

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 250-01 Advanced Composition Summer 2017</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:	MW 12:30-1:30 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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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 1

Introduction to course

May 3

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 8

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 10

Woolf "Professions for Women" (100-104)

King "Letter from Birmingham Jail" (144-159)

first assignment due (10%) 750-850 words

May 15

commentary on first assignment

discussion of reviews

Reviews: each student must bring to class a hard copy of a review (500-1500 words) 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: it alerts readers to whether or not they should spend their time and/or money on the creation, and it is well-written).

May 17

in-class writing (10%)

May 22 No class—holiday

May 24

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

Orenstein "Stop Your Search Engines" (654-656)

Gopnik "The Corrections" (560-568)

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

May 29

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

Donne from “Meditation XVII” (12-13)

speech due (10%) 1000-1200 words

May 31

Thoreau “Civil Disobedience” (38-57)

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

June 5

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 11-12:20: editing quiz (10%)

June 7

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 12

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

Swift “A Modest Proposal” (17-25)

June 14

in-class essay (15%) (based on readings from course, open book) 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 10

10% in class writing May 17

10% written speech May 29

10% delivery of speech (tba)

10% editing/writing skills quiz June 5, 11-12:20

20% essay (research) due June 7

15% pop quizzes (attendance matters)

15% final in-class essay (on readings from anthology), June 14

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/>

Food and drinks in class: Drinks are fine in class, but please do not bring food that smells or is noisy to eat.

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 and 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 if you use one)
- 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

First Assignment

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

The assignment is to 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.