

**WRI 100-06: College Writing**

Fall 2008

Cedar Crest College

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Office hours: M 1-2, W 5:30-6:30, Th 2:30-3:30, and by appointment

**Texts, Supplies, and Resources**

Below are the **books** I have ordered for your section. You may purchase your books from the College Bookstore or elsewhere. Additional materials will be available through our e-Companion course site, accessible at [www.cedarcrestonline.net](http://www.cedarcrestonline.net).

DiYanni, Robert and Pat C. Hoy II, *Occasions for Writing: Evidence, Idea, Essay* (Thompson Wadsworth, 2008). Referred to as **OW** on the syllabus.

Dumas, Firoozeh. *Funny in Farsi: A Memoir of Growing Up Iranian in America* (Random House, 2004)

Kirszner, Laurie G. and Stephen R. Mandell. *The Pocket Wadsworth Handbook*, 4<sup>th</sup> edition (Wadsworth 2008). Referred to as **PWH** on the syllabus. NOTE: This is your handbook for your entire college career—do not resell it at the end of the semester.

Please bring the appropriate book(s) to class with you as indicated on the course schedule.

In addition, please purchase a good **dictionary** to consult as necessary; this dictionary should serve you for your college career and beyond. *Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> edition, is a good choice.

You should also purchase a **computer disk or flash drive** to use for this class (or create a class folder on your h-drive to access both in and out of class). Save electronic copies of all your written work for this class. **\*\*Important:** always save copies of important work in three places: on your personal computer's hard drive, on your network drive (the h-drive), and on an external drive. Also, print out a copy of your document after you have done significant work that you wouldn't like to lose. We will be using an online course platform for this course, hosted by eCollege. *You'll need access to our eCollege site by our second class meeting.*

**Course Description**

"Writing well is at the same time perceiving well, thinking well, and saying well." (Buffon)

WRI 100 is a three-credit course that seeks, through class discussion of readings and writing workshops, to increase your ability to read closely, think carefully, and write convincingly. The goal of WRI 100 is to understand what role writing plays in the discovery of ideas, focusing on the ability to express your understanding of complex topics in a clear manner and to support your understanding with sound reasoning. Successful completion of WRI 100 (with a C or better) indicates your competence as a member of the academic community: it indicates your ability to engage in analysis of complex issues, to employ productive information-gathering strategies to assist your understanding of ideas, and to share your understanding with others through clear and convincing written expression.

Cedar Crest College emphasizes a process approach to writing, a process by which you read and learn about a subject, develop your ideas about it through prewriting and drafting, and refine those ideas and language by revising earlier drafts. Intensive practice will be given in writing clear, logical, and persuasive prose that stresses focus, content, organization, style, and conventions in argument. Since the only way to improve your writing is through sustained and reflective practice, you should expect to be writing every week of our semester together.

## Course Outcomes, Objectives, and Assessment

Upon completion of WRI-100: College Writing, you will be able to:

- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate your own understanding of a subject while integrating and distinguishing your ideas from those of others.
- Analyze other writers' arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task's purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.
- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts, and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability.
- Critique your own and others' writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

In order to attain these outcomes, WRI 100 has the following course methods:

- Thinking critically requires you to recognize and analyze patterns of argument. To analyze arguments, you will locate and evaluate writers' claims, the supports for these claims, and their counterarguments. You will also assess the credentials and authority of the writer. You will apply these skills of analysis to various sources of information, in both print and electronic forms, in order to evaluate the legitimacy and applicability of this information.
- To learn to communicate effectively in writing, you will be asked both to examine and to practice the uses and effects of various types of writing, noticing how different contexts for writing call for changes in tone, syntax, rhetorical mode, and genre. Feedback from your teacher and classmates will guide you as you write and revise your work.

Your performance regarding WRI 100 learning outcomes will be evaluated through the following forms of assessment:

- Your writing will be evaluated according to the six qualities of effective college writing: insightful ideas, a supported thesis, audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, & the revision process and manuscript preparation.
- You will demonstrate the ability to engage in critical analysis through class discussion of assigned reading and through informal and formal written assignments.
- You will demonstrate the ability to communicate clearly and effectively in writing in the prewriting, drafting, and revising of their papers for the course.
- You will demonstrate the ability to practice information literacy through assigned research tasks.

