

College Writing

WRI 100: Sec. 04

Cedar Crest College, Spring 2009

MW 1:00-2:15 PM; Room: BHA 4

Format: Discussion/Workshop

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Office Hours, Fall Semester: M & W, 2:30 – 4 PM; T, W, & R 6:00-6:45 PM; & by appointment.

Books and Computer Resources: The books listed below can be purchased from the Campus Bookstore, but feel free to pick them up elsewhere. Online booksellers often offer books at reduced prices (www.alibris.com, www.betterworldbooks.com).

- Robert DiYanni and Pat C. Hoy II, eds. *Occasions for Writing: Evidence, Idea, Essay*. Boston: Thomson Higher Education, 2008. ISBN: 141301206X
- Laurie G. Kirszner and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 4th edition. Boston: Thomson Higher Education, 2008. ISBN: 1428229787
- Richard Rodriguez. *Hunger for Memory: The Education of Richard Rodriguez*. New York: Bantam, 1983. ISBN: 0553382519
- A **college-level dictionary** of recent vintage, such as *Merriam-Webster's Collegiate Dictionary*, 11th edition, or the *American Heritage College Dictionary*, 4th edition. You may find a thesaurus handy too. (See www.m-w.com for an online version.)

For computer materials, in addition to a web browser and internet connection, you'll also find a word-processing program and a PDF reader necessary. The college has current editions of MS Office available for you to use in all its computer labs, and Adobe Reader is available for a free download (www.adobe.com). You may also find having some form of transportable digital storage (such as a jump drive) convenient.

Additional resources will be required through Cedar Crest's on-line course platform, eCollege, available at www.cedarcrestonline.net. If you haven't used eCollege previously, the Cedar Crest Registrar's Office will have sent you an email to your Cedar Crest account with a specific user ID and password for the eCollege system.

Course Description: The goal of WRI 100 College Writing is to understand the 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 justify your ideas about them with rational arguments. We'll pay particular attention to the style of writing common in academic communities: writing that presents insightful claims and supports them with sound reasoning, good evidence, and illustrative examples. This course will ask you to read, learn, and think about cultural issues relevant to us today—ideas about how gender affects our ways of communicating, our practices of higher education, and the unique challenges women must face in the workplace.

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 your 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.

Course Goals: Upon completion of your WRI-1 class, you should be able to do the following.

- 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 (description, exemplification, evaluation, problem-solving, etc.) 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.

We'll use the following methods in WRI 100 in order to achieve these goals:

- 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's learning outcomes will be evaluated through the following forms of assessment. (The way in which these forms of assessment account for your final course grade is detailed below under "Grades.")

- 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.

College Writing Studio: WRI 001 College Writing Studio is a supplemental writing lab for WRI-1 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 WRI-1 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.

Honor Code: Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest Honor Philosophy. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction or otherwise compromise students' access to their Cedar Crest College education.

A special note is appropriate here regarding the tone of our classroom discussions. An important strategy for producing college-level writing is to approach ideas with an attitude of skepticism, whether those ideas come from readings, professors, or classmates. In order to better understand a way of fashioning the world, we must probe the basis for that point of view and examine what reasons and evidence may or may not support it. This is especially critical when it comes to our most closely held beliefs, beliefs that we might be uncomfortable with placing under too much scrutiny. As we engage in this process of inquiry, please remember that, while we should question and challenge each other's opinions, a sign of intellectual maturity is that we do so respectfully.

As we live in an age of increasing technological diversion—the call of cell phones, the click of mice, ringing in our ear—it becomes easy to forget the good manners of paying attention to those immediately around us. Please remember to silence cell phones before class begins (a vibrate setting is appropriate for emergencies). Also, refrain from checking your email or any wayward browsing of the internet during class time.

Academic Integrity and Plagiarism: Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

Plagiarism is the act of using someone else's ideas or words and passing them off as your own without giving credit to the original source. Since a key goal of a college education is to develop and express your own ideas, plagiarism is an extremely serious academic offense.

It is dishonest to present oral or written work that is not entirely your own, except as may be approved by an instructor, and you must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted. Any language taken from another source, whether individual words or entire paragraphs, must be placed in quotation marks and attributed to the source, following the citation format specified. Paraphrased material from a source must also be attributed. In addition, if you are indebted to another source for a specific perspective or a line of argument—regardless of whether or not you've directly quoted the source—that debt must be acknowledged.

