Course Description
This course is divided into three major categories: writing essays, editing essays, and sharing essays. Thus, all assignments will give students opportunities to apply their skills to a document written with real purpose and targeted to a real audience, putting the writing done in a real world context. Strengthening writing skills is worth the effort because all the roles students will play in their lives – college student, employee-employer, parent, consumer, community member – require that they write often and well.

General Focus
The course structure and assignments are flexible, allowing students’ needs to dictate the weekly agenda. Each student will practice the following skills: journaling, prewriting, writing, editing, revision, critiquing, and creating final drafts. The course does not mislead students into thinking writing is a simple process; instead, it presents the writing in meaningful and manageable chunks. All writing assignments for each session must be done prior to class.

Course Objectives
The student will have the following writing opportunities:
• to become a better writer
• to develop critical thinking skills
• to focus on four key elements for each type of writing
• to write for various purposes and audiences
• to improve the four most serious grammar errors
• to practice strategies for taking tests, writing summaries and reports, proposing solutions, and writing

Required Texts

• Writing Down the Bones, Goldberg, Natalie Publisher: Shambhala, 2005 ISBN: #1590302613

• Pocket Style Manual. Hacker (issued in LAR 101)

A NEW CONSUMABLE TEXT MUST BE USED BY ALL STUDENTS TO RECEIVE CREDIT IN THIS COURSE; NO DIFFERENT EDITIONS; NONE THAT HAVE BEEN WRITTEN IN PREVIOUSLY; IT IS ILLEGAL TO COPY TEXTBOOKS. Call the Doane Lincoln bookstore if you need textbook information.
Assessment

Grading Scale:
97-100 = A+
93- 96 = A
90- 92 = A-
87- 89 = B+
83- 86 = B
80- 82 = B-
77- 79 = C+
73- 76 = C
70- 72 = C-
67- 69 = D+
63- 66 = D
60- 62 = D-
59 and Below = F

Turn off your cell phone and don’t bring your children to class.
Attendance and completed assigned work is expected for each class session. IF TWO OR MORE CLASSES ARE MISSED, YOU WILL NOT RECEIVE A PASSING GRADE FOR THIS COURSE. Leaving class early is regarded as not having attended class. If you are not in class, the work from the week missed is not accepted.

6 final draft essays .................. 300 points
workbook exercises/quizzes .......... 200 points
preparation/participation ............. 50 points
35 daily 10-minute journals.......... 100 points

TOTAL 650 points

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CLASS AGENDA (subject to change according to needs of students)

Additional chapters may be assigned from the text.

Session 1: Part One: Overview of the Writing Process
Assignment for session 2: • Chapter 10, page 147
• narration essay; rough draft and transparency
• Bones – page 22

Session 2: Assignment: • Chapter 11, page 167
• illustration essay
• final draft – narration essay
• Bones – page 49

**Session 3:** Assignment:  
• Chapter 13, page 202  
• process analysis essay  
• final draft – illustration essay  
• Bones – page 102

**Session 4:** Assignment:  
• Chapter 14, page 218  
• classification essay  
• final draft – process analysis essay  
• Bones – page 123

**Session 5:** Assignment:  
• Chapter 16, page 252  
• compare/contrast essay  
• final draft – classification essay  
• Bones – page 146

**Session 6:** Assignment:  
• Chapter 17, page 272  
• cause/effect essay  
• final draft of compare/contrast essay  
• Bones – page 170

**Session 7:** Assignment:  
• Chapter 18, page 290  
• argument essay – rough draft  
• final draft of cause/effect  
• Bones – finish

**Session 8:** Assignment:  
• Chapter 15, page 236  
• final draft – argument essay  
• 35 journal entries due  
• final exam