



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-250-001
Advanced Composition
Summer 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Candace Fertile (call me Candace)	
(b) Office hours	Monday 12:30-2:30 (or email me for an appointment)	
(c) Location	Paul 337	
(d) Phone	250.370.3354	Alternative: _____
(e) E-mail	fertile@camosun.bc.ca (best way to reach me apart from class)	
(f) Website	_____	

2. Intended Learning Outcomes

Upon completion of 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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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) *The Broadview Anthology of Expository Prose*, 3rd Canadian 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 7

Introduction to course

May 9

Orwell "Politics and the English Language" (109-120)

Orwell "Shooting an Elephant" (102-108)

Cole "The Skin I'm In" (810-819)

Kincaid "On Seeing England for the First Time" (306-315)

May 14

Atwood "First Job" (493-495)

Alexie "Indian Education" (280-285)

hooks "Coming to Class Consciousness" (334-344)

Srigley from "Pass, Fail" (887-891)

Whetter "The Kids Are Alright" (892-894)

May 16

King "Letter from Birmingham Jail" (150-164)

Coates "The Case for Reparations" (696-728)

Halton from "A Different Kind of Simakanis" (820-828)

first assignment due (10%) 750-850 words

May 21 No class—holiday

May 23

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 the review is well-written).

Truth and Reconciliation Commission of Canada from "Honouring the Truth . . ." (838-847)

MacMillan from "History's People" (829-837)

Rankine from *Citizen* (683-690)

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

May 28

Kolbert "The Sixth Extinction?" (471-490)

Solnit "Climate Change Is Violence" (673-675)

Klein from "Let Them Drown" (902-911)

McDonald-Gibson "The Human Face of the Refugee Crisis" (912-919)

Donne from "For Whom This Bell Tolls" (website)

review due (10%) 550-750 words

May 30 and June 4 Speeches

June 6 In-class essay

June 11

Smith "Generation Why?" (562-574)

Nussbaum "The Price Is Right: What Advertising Does to TV" (796-804)
 Galloway "Dr. Bjorn Lomborg . . ." (863-865)
 Gay "Bad Feminist: Take One" (739-747)
editing/writing skills quiz June 11, 11:30-12:20

June 13

Lorde "Poetry Is Not a Luxury" (217-220)
 Rogan "Growing Up Trans" (945-956)
 Rose from "Who Do You Think You Are?" (957-967)
 Lupick "Our Fentanyl Crisis" (9877-992)
 Snyder "Twenty Lessons from the Twentieth Century" (994-997)
 Frum from "How to Build an Autocracy" (999-1012)

June 18

Swift "A Modest Proposal" (18-26)
 Wainaina "How to Write about Africa" (408-411)

June 20 In-class essay

5. Basis of Student Assessment (Weighting)

Other than in-class work, all work must be submitted online in a .doc or docx. attachment (by the beginning of class on the due date) and in a hard copy (at the beginning of class on due date).

10% essay (personal) due May 16

10% in class essay (on readings from the anthology) June 6

10% review May 28

10% editing/writing skills quiz June 11, 11:30-12:20

20% essay (research) due June 13

10% speech (May 30 and June 4)

15% pop quizzes and participation (attendance matters)

15% final in-class essay (on readings from the anthology) June 20

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

All students should have access to a college level English dictionary. A thesaurus is also helpful. A handbook (perhaps what was used in a previous English class) is also useful, as is the Camosun Library website. The Online writing lab from Purdue University provides information on all aspects of writing: <https://owl.english.purdue.edu/>

Students must be familiar with the Arts and Science policy regarding academic honesty, which can be found at <http://camosun.ca/learn/school/arts-science/archives/index.html>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

9. Other Information

Email: I will respond to email within 24 hours normally although not on weekends. Please put English 250 in the subject line and identify yourself clearly, especially if your email address has nothing to do with your name. The best way to get in touch with me is to attend class. Otherwise, see me during office hours, and for those you do not need an appointment. Any email without a subject is deleted. The phone is the least effective way to contact me.

Attendance: It matters. You can't participate if you aren't present and prepared. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important. Please check your syllabus for information before asking me.