## Course Policies

See attached document for specific information about my policies regarding absences, classroom protocol and the Honor Code, late work, make-up work, academic dishonesty and plagiarism, disability accommodations, and class cancellations.

## Classroom Expectations

Writing is a collaborative activity; it involves readers as well as writers, and it often involves the writer as a respondent to the spoken or written expressions of others. Writers must engage their readers, teach them, and, often, convince them to accept the writers' perspectives on their subjects. To do these things successfully and so build a relationship with a reader, writers must be able to understand the perspectives of others before they question these perspectives; they must also be able to question their own assumptions as well as understand the basis of these assumptions. We should therefore encourage each other to share our experiences and perspectives; only by doing so can we attain a clear sense of what we hold to be true ourselves, as well as understand the positions of others. I expect you to help me to create a classroom in which we feel comfortable exploring challenging issues. In all of our activities this semester, please strive to discuss issues, defend positions, question arguments, and address biases in an atmosphere of civility.

Writing is also an activity that many people find challenging and, at times, even anxiety-producing. I believe that writing as a process of discovery or the sharing of insights is ultimately pleasurable, even if the journey is difficult. I expect you to remain fully committed to the journey all semester, and to be encouragers of your fellow classmates as they make their journeys. Please come to class fully prepared to engage in our activities by completing all assignments prior to class and, once here, please commit your full attention to me and to your fellow classmates so that we can discover the pleasure of sharing our ideas both orally and in writing.

## Conferences and Peer Workshops

I encourage you to meet with me to discuss your writing or our class work at any time. A few times during the semester, we'll meet in conferences to discuss your work in progress. Since I will cancel classes to provide time for us to meet, **missed conferences count as class absences**. These conferences are meant to be collaborative; I will not "correct" your draft for you. In order to facilitate conversation about your work, you should come to the conference with at least a partial draft (2-3 pages) and specific questions about your work in progress.

Before each paper is due, we'll have peer workshops to allow you to read and comment on the work of others and receive feedback on your own work. You must have a full-length draft (5-6 pages) prepared for this workshop review.

Missing or being ill-prepared for conferences and workshops will affect the number of points you receive for these assignments.

## Assignment Format

All documents, including essays and papers, that are submitted electronically to our eCollege site should be saved as an MSWord (.doc/.docx) or Text document (.rtf). Most word processing documents allow you to save files in either Word or RTF formats. Do not submit assignments in a different format (e.g., WordPerfect, Microsoft Works).

All essays and papers for this class must be typed, double-spaced, with one inch margins at top, bottom, and sides. Use Times New Roman type-font, 12 pitch. Do not use a cover sheet, nor a plastic document holder; instead, put your name, class number and section, assignment type and number (e.g., Essay 1, Paper 1), and date submitted at the left-hand margin of the paper. Double space after this information and center the title of your essay or paper. Double space after the title and begin your essay/paper, making sure to indent (or tab) at the beginning of each paragraph.

When you include quotations or paraphrased information from any of the material in our book(s) or other sources (including lectures and interviews, as well as research materials obtained through the library or Internet), acknowledge your debt to these sources by properly citing the information in the body of your paper and providing an appropriate reference at the end of your paper, using MLA, APA, or CSE documentation style. (Directions for using each of these documentation formats can be found in *The Pocket Wadsworth Handbook*.)

### **Printing and Distributing Your Work**

Since we are working on your academic writing this semester, you should expect your writing to be public, written for us all to read and respond to. We'll discuss some examples of student work as a whole class; conferences and workshops will provide other occasions for feedback. You will be submitting all work electronically to our eCollege companion site; many times your classmates and I will access your work via this means. For individual conferences, you will provide paper copies of your work, and you will submit all final drafts of papers in both electronic and paper form. *In its computer labs, Cedar Crest College limits you to printing one copy of each document, double-sided to save paper.* Thus, if you're printing material in the campus labs, you'll need to use a photocopy machine to make duplicates if necessary. Photocopy machines are available in the Tompkins College Center and in Cressman Library.

### **Description of Requirements, Grading System, and Expectations**

Here are the requirements for this course, followed by the system by which your final grade in the course will be determined:

--Four 2-page essays, in which you will begin to articulate your thoughts on the issues raised by our readings or discussions. "Essay" means "to try"; in these assignments, you will begin to formulate your ideas about what will become the subject of your paper; often, your essays will be prompted by your response to assigned readings or films, or perhaps by class discussions. You may use your essays as groundwork for your more extended treatment of each unit's subject: your full-length paper.

