country, ballet, contemporary, tragedy, comedy, etc.), how long it lasted, etc.

11. For an art show, include the following, if applicable: venue, price, duration of show, artists in show, type of art.

12. Reviewers are supposed to be separate from the subject of the review. If you have any personal relationship with the subject, you should not write a review. Reviewers do not review the work of their friends and family.

13. It's up to the reviewer to decide how much space to give to any aspect of the subject. But some things need to be included. A restaurant review that omits the food is not helpful. A film review that omits to say that there is extreme violence is unhelpful. In all cases you are trying to help the readers make a decision. And you want to do it in an entertaining way. If you have another subject in mind for a review, just run the idea past me. Almost anything can be reviewed and these days almost everything is reviewed on line, for example, although many of the on-line reviewers are expressing an uninformed opinion.

14. Reviewers should try to have an open mind. And reviewers should approach the experience (reading, viewing, playing, eating etc.) reasonably. If you don't like opera, don't review it. If you don't like Italian food, don't review it. Also if you absolutely adore a particular band (as in fall down fainting with excitement), you need to step back from the emotional swirl. It's inappropriate to attempt to have the experience or write the review in an altered state of mind. Of course, you can be funny.

May 30 Essay 15% (1000-1200 words; put word count at end of essay)

Your assignment is to write an analysis of one of the following essays:

Justice “Fear of a Changing Moon” (596-612)

Lessing “On Not Winning the Nobel Prize” (532-543)

McLeod “Cree Poetic Discourse” (657-672)

In an analysis you explain how the essay works: its argument (thesis) and how the argument is developed. An essay may have more than one argument, but you should explain the central argument. In effect you are teaching the reader about the essay in your analysis. Your analysis needs to be organized: beginning, middle, end (introduction, body, conclusion). You need to use quotations, properly formatted (MLA style) to back up your thesis. As it is impossible to say everything there is to say about any of these three essays in a short analysis, be selective and focus on the key techniques. Imagine that the rest of the class is your audience.

June 8 Research essay 20% (1200-1500 words; put word count at end of essay)

Your assignment is to choose a particular technology and develop an argument about its effect (positive, negative, mixed) on human beings (and possibly other aspects of life). You need 5-7 sources for your paper. The essay must use MLA format.

And you must submit your proposed topic to me no later than May 25. You don't need a thesis by then, just the topic (subject). Do not hand in an essay on an unapproved topic.

Participation Grade (over the course)

You should come to class, be prepared by having read the assigned material, and be ready to discuss the material. We will be having discussions (both small group and whole class), and you should be prepared to offer thoughtful opinions, to ask questions, to answer questions, and to consider other viewpoints.