

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION, AND COMMERCE
ENGLISH 1201: COMPOSITION
WINTER, 1999

Instructor: Jan Shields

Office: C-313A

Contact: 539-2861 (office) 532-4295 (home) e-mail: shields@gprc.ab.ca

Office Hours: Monday, Wednesday 10:30-12:00, 2:30-3:30. 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.

RECOMMENDED:

- ✓ 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 and writing standards, (2) to help students develop the knowledge and skills required to write correctly and clearly, (3) to develop an awareness of different writing purposes (4) to practice writing for a variety of purposes, and (5) to write incorporating information from one or more sources.

ORGANIZATION OF THE COURSE

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

Jan. 6-Feb. 10

Foundations of Good Writing

Chapt. 1-8, 10-17,
Appendices A, F

Overview. This section of the course includes practice recognizing and correcting common writing errors, understanding and using correct APA format, and writing short paragraphs.

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

Feb. 15-March 10

Expanding Our Writing Knowledge Review of the Literature

Chapters 6-8, 18-19,
Appendix E

Overview. This section continues to develop skills needed to write correctly and introduces skills needed to write well. In addition, the skills of paraphrasing, summarizing, and direct quotation are developed, and the development of a writing style are also discussed and practised.

Finally, the use of source material in writing is discussed and practised, including how to create an APA Reference list and correctly use textual citations. Students begin to synthesize their knowledge as they write a short review of an article.

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. Careful reading and clear thinking assist in writing clearly.

Overview. Students use information from other sources, as well as their own knowledge and skills to write a longer essay. They adopt a point of view and a purpose for their writing to write for a particular audience.

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

Assignments	Weight	Due Date
<u>Portfolio of Writing Assignments</u>	20%	as scheduled
<u>Review of the Literature</u> 2-4 pages	20%	March 10
<u>Essay</u> 6-10 pages	20%	April 7
Daily Work	10%	
attendance		
preparation and participation in class		
work in groups		
assignments handed in on time		
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 the final exam will be assessed in percentage points, and the averages will be weighted as indicated above. Then, the final grade will be converted to a nine-point scale, 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