--Four 5-6 page papers, in which you will develop your ideas about our topics at greater length. Your papers will ideally convey your most thoughtful insights about each topic, presented with clarity and sophistication. Each paper assignment will invite you to use the unit's subject as an opportunity to explore different writing purposes, methods, and resources; Paper 3 will include research, while the final paper will allow you to pursue a more extended revision of your choice of Papers 1 or 2, applying everything you will have learned in this course. All papers, except for the final revision, will require you to submit work-in-progress for my and your classmates' review, in the form of developing and completed drafts.

--Conferences and peer critiques are vital stages in the writing process, because they provide the opportunity for you to receive feedback on your ideas and expression of them while you are still in the process of developing your paper. You will receive and will complete peer critiques for the first three papers you write; you will conference with me about your work three times during the semester.

--Reading quizzes, which will consist of multiple-choice questions on assigned reading. The purpose of the quizzes is to encourage you to read carefully and critically, a skill that is essential to thoughtful writing.

--Informal assignments, which will include online discussions, workshop activities, and reflection assignments. These assignments will encourage you to articulate your thoughts and then hone the writing that expresses them.

ECollege companion web site. Supporting our in-class work this semester is an online site that will allow me to distribute and collect assignments, as well as allow you to share your work with your peers. Below are some

directions for accessing this site. *Please speak to me immediately if you have difficulty using eCollege so that we can address any problems.* Computer issues do not constitute an excuse for unsubmitted assignments.

- You will find our course site at <http://cedarcrestonline.net> . Your login is your student ID number, and your default password is ccc. The first time you log in, you should change your password to something only you will know and remember.
- When you log on to the page, you will see a tab marked “Courses” near the top. Click on that link. The “Courses” page will have a link to this course. You will also see a list of “Special courses.” PLEASE take the time to do the Student Orientation Tutorial, as this will make the rest of the semester easier for everyone.
- Please remember to use the links on the side bar, tables at the top of the page, or drop-down menus as necessary to reveal each assignment or location to submit your work.
- Course-related emails can be sent to me through eCollege or from your Cedar Crest account. You are responsible for reading any email sent to your Cedar Crest account, and I will only send mail to that address.

**Grading:** Your final grade for this course is computed on a 1000-point scale. The specific expectations for all assignments will be clearly conveyed in individual assignment directions; your polished writing will be evaluated according to the standards for college-level writing, detailed in the *Guide to the Writing Program* you will receive.

#### Unit One

Quizzes: 20 points total  
 Friere discussion prompt: 5 points  
 Sept 16 writing workshop: 5 points  
 Essay 1: 20 points  
 Essay 2: 20 points  
 Paper 1 draft: 5 points  
 Conference: 5 points  
 Peer critique: 10 points  
 Paper 2 format: 5 points  
 Paper 1 final: 200 points

#### Unit Two

Quizzes and online discussions: 20 points total  
 Oct 23 workshop: 5 points  
 Essay 3: 20 points  
 Writing prompt tied to Lee/film: 10 points  
 Paper 2 developing draft: 5 points  
 Paper 2 draft: 10 points  
 Peer critique: 10 points  
 Paper 2 citations/format: 5 points  
 Paper 2 final: 200 points

#### Unit Three

Quizzes and citation: 25 points total  
 Nov 20 workshop: 5 points  
 Ruiz response: 5 points  
 Essay 4: 20 points  
 Paper 3 developing draft: 5 points  
 Conference: 5 points  
 Paper 3 draft: 10 points  
 Peer critique: 10 points  
 Paper 3 citations/format: 5 points  
 Paper 3 research/sources: 5 points  
 Paper 3 finals: 250 points

#### Unit Four

Revision plan: 5 points  
 Conference: 5 points  
 Editing sheet: 5 points  
 Paper revision final draft: 60 points

**TOTAL POINTS: 1000**

Course grade will be computed on a straight percentage of the total possible number of points. Below is the breakdown of grades:

930-1000 points: A  
 900-929 points: A-  
 870-899 points: B+  
 830-869 points: B  
 800-829 points: B-  
 770-799 points: C+  
 730-769 points: C  
 700-729 points: C-  
 670-699 points: D+  
 630-669 points: D  
 0-629 points: F

Please note that you must receive a C in this class to fulfill the WR11 requirement. See information below about attendance requirement and late work.

