ENGLISH 109: INTRODUCTION TO ESSAY WRITING 1

CLASS MEETINGS: 9:00-10:30 a.m. Mon. & Wed. (HH 227)

INSTRUCTOR: Heather Pirie
  • office PAS 2212
  • hours Wed. 10:30-11:30 a.m./Thurs. 9:30-10:30 a.m.
  • tel. 885-1211 ext. 3358

TEXTBOOKS:


PURPOSE: "Writers are made, not born." (WFO/WFO)

This course is designed to help students from all disciplines develop their writing skills. We will focus on the various discourses that students will encounter both in academic and industry environments: personal essay writing, research report writing and collaborative exploratory writing. Furthermore, students will be introduced to processes of writing texts in these genres and the methods of analyzing texts. (NOTE: This course is not grammar intensive.)

METHODS:

All classes will involve a combination of writing theory and practise. While some classes take the form of a lecture, other classes will take on the form of a writing workshop. We will also experiment with several composing strategies and approaches, such as free-writing, journal writing and collaborative writing.

ADMINISTRATION:

Unless students obtain written permission from their instructor prior to assignment deadlines, no late assignments will be accepted. Furthermore, no research papers written for other classes will be accepted. Written permission, in the form of a note or memo, must state the reasons for needing an extension of the deadline, as well as a proposed new deadline. Both the instructor and the student must sign the note.
FINAL COURSE GRADES:

The final course grades will be assigned by combining grades for attendance, writing journals, first drafts of major assignments and final drafts of major assignments.

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<tr>
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<th>Weight</th>
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<tbody>
<tr>
<td>Writing Journals:</td>
<td>15%</td>
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<tr>
<td>Class Attendance:</td>
<td>10%</td>
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<tr>
<td>First Drafts of Assignments:</td>
<td>15%</td>
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<tr>
<td>Final Drafts of Assignments:</td>
<td>60%</td>
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100%

WRITING JOURNALS:

Each student will hand in two entries a week—one page in length—three times during the term. Students are encouraged to write as often as possible in this type of "evaluation-free" situation. Note that the writing journals in this course are public, not private reflections on writing and reading processes (read pp. 26-66 in WFO/WFO). To receive full marks for the journal entries, the student has to adhere to the suggested number, length and content guidelines.

ATTENDANCE:

Students should attend all classes since a lot of the student's most important work will take place in class. Students who are absent from class without permission from the instructor will lose 2% each missed class. In brief, a few unexplained missed classes could jeopardize a student's course standing.

FIRST DRAFTS OF ASSIGNMENTS:

Each student is encouraged to bring a first draft of each assignment to class on the given day. Students will receive full marks for providing a first attempt (I will explain the requirements of a first draft). Note that the drafts will be edited by the student's peers.

FINAL DRAFTS OF ASSIGNMENTS:

Students must hand in each final draft on the appropriate due date. Extensions are only granted with formal permission.
CLASS SCHEDULE:

May 4  Introduction: Course Procedures and Goals
      • Read WFO/WFO (pp. 1-11)

5     The Writing Process: An Overview
      • Read TSMHFC (pp. 1-9)
      • Read WFO/WFO (pp. 12-24)

11    Journal Writing: Writing for Oneself
      (assignment #1 handout)
      • Read WFO/WFO (pp. 25-66)

13    The Personal Experience Essay: Planning and Drafting
      • Read TSMHFC (pp. 10-38)

18    Victoria Day Holiday - No Class

20    Substantive Editing and Revising: Idea Level
      • Read TSMHFC (pp. 39-63)
      • Read WFO/WFO (pp. 165-186)

25    FIRST DRAFT OF ASSIGNMENT #1 DUE
      • Peer Editing Session

27    JOURNAL ENTRIES DUE (8)
      Surface Editing and Revising: Sentence/Word Level
      • Read WFO/WFO (pp. 187-227)

June 1  FINAL DRAFT OF ASSIGNMENT #1 DUE
      (assignment #2 handout)
      • Read WFO/WFO (pp. 128-164)

3      The Research Essay: Helpful Hints
      • Read TSMHFC (pp. 163-173, 192-209)

8      Effective Writing Strategies: Idea Exploration
      • Read WFO/WFO (pp. 89-127)

10     Argument: Rhetorical Concerns
      • Read TSMHFC (pp. 67-91)

15     Organizing and Revising Research Papers: How to Guide
      • Read TSMHFC (pp. 210-268)

17    FIRST DRAFT OF ASSIGNMENT #2 DUE
      • Peer Editing Session
22 Documentation: MLA or APA
   • Read TSMHFC (pp. 241-269)

24 JOURNAL ENTRIES DUE (8)
   Tone and Diction
   • TSMHFC (pp. 455-477)

29 FINAL DRAFT OF ASSIGNMENT #2 DUE
   (assignment #3 handout and form groups)

    July 1 Canada Day Holiday - No class

6  A Collaborative Investigation: Writing With Others
   • Read WFO/WFO (pp. 67-88)
   • Collaborative Group Session -- INVENTION

8  Writing in the Disciplines: Researching New Discourses
   • Read TSMHFC (pp.127-152)
   • Collaborative Group Session

13 Informal In-class Group Presentations
   (ideas, research methods, organization)
   • Collaborative Group Session -- ARRANGEMENT

15 Teacher/Group Conferences

20 Composing with the Computer: A Writing Tool Workshop
   • Read WFO/WFO (pp. 256-274)
   • Collaborative Group Session

22 FIRST DRAFT OF ASSIGNMENT #3 DUE
   • Peer Group Revision

27 Style and Effective Word Choice
   • TSMHFC (pp. 403-443)
   • Collaborative Group Session -- STYLE

29 JOURNAL ENTRIES DUE (8)
   • Where do we go from here?

Aug 3 FINAL DRAFT OF ASSIGNMENT #3 DUE