English 209
COURSE DESCRIPTION

Section 01
T-Th 1:00 - 2:30
139HH

Instructor: Gail Corning
Office Hours: Tuesday, 12:00 - 1:00, 2:30 - 3:30; or by appointment.
Room: 228B Hagey Hall
Phone: ext. 3885; Home: 634-8937

Required text: St. Martin's Handbook for Canadians
Lunsford/Connors/Segal

Other readings will be available on reserve at the library.

STRUCTURE OF THE COURSE

One of the best ways to learn to write is by writing, and for that reason students in this course will be asked to do a lot of inventing, drafting, and revising—-that's what writing is. Sharing work with others, either in peer-response sessions or in collaborative writing groups, promotes learning about writing by widening the response writers get to their work. Finally, reading constitutes another important component of learning to write, and guidance from texts will help you answer questions you may have or suggest ways to go about the business of writing. Because each of these three principles operates powerfully in the classroom, they form the basis of the course schedule.

To provide practice in writing and the sharing of writing, we will often write in class. These writing workshops will give you the chance to see how other students handle writing assignments, to practice revising and editing skills by helping other students revise their own work, and to draft essays.

We will read sections from the St. Martin's Handbook that address issues about writing, guide us in our understanding of those issues, and suggest ways for us to broaden our knowledge and apply that knowledge to our writing.

WRITTEN ASSIGNMENTS

We will write many brief assignments, and two longer essays during the course of the term. An "acceptable" draft of each of these essays must be turned in on the due date
assigned. All drafts must be submitted typed, double spaced, and with 2" wide right hand margins.

Each student will keep a journal in which s/he writes daily; I will give you instructions for journal writing in class; I will collect and review the journals periodically.

ORAL PRESENTATIONS

In groups, students will present to the class material from readings which will be on reserve. The articles I've chosen are articles on language issues that are pertinent to the course. I will expect students to summarize the important points of the article and present them clearly, and also comment on the writing strategies used by the author of the article. A week before each presentation the presenting group will meet with me to review its strategy.

ATTENDANCE AND DEADLINES

Because much of each student's most important work will be done in class, and because each student's work will affect the work of her/his peers, attendance is mandatory. Students who arrive chronically late for class will be warned; after that, each lateness will be counted as an absence. All drafts must be completed and brought to class when required to take full advantage of peer consultation.

Please consider that when you agree to take this course, THIS COURSE DESCRIPTION BECOMES A CONTRACT BETWEEN YOU AND EVERY OTHER STUDENT IN THE CLASS as well as between you and the instructor.

COURSE GRADES

Final course grades will be arrived at by combining grades for papers, classroom writing, presentations, journals, peer work, attendance, and conferences with me in the following manner:

- final graded essays (2 x 20): 40 %
- in class writing: 20 %
- presentations: 10 %
- journals, conferences: 15 %
- attendance and peer work: 15 %
COURSE SCHEDULE

Week

1  Sept. 15, 17: Introduction, focus
    Diagnostic writing sample

    Read (17):  SMHC, 1-9 (BRING TEXT TO CLASS)

2  Sept. 22, 24: Invention techniques
    Begin first essay
    Collaborative work

    Read (22):  10-18, #4
    (24):  444-477

3  Sept. 29, Oct. 1: Detail, chronology, revision
    Peer review
    First presentation (Sept. 29)

    Read (29):  39-56
    (1):  Lunsford (Rhetoric: A Key to Survival)
         --on reserve--

4  Oct. 6, 8: First draft of first essay due Oct. 6
    More invention techniques
    Collaborative work on second paper topic
    Second presentation (Oct. 8)

    Read (6):  18(5)-38; 174-209
    (8):  Bruffee (Collaborative Learning and the
         "Conversation of Mankind") --on reserve--

5  Oct. 13, 15: Learning to review a draft
    Peer review

    Read (13):  163-173
    (15):  127-152

6  Oct. 20, 22: Third presentation (Oct. 20)
    Arrangement
    Final draft of first essay due Oct. 22

    Read (20):  Park (Analyzing Audiences)--on reserve--
    (22):  210-240
Oct. 27, 29: Introductions and conclusions
      Peer review
      Argument

Read (27): 118-122
      (29): 67-91

Nov. 3, 5: Fourth presentation (Nov. 3)
      Peer review: abbreviated draft of second essay
      Nov. 5 class devoted to conferences

Read (3): Elbow (Closing My Eyes As I Speak: An Argument for Ignoring Audience)
      --on reserve--

Nov. 10, 12: Nov. 10 class devoted to conferences
      Crafting paragraphs
      Fifth presentation (Nov. 12)

Read (12): Lakoff & Johnson (Metaphors We Live By)
      --on reserve--

Nov. 17, 19: Paragraphs, sentences

Read (17): 92-126
      (19): 403-443

Nov. 24, 26: Diction, tone, detail
      First draft of second essay due Nov. 24
      Peer review
      Sixth presentation (Nov. 26)

Read (24): 455-477
      (26): Martin (Is There A Woman In The Text?)
      --on reserve--

Dec. 1, 3: Peer review Dec. 1
      Final draft due Dec. 3
      Review
      Course Evaluations