In this class, the penalty for plagiarism and other forms of academic misconduct is a grade of F either on the individual assignment or for the entire course, to be determined by the instructor based upon the severity of the offense. All cases of academic misconduct will be kept on record with Cedar Crest College's Provost Office.

For an extended description of what constitutes plagiarism, please consult *Writing at Cedar Crest College: A Student's Guide*.

Attendance: Simply put, you are expected to attend and participate in each class meeting. Improving your writing skills requires sustained practice in class-to-class discussions and exercises, and missing class means that you're missing activities that cannot be made up. There is no distinction between "excused" and "unexcused" absences. If you must miss several classes due to unavoidable circumstances, you should contact me as soon as reasonably possible. If you miss a class, you remain responsible for the material covered. Missing a quarter of our total class meetings (seven classes in a MW fall-semester course) will result in a final grade of F.

Class Cancellation: If Cedar Crest's campus is open, you should expect our class meetings to be held. If troublesome weather threatens to close the campus and thus cancel class, you should refer to Cedar Crest's Inclement Weather Hotline at 610-606-4629 for notification. Of course, you should always use common sense and place your safety first when determining whether or not it's appropriate for you to drive to campus under such conditions. If I cancel class independently of the campus closing, due to weather or for other reasons, I will send a class-wide email to your Cedar Crest account and place an outgoing message on my office voicemail (x3474).

College Policy Regarding Learning Disabilities: Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services (x3484 or advising@cedarcrest.edu).

Conferences, Peer Workshops, and Editing Sheets: You are encouraged to consult with me individually on drafts of your writing at any stage—please just get in touch to schedule a writing conference, or drop by during my office hours.

At several points during the semester, we'll meet in conferences to discuss a specific draft-in-progress. Conferences will occasionally be held in groups of around four students. As classes typically will be cancelled to provide time to meet, **missed conferences count as class absences**. These conferences are collaborative, and you should arrive with specific questions about your writing skills and at least a **partial draft** (2-3 pages) of your paper. The substance of these partial drafts will vary over the semester—sometimes I'll ask you to have at least an introduction, other times perhaps several body paragraphs.

During the class immediately before a paper is due, we'll have peer workshops where you critique the writing of your classmates and in turn have your own draft commented upon. Since this is a crucial step in the process of improving your writing, you must have a **full-length draft** (5-6 pages) of your paper prepared on paper-and-ink for review at the workshop. You'll also submit a digital copy of your draft through eCollege: attach your draft as an MSWord (.doc/.docx) or Rich Text Format file (.rtf) to a posted message under the Workshop Discussion Board prompt.

As part of our workshop procedure, you'll have at least two classmates complete a set of **workshop critique** questions responding to your draft. You should use this feedback as a way of testing out how an audience responds to what you've written, revising your draft based upon your assessment of that feedback. In turn, you'll complete workshop critiques on at least two of your classmates' drafts. You should view your critiques both as a way to help your classmates to improve their writing and to see how other writers have approached the same writing task. Workshop critiques will be completed online via the eCollege site.

Assignment Format: All formal class assignments must be typewritten, stapled, and double-spaced with a 12-pt Times New Roman font and one-inch margins. Syntactically correct American English should be used. Be certain to include your name, our class information, and a descriptive title on the first page. As we learn about various academic writing styles (the APA, CSE, or MLA), be certain to consult *The Pocket Wadsworth Handbook* for format details (title page, bibliography, headers and footers, etc.).

Printing and Distributing Your Work: You should expect the writing you produce for this class to be public, written for the class as a whole to read and critique.

Our class will look at selective student examples from writing assignments throughout the semester, and part of the requirements of our conferences and workshops will be to present enough copies of your work in order to receive meaningful feedback. This means that you'll need to bring copies of your drafts to distribute during group conferences (generally four copies will be enough) and for your workshop group (one print copy will be enough with a digital copy attached to a discussion board post to the eCollege website). *In its computer labs, Cedar Crest College limits you to printing one copy of each document.* Thus, if you're printing material in the campus labs, you'll need to use a photocopy machine to make duplicates. Photocopiers are available in the Tompkins College Center and in Cressman Library.

Deadlines and Lateness: Expectant mothers eagerly anticipate “due dates”—writers vex anxiously over “deadlines.” Learning to complete a piece of writing by an established date is essential to your academic and professional success, and thus papers, essays, and other projects are due at the beginning of class for the dates listed on the course schedule. (There's a deadline extension for students enrolled in WRI 001 College Writing Studio concurrently with our class. See “College Writing Studio” above.)

