



**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Department of English*

**ENGL-250-001**  
**Advanced Composition**  
**Winter 2019**

## **COURSE OUTLINE**

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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.

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### **1. Instructor Information**

(a) Instructor	Raj Mehta		
(b) Office hours	Monday & Thursdays, 10-11:30 or by appointment		
(c) Location	Paul 328		
(d) Phone	250-370-3328	Alternative:	
(e) E-mail	mehta@camosun.bc.ca		
(f) Website	D2L		

### **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sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.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) Texts  
Thomas Cooley (Ed.), *Back to the Lake: A Reader and Guide* (Third Edition)
- (b) Other  
Quizzes are on D2L

## 4. Course Content and Schedule

### Tentative Calendar

This schedule is planned around the methods of development explored in each chapter of the text. The readings and chapter introductions are listed as the topics you are to study/review each week. Each reading has a corresponding quiz on D2L, so please keep pace with the weekly requirements below (check D2L for quiz due dates).

#### Week 1 Jan 7<sup>th</sup>

*Ch. 1: Good Writers Are Good Readers Ch. 5: Writing Paragraphs*

*Ch. 4: The Writing Process*

#### Week 2 14<sup>th</sup>

*Ch. 2: The Basic Moves of Academic Writing*

*Ch. 3: Using the Methods in Academic Writing*

*Ch. 6: Narration*

#### Week 3 21<sup>st</sup>

Jeff Gremmels, "The Clinic" (p. 110)

Annie Dillard, "An American Childhood" (p. 141)

*Ch. 7: Description*

#### Week 4 28<sup>th</sup>

Paul Crenshaw, "Storm Country" (p. 203)

E. B. White, "Once More to the Lake" (p. 219) Travel

Essay Due in class (Feb 4th)

*Ch.8: Example*

#### Week 5 Feb 4<sup>th</sup>

Laurel Thatcher Ulrich, "Well-Behaved Women Seldom Make History" (p. 267)

Verena Dobnik, "This Little Piggy Didn't Go to Market" (p. 253)

*Ch. 9: Process Analysis*

**Week 6** 11<sup>th</sup>

Dave Barry, "How to Jump-start Your Car When the Battery Is Dead" (p. 317)  
Joshua Piven, David Borgenicht, and Jennifer Worick, "How to Pull an All-Nighter" (p. 307)

*Ch. 10: Comparison and Contrast*

**Week 7** 18<sup>th</sup>

Douglas Wolk, "Superhero Smackdown" (p. 361)  
David Sedaris, "Remembering My Childhood on the Continent of Africa" (p. 369)

*Ch. 11: Classification*

**Week 8** 25<sup>th</sup>

Stephanie Ericsson, "The Ways We Lie" (p. 409)  
Mindy Kaling, "Types of Women in Romantic Comedies Who Are Not Real" (p. 427)

*Ch. 12: Definition*

**Week 9** Mar 4<sup>th</sup>

Mary Roach, "How to Know If You're Dead" (p. 479) Bobbie Ann Mason, "Being Country" (p. 507)

*Ch. 13: Cause and Effect*

**Week 10** 11<sup>th</sup>

Mary Hannibal, "Why the Beaver Should Thank the Wolf" (p. 577) Matthew Yglesias, "Money Isn't Everything" (p. 591)

*Ch. 14: Argument*

**Week 11** 18<sup>th</sup>

Juana Mora, "Acculturation Is Bad for Our Health: Eat More *Nopalitos*" (p. 659)  
Catherine Rampell, "College Graduates Fare Well, Even through Recession" (p. 676)

Week 12 25<sup>th</sup>

Using Sources in Your Writing (Appendix, p.799)

Week 13 Apr 1<sup>st</sup> Work on  
final paper

Week 14 8<sup>th</sup>

Final Essay Due in class (April 8<sup>th</sup>)

Papers submitted on the 8<sup>th</sup> receive comments.

Papers handed in on the 11<sup>th</sup> receive only a grade (no comments).

## 5. Basis of Student Assessment (Weighting)

- i. Assignments
  1. Travel Essay 1/3 final mark
  2. Quizzes 1/3 final mark
  3. Final (Argument) Essay 1/3 of final mark

### 1. The Travelogue (1/3 final grade)

This essay is approx. three typed pages (12 point Times New Roman, double spaced). Your essay is personal; however, keep in mind you are not writing about yourself because your story is inherently interesting. So don't be presumptuous. Rather, you are *shaping and interpreting* some incident so that your readers may recognize some

connection between your experience(s) *and* their own. You are trying in other words, to *convey a meaning* or lesson you wish to impart through your experience. Though you don't need a formal thesis, *you are making a point* – however implicitly. Your primary source will be individual experience – so no formal research is required for this essay. If you do use any materials, be sure to provide proper citation.

