ADVANCED WRITING STRATEGIES
English 209
Winter Term 1994
T/Th 4:00-5:30
HH 227

John B. Killoran
Office: HH 228D
Hours: T/Th 3:00-4:00
Ext. 3886
E-mail: jkillora@artspas

Required Texts


Readings on reserve in the Dana Porter Library.

Course Objectives

Through this course, I hope we will come to a fuller understanding of how writing works:
a) Writing is a part of the situation that calls for it; it can never be fully understood in isolation from its eventfulness.
b) Writing is an inventive process, a way of thinking, not just an assortment of words laying finished thoughts on a page.
c) Writing is a collaboration with previous writers, with our colleagues, and with our culture and society; it cannot be done alone.
d) Writing is shaped by social and disciplinary genres; our words are never fully our own.
e) Writing is always "addressed" to an audience, even if the writer serves as his or her only immediate audience.
f) Writing is always inherently argumentative, never purely "objective" or "true."
g) Writing is knowledge, not just grammar.

Course Work

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Writing Log</td>
<td>Bi-Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Description of Spatial Layout</td>
<td>Jan 11 / Jan 13</td>
<td>2%</td>
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<tr>
<td>Commentary / Letter to the Editor</td>
<td>Jan 20 / Feb 1</td>
<td>8%</td>
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<tr>
<td>Research Paper on Education</td>
<td>Feb 10 / Feb 18</td>
<td>25%</td>
</tr>
<tr>
<td>Collaborative Teaching</td>
<td>March</td>
<td>10% (+5%)</td>
</tr>
<tr>
<td>Revision Test</td>
<td>March 24</td>
<td>5%</td>
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<tr>
<td>Analysis of Disciplinary Writing</td>
<td>March 31</td>
<td>20%</td>
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<tr>
<td>Workshops &amp; Participation</td>
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<td>15% (-5%)</td>
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All assignments and workshop drafts should be typed and double-spaced, unless indicated otherwise.
Failing to bring in your assignment draft for a workshop and failing to participate in a workshop will result both in a lower grade on that assignment (a reduction of one grade) and in a lower "Workshops and Participation" grade.
Late assignments will be penalized by a reduction of a half-grade per day late.
Writing Log

A writing log serves the dual purpose of practicing writing and reflecting on writing. Unfortunately, in our education, most of us have not done enough of either. We have been well socialized to speak, and can do so with little effort. My hope is that eventually we will be able to write almost as effortlessly as we speak. Both, after all, are means of thinking and of communicating.

In the "Writing Log," you may record your reflections not only on your writing, but also on your readings (in this and other courses) and on your collaborative work in this course. Some of your writing will address questions and topics I will assign, drawing on our course readings and work, but most of your writing will draw from your own direction and interests. For inspiration, have a look at the Handbook for issues, questions, and discussions of writing: read, in particular, pages 8-9, 63, 130-31, 133, 135-37, 152, 225-26. As well, many chapters end with a short discussion on how to examine your own writing and reading procedures; have a look at some of these.

In your Log, write at least 400 words a week for ten of the first eleven weeks of the term. Some Log entries will be written as part of our in-class work, and these will count toward your 400 words per week. These entries alone may be left in handwriting; all others must be submitted in type. (Single-spacing is OK.) Date all your entries, and clearly label your responses to the assigned topics.

Your Log is private; no one will read it except for you and me. I will collect your Log every second Tuesday to read your latest installments. My concern will not be for grammar or punctuation or syntax or any such technicalities. I am interested in your thoughts on, and your feelings toward, your writing and reading and collaborative work, and I will be encouraging you to explore these thoughts and feelings in depth.

Spatial Layout

Write a detailed description of the spatial layout of your apartment. If you live in residence, write a description of the overall floor plan of your floor of the building, but give details only on the public spaces (e.g., hallways, washroom) and on your room. If you live in a house, save the details for one floor only.

