

OCT 09 1998

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION, AND COMMERCE
ENGLISH 1201: COMPOSITION
FALL, 1998

Instructor: Jan Shields

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Office Hours: Monday, Wednesday, Friday 11:30-12:30 And by appointment.

COURSE DESCRIPTION

English 1201 is about writing and learning to write well. While developing one's writing skills and practising writing may not be on the top of everyone's list of exciting things to do, investing time and energy to master the skill of writing is well worth the effort. In fact, being able to write well is a necessary skill for all professional people, and an absolutely essential skill for anyone who is, or wants to be, in a management position.

This course will give you many opportunities to write and to learn the fundamentals of good writing. It will focus primarily on the types of writing needed by students and professionals.

REQUIRED TEXTS AND SUPPLIES

Roberts, J., Scarry, J., & Scarry, S. (1998). The Canadian writer's workplace 3rd Ed. Toronto, ON: Harcourt Brace & Company Canada, Ltd.

- ✓ a good college dictionary (a thesaurus may also be helpful)
- ✓ one 8 1/2 X 11 file folder
- ✓ Publication Manual of the American Psychological Association (4th Ed.)

MAJOR OBJECTIVES

The objectives of English 1201 include the following: (1) to help students develop an awareness of good writing, (2) to help students develop the knowledge and skills required to write correctly and clearly, (3) to develop an awareness of the different purposes for which one writes, and (4) to practice writing for a variety of purposes.

ORGANIZATION OF THE COURSE

The course is divided into four time periods of approximately three weeks in length.

Sept. 2-Sept. 25	<u>Foundations of Good Writing</u>	Chapt. 1, 2 10-14, 16, Appendices A, F
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Overview. This section of the course includes practice recognizing and correcting common writing errors, understanding and using correct APA format, and writing paragraphs.

Principles. We learn to write by writing. Good writing can be measured by recognized standards.

Sept. 28-Oct. 16	<u>Expanding Our Writing Knowledge</u>	Chapters 3-5, 15, 17,
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Overview. This section continues to expand students' knowledge of correct usage, introduces the use of an APA Reference list, the skills of paraphrasing and summarizing skills, and the development of a writing style.

Principles. No one can teach us to write well--we teach ourselves. Learning to write for academic purposes means learning many discrete skills and applying them to the writing task.

Oct. 19-Nov. 7	<u>Review of the Literature</u>	Chapt. 6-8, 18, 19 Appendix E
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Overview. The use of source material in writing and correct textual citation is introduced. Students begin to synthesize their knowledge as they write a short review of an article.

Principle. Careful reading and clear thinking assist in writing clearly.

Nov. 9-Nov. 27	<u>Exposition and Persuasion</u>	Chapt. 22, 24
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Overview. Students apply their knowledge and skills to write for others. They adopt a point of view and a purpose for their writing.

Principle. Writing should have meaning and purpose.

POLICIES RELATED TO ASSIGNMENTS

Late Policy

All assignments are expected to be turned in on time. When legitimate circumstances make this impossible, the student should make alternate arrangements with the instructor prior to the due date.

Plagiarism

Plagiarism is using people's ideas or words without giving them credit. Students should be aware that plagiarism is a serious breach of academic integrity and evidence of it will result in a failing grade.

COURSE REQUIREMENTS AND EVALUATION

		Weight	Due Date
Assignments			
<u>Portfolio of Paragraphs</u>		20%	
Narrative or Process paragraph			Sept. 18
Description or Definition/Classification paragraph			Sept. 25
Cause and Effect or Comparison/Contrast paragraph			Oct. 16
<u>Review of the Literature</u>	2-4 pages	20%	Nov. 7
<u>Essay</u>	6-10 pages	20%	Nov. 27
Daily Work		10%	
attendance preparation and participation in class work in groups			
Exams and Quizzes			
Quizzes (as scheduled)		10%	
Final Exam (date TBA)		20%	
TOTAL		100%	

FINAL GRADES

Final marks will be the result of cumulative work over the term. Students' daily work, assignments, quizzes, and exams will be assessed in percentage points and marks will be weighted as indicated above. Then the final grade will be converted to a stanine, following the system below.

stanine	description	% equivalent
9	markedly superior	90-100
8	excellent	80-89
7	very good	72-79
6	average	65-71
5		55-64
4	limited	50-54
3	failure	45-49
2		26-44
1		0-25