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. Provisions are made for students with valid and documented reasons, but these reasons are always better received if I am told as soon as possible about the problem.

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. Evidence indicates that notes made by hand are more useful than those typed on a device. 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.

Texts: It is crucial that you read the material assigned and have the text in front of you in class. Because English is concerned with both content and how the content is presented, we will be looking carefully at the readings. You can't do that if the material is not in front of you.

Food and drinks in class: Please do not bring hot, smelly, or noisy food.

Breaks: We will have a 10-15 minute break midway through the class.

In the Classroom: The course involves a great deal of reading and writing. Becoming a better writer is connected to becoming a better reader. Please be aware (if you haven't already realized it) that writing is a creative and often messy process. No formula exists. You need to figure out what you want to say and how you can best say it. That takes time. Thinking is important. The class time will be spent in a variety of ways: discussing the readings in large and small groups; reading aloud; writing; listening to lectures; doing exercises; and whatever else is needed. And I hope we have some fun!

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

First Assignment

Due: May 16 at the beginning of class (email and hard copy)

Length: 750-850 words (put word count at end of essay)

The assignment is to write a personal essay (not an academic 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. With the exception of "Politics and the English Language," 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.

Second Assignment: Review

On May 23, you must bring to class a hard copy of a published review (500-1500 words) of a recent creation (book, film, play, music, etc.) for class discussion. Failure to do so means a 20% deduction from your review grade. Your review (550-750 words) is due May 28. The review that you bring to class on May 23 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 the review is well-written).

Speech

Speeches will be given on May 30 and June 4. Students will select an artist, writer, or scientist that they think everyone should know about. Speeches should inform the listeners about the person and why the speaker believes it is important to know about this person. Each student must do a different subject, so as soon as you have an idea, let me know. The speeches will last 8-10 minutes, and grades will depend on content and presentation.

Guidelines for Papers

All written work must be submitted in proper manuscript format (MLA):

- 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
- indent paragraphs (use Tab key)
- 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

Basic Academic Essay Guidelines

1. You have to say something in your essay, and you have to organize what you are saying. I don't have to agree with you, but you need to make sense and support your argument.
2. Overall, the essay needs a beginning, a middle, and an end. An essay of 1000-1250 words needs an introduction (one paragraph), a body (two-five paragraphs), and a conclusion (one paragraph). The paragraphs must be in an order; they are not interchangeable. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance.
3. A paragraph in an academic paper is usually more than one sentence. The sentences in a paragraph must be in a particular order. You should not be able to rearrange them without wrecking the paragraph.
4. The introduction and conclusion are not the same. The conclusion develops from the whole essay.
5. Indent paragraphs (use Tab key). And provide transitions (can be as simple as one word). The indentation shows that you are changing topics; the transitions reinforce the smooth movement of ideas (your argument). Remember that the reader cannot see what is going on in your head. The reader just has the words on the page.
6. The introduction should not make sweeping statements. Focus. If you mention the author(s) and title(s) in the first sentence, you are less likely to waste space.
7. The first time you mention an author you use the full name. Subsequent references require only the last name. Do not use a title; use just the name.
8. Title your essay appropriately. Do not underline your title or put it in quotation marks or italics. Capitalize the first letters of main words. Do not put a period at the end.
9. Use correct format: a sloppy paper is disrespectful to your reader and your own work.
10. Write complete sentences. Avoid comma splices and run-on sentences.
11. Try to write in the active voice unless the passive is necessary.
12. Avoid clichés or worn-out phrases.
13. Do not rely solely on a spell check program. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.

14. If you can eliminate a word, phrase, or sentence, do so. Don't waste space or the time of your reader with filler. (It helps to put the paper away for a while before proofreading.)
15. Make subjects agree with verbs, and make pronouns agree with antecedents.
16. Use the correct case of the pronoun.
17. Put modifiers close to what they modify.
18. Check the punctuation.
19. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
20. Avoid sarcasm, slang, and sexist language. Plurals help eliminate gendered pronouns.
21. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
22. You don't need to say "I think." If something isn't what you think, you must identify the source. Don't use "you" or "one."