Imagine that your potential audience is a team of draftsmen (draftspersons?) They are most interested in such features as floor spaces, the locations of doorways and directions in which they open, and the like, so give measurements for these features. (Approximations are OK, in either feet or meters.) As well, they are interested in the location of these features with respect to the building as a whole. You may ignore the furnishings, although you should indicate the purpose or function of each of the spaces (e.g., washroom, kitchen, etc.).

You may not include a picture, diagram, or sketch with this assignment. One of the challenges of this assignment is to communicate to your audience by the written word alone. The maximum length is 500 words.

On Tuesday January 11, bring in one typed copy of your description for "workshopping."

Your final draft is due on Thursday January 13.
"Op-ed" Commentary / Letter to the Editor

For this assignment, you will "publish" an "op-ed" commentary or a letter to the editor in a newspaper. Your writing will be in response to a letter or opinion piece that has been published in that same newspaper. Our reading "Fundamental Errors" may serve as a model. For other models, consider some of the (better-written) opinion pieces and letters published in the Imprint, the Gazette, the K-W Record, the Toronto Star, and the Globe and Mail.

Find a published letter or commentary on an issue that interests you. The piece should present a viewpoint that would invite response, either by elaboration or in opposition. Your response should be in the spirit of an "arguable statement," as defined in the Handbook on page 69. You may have to do some research in order to write a well-argued response; this would depend on how familiar you already are with the issue. If the original piece is commenting in turn on a previously published letter or commentary, be sure not simply to repeat the arguments of the original.

On Thursday January 20, we will brainstorm and "workshop" your initial response to the issue. Bring in the original newspaper piece as well as an outline of your response.

On Thursday January 27, we will "workshop" your draft. It should be between 500 and 750 words in length, typed and double-spaced. As well, you should bring in a Memo, address to your "Workshop Colleagues," which will state the newspaper you are writing to and describe the attitudes of the readers you are aiming to convince. The Memo should be at least 75 words in length.

The revised draft of your Commentary / Letter, together with the Memo, is due on Tuesday February 1.
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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| Jan. 6 | Read: **Handbook** Sections 4a, 4b, 2g, 2d, 4f, 4d.  
| Jan. 11| Complete and bring in your "Spatial Layout" draft for "workshopping."  
Group "A": Bring in your Writing Logs.                                                                                       |
| Jan. 13| Revise and bring in the final draft of your "Spatial Layout" assignment.  
Read: **Handbook** 4c, 4e, 4g; reread 4d and 4f                                                                                   |
| Jan. 18| Read: Schlaflry, Phyllis. "Understanding the Difference." (on reserve in the library)  
Group "Z": Bring in your Writing Logs.                                                                                          |
| Jan. 20| Bring in the newspaper piece that serves as your base for the "Op-ed / Letter" assignment. As well, bring in an outline of your response.                                                                 |
| Jan. 25| Read: **Handbook** 2f, 2g, 2j, 2m (the "Andrea" sequence)  
Group "A": Bring in your Writing Logs.                                                                                          |
| Jan. 27| Complete and bring in your "Op-ed / Letter" draft for "workshopping."                                                                        |
| Feb. 1 | Read: **Handbook** 2a, 2l, 2n, 11c.  
Revise and hand in your final draft of the "Op-ed / Letter" assignment.  
Group "Z": Bring in your Writing Logs.                                                                                             |
| Feb. 3 | Read: **Handbook** 5a, 5b, 5d.                                                                                                               |
| Feb. 8 | Read: **Handbook** 5g, 5e, 11c, 11d.  
Group "A": Bring in your Writing Logs.                                                                                             |
| Feb. 10| Complete and bring in your "Education" draft for "workshopping."                                                                                         |
| Feb. 15| Read: **Handbook** 3c, 3e, 3f, 3g.  
Read: Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." (on reserve in library)  
Group "Z": Bring in your Writing Logs.                                                                                               |
| Feb. 17| Revise and hand in your final draft of the "Education" assignment. You may have until Feb. 18 at 4:30 PM.                                                                 |