

English 150-002 Spring 2006

Instructor: Dr. Candace Fertile

Office: Paul 337

Phone: 370-3354 (with voice mail—NOTE: email is preferred)

Office hours: MTWR 12-1 (drop in) or by appointment at another time

Email: fertile@camosun.bc.ca

Calendar Description:

This course centres on organizing and expressing ideas in clear and effective written prose. Instruction and practice in writing college-level expository prose, based on appropriate models, form the core. Individual assignments range from 500-2500 words in length (course total of 4000-4500 words).

Required Materials:

Reader's Choice: Essays and Stories eds. Flachmann et al.

A Canadian Writer's Reference (3rd edition) by Diana Hacker

a good desk dictionary (recommended—*Oxford Canadian Dictionary*)

Evaluation:

0% diagnostic essay (May 8; must be done to pass course)

10% first essay (500-750 words; due May 17 at the beginning of class)

15% second essay (600-800 words; due May 31 at the beginning of class)

15% third essay (750-1000 words; June 12 at the beginning of class)

20% fourth essay (1200-1800 words; due June 19 at the beginning of class)

10% journals (to be handed in at the beginning of each class) and in-class writing

30% final examination (during examination period, June 26-28)

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.

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

A = 90 - 94%

A- = 85 - 89%

B+ = 80 - 84%

B = 75 - 79%

B- = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0.0 - 49%

Individual assignments are given a percentage; your final grade is a letter.

Schedule of Readings and Assignments: (subject to change)

Note: RC refers to *Reader's Choice*, and WR to *A Canadian Writer's Reference* (topics in bold). You are expected to have the material in the following schedule read to discuss on the day stipulated. Assignments are marked by bold type and underlining.

May

8 Introduction to the course

Basic grammar (parts of speech)

Diagnostic Essay

10 Introduction RC 1-29

Chapter One Description RC 30-42

“What a Certain Visionary Once Said” RC 46-48

“Kris King Looks Terrible” RC 50-56

basic grammar WR 447-464

Chapter Two Narration RC 68-79

“At Home at the End of the Journey” 79-82

“Teeth” RC 99-102

15 Chapter Three Example RC 111-121

“Genius or Madness” RC 121-123

“The Myth: The Prairies Are Flat” RC 125-128

sentence types WR 464-465

Chapter Four Process Analysis RC 147-157

“Dogs and Monsters” 172-175

“You Are a Contract Painkiller” RC 177-179

sentence errors WR 194-206

17 **FIRST ESSAY DUE** (10%)

Chapter Five Division/Classification RC 185-194

“Life in the Stopwatch Age” 200-203

“Nine Ways of Looking at a Critic” RC 210-214

subject-verb agreement and verbs WR 151-175

Chapter Six Comparison/Contrast RC 217-229

“The Politics of Muscle” 247-254

“Opera Night in Canada” RC 255-258

pronouns WR 175-206

24 Chapter Seven Definition RC 267-275

“Pretty Like a White Boy” 276-281

“I’m a Banana and Proud of It” 283-286

punctuation WR 235-272

Chapter Eight Cause/Effect RC 301-313

“Why We Crave Horror Movies” RC 314-316

“Why We Crave Hot Stuff” RC 318-324

“The New Nature” RC 339-348

mechanics WR 275-292

29 **SECOND ESSAY DUE** (15%)

Chapter Nine Argument/Persuasion RC 351-364

“TV Me Alone” RC 365-367

“Too Much Privacy Can Be Hazardous to the Person” RC 369-374

“The Culture of Overwork” RC 376-378

“Boys and Girls,” RC 505-519

word choice (diction) WR 111-147

31 **Deadline** for choosing topic for research papers (-5% from fourth essay if not completed)

Boyle “Greasy Lake” RC 456-466

Govier “The Immaculate Conception Photography Gallery” RC481-490

Taylor “The Doves of Townsend” RC 529-551

mechanics WR 275-292

June

5 **researching** WR 295-325 and 329-377

sentence style WR 81-108

Deadline for submission of tentative Works Cited properly formatted (-5% from fourth essay if not completed). The Works Cited must include a minimum of five sources and a maximum of ten. The five sources must be of at least three different types. For example, you may not use five internet sources. You must vary the type of source: academic journal, magazine, newspaper, book, chapter of book, essay in collection, internet sources (personal web pages are highly suspect--you must be sure to evaluate the credibility of the source you are using), interviews, letters, videos, etc. The tentative Works Cited may not be what you finally end up with on your final essay, but there should be a strong similarity.

7 **Deadline** for submission of topic sentence outline for research paper (-5% from fourth essay if not completed)

Peer editing of third essay (-10% from third essay if no participation)
quotations and documentation WR

12 **THIRD ESSAY DUE** (15%)

“Understanding Does Not Always Lead to Tolerance” RC 385-388

“My Body Is My Own Business” RC 388-390

14 **Peer editing** of research paper (-10% from fourth essay for no participation)

Shields, “Windows,” RC 520-528

19 **Final peer editing** of research paper (-10% from fourth essay for no participation)

Atwood, “Death by Landscape” RC 437-454

21 **FOURTH ESSAY--RESEARCH PAPER DUE** (20%)

Diagnostic Essay:

Although this essay is worth 0%, it must be done in order to get a passing grade in the class. The purpose of the diagnostic essay is for me to see the students' level of writing and to be able to give students a sense of my marking. The diagnostic essay also allows me to identify any serious problems that need immediate attention.