If you're submitting work late, you're not focusing on the next round of assignments and writing tasks. There's also an issue of fairness to classmates who have planned ahead and sacrificed other activities in order to submit assignments when due. Thus, assignments handed in past their due date will be reduced one letter grade (e.g. A- to B+) for each 24-hour period they are late. *If you're absent from class or arrive after we've begun a quiz or journal entry, such in-class assignments may not be made up.*

If you're absent when an out-of-class assignment is due (such as an essay or paper), you may deliver it through the required eCollege assignment dropbox as an MSWord (.doc/.docx) or a Text document (.rtf). Most word processing programs allow you to save files in either Word (.doc/.docx) or RTF (.rtf) formats. Do not submit assignments in a different format (WordPerfect, etc.).

Individual assignment extensions may be granted for extenuating circumstances (personal or family crisis, serious illness, roommate problems, etc.), but should be requested and explained as soon as possible. Computer problems are not acceptable excuses for extensions or lateness.

Description of Class Assignments:

Quizzes—An important part of becoming an accomplished college writer is to learn to identify and understand other writers' claims and how they go about supporting them. Since a sound academic claim is thoughtful, developed, and well informed, this means that you'll need to keep up with the breadth of readings and discussions that should inform your ideas about a writing topic. We'll have a brief quiz on the day each assigned reading is due or following a film screening. Quizzes will be a series of multiple-choice questions, showing whether you've closely read and thought about the material, and will focus on how authors articulate their claims and the methods they use to support those ideas.

Online Journals—Throughout each unit, we'll use online journal prompts that devoted either to developing your thinking on the topic or to honing some aspect of your writing. These journals will often be composed during class time—you should consider them places to experiment with new ideas, new ways of explaining your point of view. We'll use Cedar Crest's eCollege website to facilitate them.

Essays (2-3 pgs)—“Essay” means “attempt.” As part of developing the language and ideas you'll use for each unit paper, you'll write at least one brief essay in which you begin to articulate your thoughts on the unit topic. You should view essays as your initial attempt at working out your ideas about a subject. You must submit both a paper-and-ink copy and a digital copy (through the eCollege “Dropbox”) of each essay when it's due. Essay assignments will be drawn from one or more readings from the unit, and you may use this language as an early draft of your unit paper: it's your writing, after all.

Papers (5-6 pgs)—For each major unit this semester, you will submit a sustained piece of writing that you've worked hard on. To understand the different types of claims that you'll be asked to address as a college writer and to improve your writing stylistically, you'll need to think about your writing as a skill that needs honing. These papers should represent your best work, the moment where you spotlight the hours of reading and reflecting on our course material, revising and refining the claims you make, and reconsidering and revisiting your language choices. You must submit both a paper-and-ink copy and a digital copy (through the eCollege “Dropbox”) of each paper when it's due. Each unit will focus on a different topic with a different set of claims and ways of approaching its material (gender and language, higher education, and the problems women face in a workplace).

Revision Assignment: You'll be revising your writing throughout each unit, working from in-class journals to essays to drafts to a final paper. Your final assignment for the semester, however, will be to select either Paper 1 or Paper 2 to revise and rewrite, a way of looking back on your earlier writing in the course and improving it based upon the lessons of the class. (Your revised paper evaluation will replace the initial grade assigned to it according to the six qualities of effective college writing.) You must submit both a paper-and-ink copy and a digital copy (through the eCollege “Dropbox”) of your revision paper when it's due.

Grades: We'll cover the standards by which Cedar Crest College evaluates and judges your writing early in the semester, a criteria tailored around six qualities of effective college writings: insightful and developed ideas, a supported thesis, audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, & the revision process and manuscript preparation. Your final grade for the course will be determined along the following weights.

