English 209

Writing Strategies

Section 02
T - Th 2:30 - 4:00
HH 139

Instructor: Linda Sanderson
Office HH 228 A Phone: 3358
Office Hours: Tuesday and Thursday 1:15 - 2:15

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

Because much of each student's most important work will be done in class, and because class work often will involve working with other students in groups, attendance is mandatory. Chronically late students will be warned; after that, each lateness will be counted as an absence.

Material required for class work must be brought to class.

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%
- peer work: 15%
COURSE SCHEDULE

Week

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

Read (17): SMHC, 1-9

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

Read (22): 10-18, (up to section 4)
(24): 444-477

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

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
"Conversaion of Mankind") [on reserve].

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

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

Arrangement
Final draft of first essay due Oct. 22.

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

Read (27): 118-122.

8 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].

9 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].

10 Nov. 17, 19:
Paragraphs, sentences

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

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

Read (26): Martin (Is There A Woman In The Text?) [on reserve].

12 Dec. 1, 3:
Peer Review Dec. 1.
Final draft due Dec. 3.
Review, Course evaluations Dec. 3.