ENGLISH 209     Writing Strategies

Section 01, T R 1:00 - 2:30, ML 216

Instructor: Linda Sanderson
Office HH 228A, Phone ext. 3886
Office Hours: Tuesday and Thursday 2:30 - 3:30

REQUIRED TEXTS

St. Martin's Handbook for Canadians  Lunsford/Connors/Segal
Canadian Content  Norton/Waldman

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. Selections from the reader Canadian Content will provide us with models of different modes of writing.

WRITTEN ASSIGNMENTS

We will write many brief assignments (four of which will be marked), and two longer essays (5 pages and 10 pages in length) during the course of the term. Each of the longer essays will be prepared in stages and a first draft will be submitted for peer review. An "acceptable" draft 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. For other matters of form, we will refer to the MLA Handbook, 3rd edition.
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, other writing assignments, journals, peer work, attendance and participation, and conferences with me in the following manner:

- final graded essays (2 x 20): 40%
- other writing: 20%
- participation: 10%
- journals, conferences: 15%
- peer work: 15%

PLAGIARISM WARNING

The Faculty of Arts requires instructors to remind students that plagiarism—the use of another’s words or ideas as one’s own—is a serious academic offense.
CLASS SCHEDULE

Sept. 14, 16
Introduction, focus
Diagnostic writing sample

Readings: Sept. 16: CC 1-5
            SMHC 3-18 (up to section 4)

Sept. 21, 23
Invention techniques, Detail
Begin first essay
Collaborative work

Readings: Sept 21: CC 15-61
          Sept 23: SMHC 25-30, 444-452

Sept. 28, 30
Chronology, Revision
Peer review

Readings: Sept 28: SMHC 455-477
          Sept 30: SMHC 39-56

Oct. 5, 7
First draft of first essay due Oct. 5
Learning to review a draft
Oct. 7 class devoted to conferences

Readings: Oct 5: SMHC 127-152
          Oct 7: SMHC 174-209

Oct. 12, 14
Oct. 12 class devoted to conferences
Peer review
Arrangement - Definition

Readings: Oct 12: SMHC 210-240
          Oct 14: CC 256-291

Oct. 19, 21
More invention techniques
Collaborative work on second paper topic
Arrangement - Division/Classification
Final draft of first essay due Oct. 21

Readings: Oct 19: SMHC 18-24, 163-173
          Oct 21: CC 146-175
Oct. 26, 28  Argument, Thesis
Readings: Oct 26:  \textit{CC} 292-334
          Oct 28:  \textit{SMHC} 67-91

Nov. 2, 4   Arrangement - Compare/Contrast
           Introductions and conclusions
           Peer Review
Readings: Nov 2:  \textit{CC} 176-205
          Nov 4:  \textit{SMHC} 118-122

Nov. 9, 11  Arrangement - Cause/Effect
           Crafting paragraphs
           \textbf{Abbreviated draft of second essay due Nov. 11}
           Peer Review
Readings:  \textit{CC} 206-255
           \textit{SMHC} 92-118

Nov. 16, 18 Paragraphs, sentences
           \textbf{First draft of second essay due Nov. 18}
Readings: Nov 16:  \textit{SMHC} 403-424
           Nov 18:  \textit{SMHC} 425-443

Nov. 23, 25 Diction, tone, detail
           Peer review
Readings: Nov 23:  \textit{SMHC} 444-477

Nov. 30, Dec 2 Peer review, Catch-up
           \textbf{Final draft of second essay due Dec. 2}
           Review, Course evaluations Dec. 2