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

• Real Essays with Readings: Writing Projects for College, Work, and Everyday Life.
  Anker, Susan
  4th Edition
  Publisher: Bedford St. Martin

Call the Doane Lincoln bookstore if you need textbook information.
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.

• Writing Down the Bones, Goldberg, Natalie
  Publisher: Shambhala
  Copyright: 2005

• Pocket Style Manual. Hacker (issued in Reorientation to Education)

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, CREDIT WILL NOT BE GIVEN. Leaving class early is
regarded as not having attended class. If you are not in class, the work from that 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
CLASS AGENDA (subject to change according to students’ needs)

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