Unit One:		Unit Three:		Grades for the course will be issued according to the following percentages:	
_____/25 pts	Essay 1	_____/25 pts	Essay 3		
_____/10 pts	Online Journals	_____/10 pts	Online Journals	90-93.99%	A-
_____/5 pts	Paper 1 Conference	_____/5 pts	Paper 3 Conference	87-89.99%	B+
_____/15 pts	Paper 1 Workshop (Draft/Crit.)	_____/15 pts	Paper 3 Workshop (Draft/Crit.)	84-86.99%	B
_____/5 pts	Paper 1 Format	_____/15 pts	Paper 3 Citations/Format	80-83.99%	B-
_____/200 pts	Paper 1	_____/5 pts	Paper 3 Research/Sources	77-79.99%	C+
		_____/250pts	Paper 3	74-76.99%	C
				70-73.99%	C-
Unit Two:		Unit Four (Revision):		67-69.99%	D+
_____/25 pts	Essay 2	_____/5 pts	Online Journal	60-66.99%	D
_____/10 pts	Online Journals	_____/5 pts	Revision Conference	0-59.99%	F
_____/5 pts	Paper 2 Conference	_____/15 pts	Revision Workshop (Draft/Crit.)		
_____/15 pts	Paper 2 Workshop (Draft/Crit.)	_____/80 pts	Quiz Total: Reading Claims & Support		
_____/10 pts	Paper 2 Citations/Format				
_____/250 pts	Paper 2				
		_____	/ 1000 Total Points		

Course Schedule

Date	Reading Assignments or Class Activities
Unit One: Gendered Messages Writing that Defines and Describes	
1/19/09 M	<p>Introduction: College Writing, A Process of Discovery Ann Hurlbert, “Unpersuasive: Why the SAT’s New Essay Question Reinforces America’s Allergy to Real Argument” (Handout)</p> <p><i>For our next class, you’ll need access to our course website through eCollege. Login at www.cedarcrestonline.net with 1) your eCollege user ID number and 2) password. (Issued through the Registrar’s Office to your Cedar Crest email account. Note that these are separate from your Cedar Crest email account ID and password). Access the course website and respond to the discussion prompt for “Writing History” before our next class meeting.</i></p>
1/21/09 W	<p>In Class Essay: You’ll write an essay during class today. Cedar Crest College uses these essays to assess the writing skills of all students entering WRI-100.</p> <p><i>The Pocket Wadsworth Handbook:</i> Chapter 39, “Reading Critically” (pp. 307-310) <i>Occasions for Writing (OW):</i> Chapter 1 “The Practice of Writing” (pp. 1-11) & Susan Brownmiller, “Femininity” (pp. 202-212) Quiz: Syllabus & Brownmiller</p>
1/26/09 M	<p>Essay 1 Due (2-3 pgs, about 500-750 words.) You’ll submit all written assignments in two ways this semester: 1) a printed copy handed in during class and 2) a digital copy submitted via the eCollege “Dropbox” for the assignment. Digital copies should be in either MSWord (.doc/.docx) or Text (.rtf) format. Throughout the semester, you should have access during our class period to a digital copy of all essays, papers, and drafts (saved on a jump drive, your network H: drive, an email as an attached file, etc.).</p> <p><i>OW:</i> Deborah Tannen, “Asymmetries: Men and Women Talking at Cross-Purposes” (pp. 213-225) <i>The Pocket Wadsworth Handbook:</i> Chapter 1, “Understanding Purpose and Audience” (pp. 2-6), Chapter 2, “Writing Essays” (pp. 6-19), & “Correction Symbols” (p. 409). Qualities of Effective College Writing, Cedar Crest College (eCollege doc) <i>The Pocket Wadsworth Handbook:</i> Part 2, “Writing Grammatical Sentences” (pp. 31-60); Part 4, “Understanding Punctuation” (pp. 83-112); Part 5, “Understanding Spelling and Mechanics” (pp. 113-130); and Appendix A, “Grammar Review” (pp. 359-368) (We’ll cover specific issues of correctness in grammar and mechanics as our writing needs it throughout the semester. If you have questions about these basic skills, need a review of them, or are curious as to how to revise for a particular “correction symbol,” refer to these chapters.) Quiz: Tannen</p>
1/28/09 W	<p><i>He Said, She Said: Gender, Language, and Communication</i> (2001; In the Classroom Media; 50m) <i>OW:</i> Chapter 2 “An Exploratory Essay: A Student’s Process, Using Images and Experience as Evidence” (pp. 12-35)</p>
2/2/09 M	<p><i>OW:</i> Mary Wollstonecraft, “A Vindication of the Rights of Women” (pp. 786-788) Quiz: Wollstonecraft</p>
2/4/09 W	<p>Dacher Keltner, “In Defense of Teasing” (12/7/2008, <i>The New York Times</i>) (eCollege doc.) <i>Writing Strategies:</i> Introductions that Flare. On our Writing Days this semester, we’ll use our in-class time to focus on particular elements of your essay writing, starting today with introductions. <i>The Pocket Wadsworth Handbook:</i> Chapter 3, “Writing Paragraphs” (pp. 19-24) Quiz: Keltner (Conference Sign-up)</p>
2/9/09 M	<p>Conferences: Instead of meeting as a class today, you’ll meet with me to discuss your progress toward Paper 1. Conferences will be held at my office, 113 Hartzel Hall. You should bring a partial draft of at least 2-3 paper-and-ink pages with you to all conferences this semester.</p>
2/11/09 W	<p>Workshop: Paper One Draft Due (5-6 pgs.), Articulating a Thoughtful Claim. Today and with future workshops you will have a full-length draft of the paper you’re working on to distribute to your workshop partners. You’ll also submit a digital copy of your draft through eCollege: attach your draft as an MSWord (.doc/.docx) or Rich Text Format file (.rtf) to a posted message under the Workshop Discussion Board prompt. <i>The Pocket Wadsworth:</i> review “Writing for Other Students,” especially “Checklist: Audience Concerns for Peer-Review Participants” and “Correction Symbols” (pp. 4-5 and 409) English Composition Standards for Revised Work, Cedar Crest College (Handout) <i>Please regard college printing policies for the computer labs.</i></p>
Unit Two: Education vs. Schooling Writing that Evaluates	
2/16/09 M	<p>Paper One Due (5-6 pgs., about 1250-1500 or so words) 1) Submit printed paper in class and 2) submit a digital copy of the paper through the eCollege dropbox in either MSWord (.doc/.docx) or Text (.rtf) format. Jack W. Meiland, “The Difference between High School and College,” from <i>College Thinking</i> (1981) (eCollege doc) <i>The Pocket Wadsworth:</i> Chapter 38, “Ten Habits of Successful Students” (pp. 300-307) (This advice for college success is well given. In addition to reading these ten habits for their wisdom, we’ll examine them for what they presume</p>