**Attendance and Participation:** Because of the educational philosophy of this class noted above under classroom expectations, your attendance *and participation* in class activities is essential. You are expected to attend each meeting of the class and to come to class prepared to join in class activities. Indeed, since there is an assignment or activity for which you will receive points associated with the majority of class meetings, your absences will automatically be penalized. **The English Program attendance policy states that if a student misses the equivalent of 1/4 of the class meetings, the student will receive a final grade of F.** Thus, for this class, more than seven absences, **whatever the reason**, will earn you a final grade of "F." *If you are having difficulties that are*

*interfering with your commitment to this class, please speak with me immediately so that we can attempt to address them together before they affect your final grade.*

**Late work:** Since submitting your work late interferes with your ability to benefit from the writing process set up to help you to develop your papers, as well as your ability to keep up with new assignments, I encourage you to make your best effort to complete work as it's due. You will lose all points for essays, paper drafts, and informal assignments submitted later than the day they are due (all work is to be submitted to the eCollege companion site for this class, so even if circumstances prevent you from coming to class, you should be able to submit your work to the site). Obviously, some work will be done in class, so if you do not attend that class, you will be unable to complete the work to receive credit. Late final drafts of papers lose 10 points for each day that they are late. See, however, information under "College Writing Studio," below, if you are enrolled in this studio.

It is your responsibility to pick up your graded work from me, particularly if I have returned it during a class you have missed. At the end of the semester, I will place all graded work in a folder with the class name in the department office, unless you request an alternate method for my return of your work. Because I do not have limitless storage space, I will throw away any work not picked up by students a year after the course is completed.

### **College Writing Studio**

WRI 001: College Writing Studio is a supplemental writing lab for WRI1 courses, providing extended workshop time and basic writing instruction in grammar, sentence and paragraph structures, and essay coherence. Students are placed in the studio based upon college entrance examination scores and WRI1 writing samples.

If you're enrolled in WRI 001 concurrently with our College Writing class, your assignment due dates for unit papers are extended, if needed, until the WRI 100 class meeting after the corresponding studio workshop. You should use this studio feedback and extended revision time to hone your writing skills.

### **Course Schedule**

What follows is the schedule of reading assignments, general description of in-class activities, and due-dates for this course. As we proceed through the semester, we may agree to modify some of the assignments and due-dates listed below, if necessary. Please bring your syllabus with you to class, therefore, and write any changes we make to the schedule directly on your copy.

All reading assignments are to be completed prior to the class for which they are slated for discussion.

### **Introductions: Getting the Most Out of WRI 100**

- Aug 26 T      Introduction to the course.  
Discussion: Rubin, "Professors, Students, and the Syllabus" (handout).
- Aug 28 Th      **In-class essay:** You'll write an essay during class today; Cedar Crest College uses these essays to assess the beginning writing skills of all students entering WRI1 classes.  
Also, read for today's class: OW, Ch. 1: The Practice of Writing (1-11), PWH, Ch. 39: Reading Critically (307-10).  
In-class quiz on the syllabus and the reading assignment for today's class.

### **Unit One: Defining an Education of One's Own: Writing to Explore**

- Sep 2 T      Read: OW: Freire, "The Banking Concept of Education" (368-77); PWH, Ch. 38: Ten Habits of Successful Students (300-07).  
Respond to the discussion prompt posted to the eCollege companion site before our class meeting today.
- Sep 4 Th      **Essay 1 due (2 pages);** submit electronically at the eCollege site as directed. Read: OW, Welty,

“Clamorous to Learn” (352-56) before working on your essay. Take the online quiz on Welty before the beginning of class today.

In-class screening of *The History Boys* (2006; directed by Nicholas Hytner).