Writing about travelling can be a kind of (personal) narrative writing and you have many examples of first person narratives in your text. For this assignment will write about and reflect upon your travels or a place from your past. The travel option might be a road trip, an experience of moving to new home or country, a holiday departure, etc. If on the other hand you wish to evoke a sense of a space, you might situate a playground, a coffee shop, a spot by a river. The options are rather endless – travelogues vary considerably. If you choose the travel option, the first choice might be whether to write about the trip itself – the getting there - or the destination and your impressions there. Writers who choose to reflect on the trip often grapple with philosophical and/or political subjects; writers who focus on the destination or place often work with cultural and sociological questions. Keep in mind that place is much more than physical location. It is about the culture, language, values, morals, beliefs, customs, cuisine, traditions, and way of life as well.

Also, note that such a personal essay about travelling/place reveals as much about the person travelling as the journey or place described. You might consider a lesson learned while traveling, an extraordinary sight, a realization you had. You may write about your trip to Peru or something closer to home - a journey down a river in Courtenay.

You might lend focus to the mode of transportation (air, on foot, boat, bike, etc.) as well. A place might signify a certain moment or happening in your life, so how you write this essay – the style, language, and organization – all reflect something of personal significance to you.

## 2. Quizzes (1/3 final grade)

The required readings for each week have quizzes you are required to complete. This allows me to sleep at night, content that you've been judiciously doing the readings and taking extensive notes.

Don't feel overwhelmed by the number of reading quizzes. As you'll note from the course calendar, we have about three or so readings a week. These are fairly short for the most part and you have the entire week to complete them. Each quiz is just a few multiple choice questions about the reading. However, there is a quiz for each reading – so be sure to complete the quiz for the respective reading each week. There are no make-up grades for missed quizzes. Once you start a quiz you have only 5 minutes to complete it – so be sure to read carefully before taking up the quiz for any given reading.

## 3. Argument Essay

A 4-6 page final paper (excluding the list of references). In this essay you will propose a solution to a problem faced by a community or group to which you belong, and address your proposal to an audience you believe would help solve the problem. In other words, you need to pitch the essay to an intended audience. This essay must follow citation conventions and be 12-point Times New Roman, double spaced.

Do the research: You MUST use at least three sources (and at least two must be from peer-reviewed journals).

Your final paper should be in APA or MLA format, but for most students in class I suspect APA might be preferable. You can confer with the library here for citation guidelines:

<http://camosun.ca.libguides.com/mla>

<http://camosun.ca.libguides.com/apa>

Present an argument: You should pick a topic that has a direct impact on your life. Think of an issue that you are deeply interested in and that affects your daily living. Don't forget that this is a *persuasive* paper; your primary purpose is to convince your readers that your proposed solution to the problem is the best one for the given situation.

For this essay you should consider a counterargument: You are presenting an argument in essay form but it is also required that you consider some objection to your perspective (that you can rebut). So, your final essay should also include a counterargument. The counterargument can be one or more of your sources. This aspect of your paper should be at least a good paragraph in length.

For some overview of counterarguments, look here:

<http://writingcenter.fas.harvard.edu/pages/counter-argument>

- ii. Quizzes  
See 2. above.
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

### COURSE POLICY

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable medical emergencies.

Deadlines for assignments are listed in the course syllabus. Assignments must be uploaded on D2L in PDF format by 11:30 of the due date.

All assignments are to be submitted in 12-point, Times New Roman double-spaced and must follow MLA or APA style.

You must complete ALL assignments to earn a "C" or higher in this course.

Grading standards: We presume correctness and fluency in your writing in English 151. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. In that sense, please note your writing is assumed to be fluid and free of mechanical mistakes. This is NOT a grammar course.

Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. **There is no difference in other words, between an 'A' and a 'B' paper save on matters of content.** Both are free of sentence-level issues.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion, but there are some sentence-level errors that at times prevent comprehension.

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses effective supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

### Academic Honesty

In cases of academic misconduct, plagiarism or cheating, students will receive an F on the assignment and may be subject to additional college sanctions. Students will respect the standards of academic integrity at Camosun College.

Please review this tutorial:

<http://camosun.ca/services/library/plagiarism/>

## 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.