	about how students should interact with their education.) Quiz: Meiland
2/18/09 W	OW: Chapter 4 An Introduction to Visual Understanding (pp. 66-87) Teaching goes to Hollywood: Scenes from <i>Mona Lisa Smile</i> (2003; Mike Newell, dir; Columbia Pictures; 117m), <i>Ferris Bueller's Day Off</i> (1986; John Hughes, dir; Paramount Pictures), and <i>Dead Poets Society</i> (1989; Peter Weir, dir; Touchstone Pictures)
2/23/09 M	<i>Writing Strategies: The Order of Things—Coherence and Structure</i> Mary Belenky, et al, "How Women Learn," from <i>Women's Ways of Knowing</i> (1987) (eCollege doc) OW: Chapter 3 The Persuasive Essay: A Student's Process, Using Text and Experience as Evidence (pp. 36-65) Quiz: Belenky
2/25/09 W	OW: Paulo Freire, "The Banking Concept of Education" (pp. 368-377) Quiz: Freire.
3/2/09 M	Essay 2 Due (2-3 pgs.) OW: Adrienne Rich, "Claiming an Education" (pp. 360-367) Citing Sources, Avoiding Plagiarism—The Deadly Sin of Intellectual Theft. Today we'll cover the issue of plagiarism and three widely used academic writing styles: the APA, CSE, and MLA. You should become proficient in the style you expect will be most useful for your college and professional careers. <i>The Pocket Wadsworth</i> , Chapters 32 & 33, "Integrating Source Material" and "Avoiding Plagiarism" (pp. 173-184); Part 7, "Documenting Sources: MLA" (pp. 185-234); and Part 8, "Documenting Sources: APA and Other Styles" (pp. 235-298) OW: Integrating Sources and Avoiding Plagiarism & Documenting Sources (pp. 798-813) Quiz: Rich and Citation & Plagiarism
3/4/09 W	Evaluating College Writing: Lessons from the SAT Writing Exam (In-Class Handouts) <i>The Pocket Wadsworth</i> : Chapter 4, "Writing an Argumentative Essay" (pp. 24-30)
3/9/09 M	No Class: Spring Break
3/11/09 W	No Class: Spring Break
3/16/09 M	Richard Rodriguez, <i>Hunger for Memory: The Education of Richard Rodriguez</i> (1982), 1st half of book (pp. 1-118). Quiz: Rodriguez
3/18/09 W	Richard Rodriguez, <i>Hunger for Memory: The Education of Richard Rodriguez</i> (1982), 2nd half of book (pp. 119-213). Quiz: Rodriguez (Conference Sign-up)
3/23/09 M	Conferences: Partial draft of Paper Two due (2-3 pgs.) For our conferences this unit, you'll meet with me and a small group of your classmates (about 4 total). You'll want to bring enough printed copies of your draft to distribute to the group. <i>Please regard college printing policies for the computer labs.</i>
3/25/09 W	Workshop: Paper Two Draft Due (5-6 pgs.), Parts of the Paragraph & Methods of Organization <i>The Pocket Wadsworth</i> : Appendix B, "Usage Review" (pp. 369-378) <i>Please regard college printing policies for the computer labs.</i>
Unit Three: Women in the Workplace Writing that Analyzes Problems and Proposes Solutions	
3/30/09 M	Paper Two Due (5-6 pgs.) Women Enter the Workplace: <i>North Country</i> (2005; Niki Caro, dir; Warner Bros.; 126m) (In-Class Screening.)
4/1/09 W	Women Enter the Workplace: <i>North Country</i> (2005; Niki Caro, dir; Warner Bros.; 126m) (In-Class Screening.)
4/6/09 M	Clara Bingham and Laura Leedy Gansler, <i>Class Action</i> . New York: Anchor Books, 2002. Chapter Selections. (eCollege doc) Quiz: Bingham and Gansler
4/8/09 W	Of Google, Search Engines, and Scholarly Databases—Research in a Digital Age (Today we'll discuss the types of research databases you should be using during your college career and how to evaluate sources found on the Internet.) Edward Tenner, "Searching for Dummies." Editorial. <i>The New York Times</i> , 3/26/06. (eCollege document) OW: What is Evidence?, The Uses of Evidence, Where to Find Evidence, & Evaluating Sources (pp. 789-798) <i>The Pocket Wadsworth</i> : Part 6, "Writing with Sources," Chapters 29-31, "Writing Research Papers," "Using and Evaluating Library Sources," and "Using and Evaluating Internet Sources" (pp. 131-173) OW: Ellen Gilchrist, "The Middle Way: Learning to Balance Family and Work" (pp. 655-662) Quiz: Gilchrist <i>Note:</i> The college is on break from 4/10 through 4/13.
4/13/09 M	No Class: Break <i>Note:</i> 4/14 at 4PM is the deadline for course withdrawal, and now is a good time during the semester to check on how you're doing in all of your classes.

