

drop deadline

English 25
Fall 1998
Monday 3:00-4:50 CAI

College Writing Skills
Carter (voice mail # 3823)
Wednesday 3:00-4:50 AGR 15

Texts and supplies:

Ellsworth, Blanche, and John Higgins. *English Simplified*, 8th ed.
Addison-Wesley, 1997.

Rosa, Alfred, and Paul Escholtz. *Themes For Writers*. St.
Martin's Press, 1994.

3.5" floppy disk.

Three ring binder.

College English dictionary.

Course Description:

Development of the process of writing, revising, and finishing short papers, including the logical development and organization of ideas. Emphasizes avoiding common writing errors; develops reading skills by reading model essays and analyzing rhetorical strategies; develops critical thinking skills by matching the structures of writing to meaning and audience, and by using writing as thinking, to explore and express ideas.

Course requirements:

1. **ATTENDANCE.** Faithful attendance, consistent outside preparation, and thoughtful participation in class are essential and expected. Excessive absences, lack of preparation, and failure to meet deadlines not only stand as obstacles to your success in the course, but also greatly diminishes the quality of workshop activities.

Given the above, I have established the following attendance policy: Any student who misses more than 4 class or lab sessions after the first week of class will receive no credit for the participation portion of the course grade.

2. **Readings.** Reading exercises are to be read before the class they are assigned. I will notify you of any changes in our reading schedule. While unassigned textbook exercises are neither collected nor graded, you should do as many as you have time for. Writing and reading skills are analogous to athletic skills in that the more you practice, the better you become.

3. Writing. WE WILL WRITE EVERY SINGLE DAY! By writing every day we will improve our writing skills one step at a time. All students who do this faithfully should pass this class with no problem. Our writing assignments consist of:

- a) Thirty brief journal entries, both in and out of class, responding to readings and class discussion. These entries will focus on the *generation* of ideas, which means that grammar, spelling, and punctuation errors will not be commented on.
 - b) Ten one or two page informal essays that we will begin in class.
 - c) Four formal essays which will emphasize process and revision.
- To pass the class, all essays must be submitted and collectively equal a C grade or better.

Portfolios. Throughout the semester we will be working on four essays that you will include in your portfolio. Each essay should be three to five pages in length, typed and double spaced. All should deal with topics you have direct personal knowledge of. The essays will go through a rough draft, revision draft, and proofreading stage. Please include all three versions in your portfolio.

Your **narrative** essay should deal with a significant event, person, place, or thing in your life. It should let the reader get to know you, and something that has shaped who you are. **DO NOT WRITE ABOUT YOUR HIGH SCHOOL GRADUATION UNLESS YOUR BEST FRIEND DIED DURING IT.**

The **argumentative** essay may grow out of your narrative essay. It should deal with something that has affected your life (for good or bad). It can call attention to a problem, provide a solution to a problem, or be a stand on a controversial issue. **DO NOT WRITE ABOUT ABORTION UNLESS YOU HAVE HAD ONE.** One outside source is required.

The **expository** essay explains something that you are familiar with. It is just like a narrative, but has a specific focal point, and it answers a question. Possible topics are endless. You could write about the life cycle of a particular plant, how to rebuild an engine, what a window is, what your first bicycle represented to you, what your job entails, what it's like to care for a parent--anything that you have direct personal knowledge of it. One outside source is required.

In the **research** essay you need to focus on something you find so interesting and important that you want to learn more about it. The topic should be something that directly impacts your life. Two outside sources are required, but you will probably need more.

4) Journals. Most of our course work, including prewriting activities, will be done in journals. There is nothing mysterious about journals-- they are convenient places to keep your homework and write down your thoughts. Students will keep their journal entries in three-ring binders or folders which will be handed in Mondays. Journal entries will consist of responses to readings and class discussions, in-class essays, prewriting activities, and one personal entry each week. As the journal will comprise 40% of the final grade, it is important that you keep up.

5) Workshops. Throughout the semester we will be working in discussion and revision groups. In our discussion groups we will define problems and propose solutions, take stands on controversial issues and defend our positions. In our revision groups we will submit our drafts for peer response, which will be given both verbally and in writing. Revision groups provide writers with audience feedback that will help them revise their essays, and will also develop revision skills in the readers. Please bring three copies of the essay you wish to workshop.

We will also be holding class workshops. The key to class workshops is that the more you are prepared, the less the instructor makes you do. Being prepared means coming to class with an article or other information you want to share. I will need drafts of your essays to copy for the class.

Grading:

Attendance	10%
Journal	40%
Essays	50%

Schedule

August

17 Introduction to Narrative essays. In Class Essay (ICE): Narrate a significant event.

24 Introduction to *Themes For Writers*.

31 *Writing is Building* (371). *Users Like Me* (295).

September

7 No class on Monday (Labor Day). *Freewriting* (382).

14 Introduction to Revision. *Who Shall I Be* (33). *My Generation?* (41).

21 Introduction to Exposition. *Five Principles For Getting Good Ideas* (388). *The Box Man* (432). *On Dumpster Diving* (handout).

28 *Simplicity* (397). *One Son, Three Fathers* (67). *Daddy Tucked the Blanket* (79).

October

5 *Writing for an Audience* (404). *Not all Men are Sly foxes* (127). *It Begins at the Beginning* (133).

12 Introduction to Argumentation. *Debating Moral Questions* (424). *The Cult of Ethnicity* (227). *Come, Let Me Offend You* (273).

19 *Angels on a Pin* (175). *In Praise of the F Word* (handout). Student Essays.

26 *The Wrong Examples* (106). *Why I Fear* (494). *The Washed Window* (187). Student Essays.

November

2 *Why Men Fear Women's Teams* (448). Open Phone Monday: Bring an

Argument to class (Be Sure to have the facts).

9 No class Wednesday (Veterans' Day) Introduction to Research: What do you want to learn more about? *The Iceman's Secrets* (461). *Knock Wood* (475).

16 *Legalize Drugs* (288). *China's Antidrug Tradition* (440). Class Workshop of Essays.

23 Investigative Reporting.

30 *Health food from the Sea* (498). Student Essays.

December

7 *The Story of An Hour* (141). Student Essays.

14 Monday is the last day of class. Attendance is required. Class held during normal hours.