- Sep 9 T **Essay 2 due (2 pages)**; submit electronically at the eCollege site as directed.  
Read: OW, Rich, “Claiming an Education” (360-63) before working on your essay. Take the online quiz on Rich before the beginning of class today.  
Completion of in-class screening of *The History Boys*. Discussion of the film and our readings/written responses thus far will begin today and will continue next class.
- Sep 11 Th Read: OW, Ch. 4: An Introduction to Visual Understanding (67-71 only); Doty, “Souls on Ice” (92-96); Scudder, “Look at Your Fish” (100-03). Also, in PWH, Ch. 1: Understanding Purpose and Audience (2-6) and Ch. 2: Writing Essays (6-13). In-class quiz on these materials.
- Sep 16 T Read: OW, Ch. 2: An Exploratory Essay: A Student’s Process (13-35); PWH, Ch. 3: Writing Paragraphs (19-24). Discussion of introductions, developing strong theses/claims, and moving from earlier exploratory essays to a more focused and developed paper. In-class writing workshop. Sign up for individual writing conferences. Also, you will be assigned to a group for peer critiques of your paper, which will be done via our eCollege site as directed.
- Sep 18 Th **Paper 1 draft (at least 3-4 pages) due:** electronic version should be submitted for peer review as directed on the eCollege course site. You will be reading and commenting electronically on the developing drafts of two (or three) of your fellow classmates; peer critiques must be completed by class time on Tuesday, September 23<sup>rd</sup> so that all students will have received feedback to use in their completion of their final version of Paper 1. Review, in PWH, the Checklist: Audience Concerns for Peer-Review Participants (5) prior to completing peer critiques.
- No class meeting today or next Tuesday; instead, you will meet with me individually in my office, Hartzel 112, to discuss your developing draft of Paper 1. Bring with you two copies of your draft (one for you; one for me) and at least two specific questions to spur our discussion. Each conference will be scheduled for 15 minutes.
- Sep 23 T No class—individual conferences continue.  
**Peer critiques of Paper 1 due at the eCollege course site.**  
As you move towards the editing stage of writing for Paper 1, take a look at the contents pages for PWH Part 2: Writing Grammatical Sentences (31), Part 4: Understanding Punctuation (83), and Part 5: Understanding Spelling and Mechanics (113). Familiarize yourself with the advice available in your handbook and set aside time in your editing process to consult your handbook more specifically for answers to your grammatical or mechanical questions. Note that, when I comment on your papers, I will use the correction symbols listed on page 409 of PWH; these symbols indicate the pertinent error and point you to the section of the handbook where you can find help to solve that particular problem. Always ask me for further advice when you don’t understand how to correct your error.
- Unit Two: Family Values: Writing to Evaluate**
- Sep 25 Th **Paper 1 due (5-6 pages)**; submit electronic copy at the eCollege site and provide me with a paper copy.  
Read: OW, Sedaris, “Cyclops” (292-95). There will be an in-class quiz on Sedaris.
- Sep 30 T Read: Dumas, *Funny in Farsi*, pages 3-95. Respond to the discussion board prompt at the eCollege site before class time.
- Oct 2 Th *Funny in Farsi*, complete (pages 96-198). Continue the discussion of Dumas at the eCollege site as directed; your contributions to the evolving discussion should be made before class time.

Author Mark Doty will read from his creative work this evening at 7:00 p.m., location TBA. We've read an essay by Doty earlier this semester. I invite you to attend the reading, if you are able—you'll enjoy it.

- Oct 7 T **Essay 3 due (2 pages)**; submit electronically at eCollege site.  
In-class screening: *Bride and Prejudice* (2005; directed by Gurinder Chadha).
- Oct 9 Th Screening of *Bride and Prejudice* continues.  
Read: OW, Lee, "Coming Home Again" (263-70). **Respond to the writing prompt** posed at the eCollege site no later than the beginning of class on October 16<sup>th</sup>.

#### FALL BREAK

- Oct 16 Th Read: OW, Ehrenreich, "Family Values" (283-88) and Ch. 3: The Persuasive Essay: A Student's Process (37-65); also, in PWH, Ch. 4: Writing an Argumentative Essay (24-25). In-class quiz on Ehrenreich and the readings on writing.
- Oct 21 T Read: OW, from "Finding Evidence and Documenting Sources," pages 789-92 ("What is Evidence?" and "The Uses of Evidence"); also, in PWH, Ch. 32: Integrating Source Material into Your Writing (173-76) and Ch. 33: Avoiding Plagiarism (177-81). In-class quiz on these materials. Also, please take a look at PWH, "Writing in the Disciplines: An Overview" and note that your handbook provides detailed instructions about using the various documentation formats in the following section. I will give you an overview of the three most common formats (MLA, APA, CSE); you should consult your handbook and become proficient in the format you expect to use most often in your planned major and career area of interest.  
Discussion of using and documenting sources, followed by writing workshop—we will work on a **developing draft (2 pages) of Paper 2** in class, which you will submit electronically at the end of class.
- Oct 23 Th **Paper 2 draft due (5-6 pages)**; submit electronic copy at the eCollege site. Peer critiques will be done in class, electronically.