4/15/09 W	Essay 3 Due (2-3 pp.) <i>Writing Strategies</i> : The Variety of Sentences <i>The Pocket Wadsworth</i> : Part 3, "Writing Effective Sentences" (pp. 61-82) Arlie Hochschild, "The Second Shift: Employed Women Are Putting in Another Day of Work at Home" (eCollege doc) <i>The Double Shift</i> (2002; Tom Puchniak, dir; Films for the Humanities and Sciences; 47m) Quiz: Hochschild & <i>The Double Shift</i> (Conference Sign-up.)
4/20/09 M	Conferences: Instead of meeting as a class, you'll meet with me in Hartzel 113 to discuss your work on Paper Three. Partial draft (2-3 pgs.) of Paper 3 due.
4/22/09 W	Workshop: Paper Three Draft Due (5-6 pp.) Sentences that Scintillate <i>Please regard college printing policies for the computer labs.</i>
Unit Four: Writing Redux	
4/27/09 M	Paper Three Due (5-6 pgs.) <i>Writing Strategies</i> : Style through Imitation <i>Please regard college printing policies for the computer labs.</i> (Conference Sign-up.)
4/29/09 W	Conferences: 1-page outline of revision changes due. Instead of meeting as a class, you'll meet with me in Hartzel 113.
5/4/09 M	Revision Workshop: Developing a Mature Style. You'll revise your choice of either Paper 1 or 2 from this semester. <i>Note: On 5/5/09, you should follow your Cedar Crest Friday schedule for that Gregorian-calendar Tuesday.</i>
5/8/09 (Friday) Finals Week	No Class : Revision Paper Due. We won't meet as a class during the final exam period, but your Revision Paper will be due by 4PM on 5/8 to my mailbox in Hartzel 119 (the Humanities Office) and a digital copy to the eCollege "Dropbox." If you'd like your final work for the semester returned to you, please make arrangements with me to pick it up. <i>Note: The final-exam period runs from 5/6 through 5/13.</i>