First Essay: example, process-analysis, or division/classification

Due: May 17 at the beginning of class

Choose one of the following topics and write a clearly organized essay.

1. Using examples, explain whether non-conformity is positive or negative.
2. Write a narrative essay in which you explain (through process analysis) how a group of people turned into a mob doing actions they would not have done individually.
3. Using process analysis, explain how television has changed human behaviour.
4. Choose a process that you don't like, but find necessary, and describe it.
5. Choose a ritual involving food and describe the event using process analysis.
6. Write an essay in which you classify the various people you know.

Second Essay: comparison/contrast, definition, cause/effect

Due: May 31 at the beginning of class

Choose one of the following topics and write a clearly organized essay. Note that to compare includes to contrast.

1. Compare two of your favourite ways to spend time.
2. Choose two sports stars or popular music stars and compare them.
3. Write an essay in which you try to convince your friends to participate in an event they would normally not want to. Use the technique of comparison in your argument: compare the new activity to one they know.
4. Compare the importance of hockey in Canada to a sport in another country.
5. Choose two forms of entertainment and compare them.
6. Write an essay in which you define yourself.
7. Define your family members (or a group of your friends) by using animal metaphors. (Wayson Choy uses a food metaphor in "I'm a Banana and Proud of It".)
8. What releases do human beings have for our most violent emotions? Are any of these releases acceptable? Why or why not?
9. What does it mean to be a good parent?
10. What effect does the importance of body image have on teenagers?

Third Essay: analysis of an element of a short story

Due: June 12 at the beginning of class

Choose one of the following topics and write a clearly organized essay. Make sure you use quotations, properly formatted, to back up your argument.

1. Analyze the character of Lois in "Death by Landscape" (RC 437ff).
2. Analyze the character of Sandro in "The Immaculate Conception Photography Gallery" (RC 481ff).
3. Analyze the significance of symbols in "Doves of Townsend" (RC 529ff).
4. Is the narrator in "Greasy Lake" "dangerous" (456)? (RC 456ff).

Fourth Essay—Research Paper

Due: June 19 at the beginning of class

Length: 1200-1800 words

The general topic for the research paper is food, a beverage, or a food additive (something that people consume). Suggestions include the following: rice, corn, soybeans, tofu, apples, bananas, mangoes, oranges, potatoes, tomatoes, wheat, oats, beef, pork, chicken, salmon, chocolate, tea, coffee, water, milk, aspartame, garlic, ginseng, vitamin C, vitamin D, vitamin E, peanuts, salt, chili peppers, and honey. You need to narrow your topic, and how you approach it is up to you. You may choose the specific topic, but it must be approved by me by June 1. If the topic is not chosen by then, 5% is deducted from the research paper grade.

Journals and In-class Writing:

Each class day you will be given a topic for a journal entry of at least 200 words. You hand in the journal entry at the beginning of the next class. The journal entry may be typed or hand-written, but it must be clearly legible. The idea of the journal entry is to write freely on the topic, taking any approach you wish. The purpose of this task is to write without the constraints of a grade. You will be given credit for completing the task. Occasionally I will ask you to do in-class writing, which will also be considered as part of the open or free writing grade. Completion of the task is the goal—for practice in writing.

Final Exam:

The final exam animation will be held during the final examination period (June 26-28). It will include a section on writing skills and an essay.

Expectations:

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Please note that it is impossible to pass this course without completing all the assigned written work, and 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. 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. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format following MLA format. Keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be given a zero.

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 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. (Or write in the margins of your book, if you choose.) 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. Students engaging in behaviour that impedes the progress

of the class (for example, talking while someone else is speaking) will be told to leave. This point does not mean enthusiastic participation in discussion is undesirable—it simply means we will try to take turns speaking, so that everyone who has a point to make has a chance to make it. If you have a cell phone, please remember to turn it off.

Intended Learning Outcomes

At the end of the course students will be able to:

Write expository prose for various purposes and audiences.

Develop a mature writing process which may include prewriting, planning, drafting, conferring, revising and editing/proofing.

Select and use rhetorical patterns purposefully.

Write correct, clear, cohesive, and effective English.

Vary style purposefully through manipulating sentence rhythms, sentence variety, vocabulary and figurative language.

Read mature expository and persuasive prose by student and professional writers.

Vary their reading approach for different purposes such as research and criticism.

Analyze expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style.

Summarize expository prose in their own words to reflect coherently the original's ideas, organization, and tone.

Research topics for expository papers.

Use a variety of sources, which may include personal knowledge, interview, print, and other media.

Choose to summarize, paraphrase, or directly quote from sources.

Integrate the results of research into expository papers.

Document sources fully and ethically, according to specified bibliographic conventions.

Recommended Materials or Services to Assist Students

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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html