#### Unit Three: Gender Matters: Writing to Problem-Solve

- Oct 28 T Read: OW, Ch. 7: Gender (202-12; includes Brownmiller, "Femininity"), Sontag, "Women's Beauty: Put-Down or Power Source" (245-47). In-class quiz on Brownmiller and Sontag.
- Oct 30 Th **Paper 2 due (5-6 pages)**; submit electronic copy at the eCollege site and print out one copy to turn in to me.  
In-class screening of Jean Kilbourne's *Killing Us Softly 3: Advertising's Images of Women* (2000).
- Nov 4 T **Essay 4 due (2 pages)**; submit electronically at eCollege site.  
Read: OW, Theroux, "Being a Man" (772-75), "Where to Find Evidence" (793-94) and "Evaluating Sources" (794-98). Also, in PWH, from Part 6: Writing with Sources, pages 132-141, 155-69, 170-73. Quiz on Theroux. Discussion of strategies for conducting research and building a paper that incorporates your research into your own thinking on a topic. We will develop our research questions for Paper 3 together as a class.
- Nov 6 Th Read: OW, Ruiz, "Oranges and Sweet Sister Boy" (226-31), and "Integrating Sources and Avoiding Plagiarism" (798-800—this section is a reinforcement of our earlier discussion on the subject). Also, in PWH, 142-55, 173-81. The information in your handbook is crucial to your success in writing research papers and acknowledging your academic debts; to reinforce its importance, I will give you an in-class quiz on this information to encourage you to read it carefully.



Discussion of how to integrate research materials appropriately into your paper. You will be bringing to class for our use at least **one appropriate, academic citation that pertains to the research question you wish to pursue in your paper**. Be prepared to discuss with the class how you went about finding your citation; if your source material itself is immediately available (i.e., book, journal article, other print source, or audiovisual source), please bring it with you or share the access information, if an electronic source.

**In-class written response to Ruiz essay** and discussion. Sign up for conferences.

- Nov 11 T No class meeting today or Thursday; instead, you will meet with me individually in my office, Hartzel 112, to discuss your **developing draft of Paper 3** (2-3 pages). Bring with you two copies of your draft (one for you; one for me), your notes about the research materials you intend to use, and at least two specific questions to spur our discussion. Each conference will be scheduled for 15 minutes.
- Nov 13 Th No class meeting—individual conferences continue.
- Nov 18 T **Paper 3 draft due (5-6 pages)**; submit electronically at eCollege site. Peer critiques will be done in class, electronically.
- Nov 20 Th Read: PWH, Part 3: Writing Effective Sentences (62-82). Quiz on reading assignment. In-class screening of Richard Lanham's *Revising Prose* (1980). Workshop on sentences: you'll be looking at your draft of Paper 3.

#### **Unit Four: Re-visioning Writing: Writing to Express and Impress**

- Nov 25 T **Paper 3 due (5-6 pages)**; submit electronically at eCollege site and drop off a copy to my office. No class meeting today or next Tuesday. Instead, you'll meet with me individually in my office to discuss your progress as a writer this semester and to discuss your planned revisions for either Paper 1 or Paper 2. Please bring with you to your conference the final graded copy of your chosen paper and a typed **rough plan of the changes** you anticipate making to your original thesis, structure, content, and/or language. Bring two copies of your plan, one for me to keep, the other for you to take notes on as we discuss your plan.
- Thanksgiving break
- Dec 2 T No class meeting—individual conferences continue.
- Dec 4 Th Workshop day: Writing with style. Also, discussion of essay exam-taking strategies. Completion of course evaluations. Last class meeting of the semester!
- Dec 9 T **Revision of Paper 1 or 2 due (5-6 pages)**; submit electronic copy to eCollege and drop off a paper copy, along with the **editing sheet** I will give you, to my office by 4:00 p.m. There is no final exam for this class. Good luck on your finals for other classes, and enjoy your holidays!