**Writing Course Review Form (12/1/08)**

### I. General Education Review – Writing Course

<table>
<thead>
<tr>
<th>Dept./Program</th>
<th>Course Title</th>
<th>Subject</th>
<th>Course # (i.e., ENEX 200)</th>
<th>FOR 220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society and Conservation Department of the College of Forestry and Conservation</td>
<td>Technical Writing</td>
<td>FOR 220</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form, and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Carol Woodruff (plus two TAs teach my course each semester)</td>
<td>Carol Woodruff</td>
<td>1/28/09</td>
</tr>
<tr>
<td>Phone / Email 243-4439; <a href="mailto:carol.woodruff@umontana.edu">carol.woodruff@umontana.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair Department chair: Professor Mike Patterson</td>
<td></td>
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</tbody>
</table>

### III. Overview of the Course Purpose/Description:

Provides an introduction to the subject matter and explains course content and learning goals.

As my syllabus specifies, “Students focus on writing simply, clearly, correctly, precisely, and concisely. They hone those skills through in-class and homework exercises, then put them to use writing and revising short papers. Assignments include a persuasive essay, helpful in preparing for the Writing Proficiency Assessment; a how-to paper; and an application letter. Midterm and final exams, covering lectures, exercises, and readings, include essay questions and correcting, simplifying, and condensing copy.”

### IV. Learning Outcomes:

**Student learning outcomes:** Explain how each of the following learning outcomes will be achieved.

| Student learning outcomes | From the first to the last day of class, my TAs and I emphasize the tenets of good writing – including the necessity for using correct grammar, punctuation, capitalization, and word usage and of writing clearly, simply, accurately, precisely, and concisely. We begin the semester with in-class and at-home exercises I’ve created, giving the students building blocks for becoming good – or at least better – writers. Then they begin writing a variety of short papers, in which they put these concepts – new to most of them – into practice. They receive a tremendous amount of feedback on each draft. Then, on the final exam, they must prove they can construct a well-supported, fairly long essay based on a substantial assigned reading. Their mechanics, of course, come under close scrutiny, too. |
| Use writing to learn and synthesize new concepts | |

<table>
<thead>
<tr>
<th><strong>Formulate and express opinions and ideas in writing</strong></th>
<th>The persuasive essay, in particular, teaches students to formulate and defend a position – excellent practice for the Writing Proficiency Assessment. But, in every paper, students put into practice my instruction on how to present their ideas clearly, simply, concisely, and logically. I convey that information through readings, lectures, in-class exercises and discussions, and my many comments on papers.</th>
</tr>
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<tbody>
<tr>
<td><strong>Compose written documents that are appropriate for a given audience or purpose</strong></td>
<td>FOR 220 students read about and discuss writing for different audiences and purposes. They also write papers aimed at different audiences and serving different purposes. For example, one paper mimics the Writing Proficiency Assessment essay; in it, the students write for an academic audience. Another paper is more conversational, written as instructions aimed at a novice seeking information on a particular subject. The application letter, which prepares students well for life after college, teaches them to strike just the right note in writing to a potential employer or other official.</td>
</tr>
<tr>
<td><strong>Revise written work based on constructive feedback</strong></td>
<td>Students revise three of the papers in this course. They write four drafts of the persuasive essay and two each of the how-to paper and application letter. My TAs and I provide extensive feedback, often nearly filling all available white space with our suggestions. We act as much like editors as we do instructors.</td>
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<tr>
<td><strong>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</strong></td>
<td>Students must conduct research for the persuasive essay, how-to paper, and application letter. I instruct them on what sorts of texts or other sources they may use to support their papers, and I devote considerable time to teaching them proper use of quotes, paraphrases, and bibliographies. In their persuasive essay, they use direct attribution of quotes and paraphrases, and in their how-to paper, they use a bibliography for documentation. I also educate students well about plagiarism – what it is and how to avoid it.</td>
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<tr>
<td>Topic</td>
<td>Description</td>
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<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>FOR 220 students is required of students in three majors: forestry, computer science, and health and human performance. Other students often take my course as well, including business, pre-pharmacy, pre-med, and biology majors. As I result, I can’t focus my course on any one discipline. What I do instead is teach students how to write, edit, and proofread well – skills they can apply to any discipline.</td>
</tr>
<tr>
<td>Demonstrate appropriate English language usage</td>
<td>A major focus of Technical Writing is using correct diction, along with excellent spelling, punctuation, grammar, and capitalization. I teach students many tricks of the trade unknown even to professional writers and editors at major publications. Through readings, in-class and at-home exercises, extensively critiqued writing assignments, and midterm and final-exam prep exercises, I aim to teach students everything I know about using English correctly – and, yes, beautifully.</td>
</tr>
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</table>

**V. Writing Course Requirements Check list**

Is enrollment capped at 25 students?
*If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.*

- [X] Yes  [ ] No

When I began teaching FOR 220, in fall 2003, each of the five sections traditionally included 30 students. After one extremely challenging year, in which I taught more than 90 students total each semester, I capped my three sections at 23 students each. Assuming I was expected to, I kept my TAs' two sections at 30 students each. I’d be happy to have my TAs' sections limited to 25 students. In fact, I’d be thrilled to have all sections of FOR 220 limited to even fewer students – say, 18 or 20. The more individual attention students in this intensive writing course can receive, the better.

The demand for FOR 220 always exceeds the openings available. Still, I’m all for having the sections be small enough to ensure that students’ writing receives the most attention possible.

Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?

- [X] Yes  [ ] No

Again, my detailed syllabus spells out course objectives. My TAs and I also make these objectives abundantly clear all semester, hitting the subject especially hard during the first two lectures.

Are expectations for Information Literacy listed

- [ ] Yes  [X] No
<table>
<thead>
<tr>
<th>in the course syllabus? If not, how will students be informed of course expectations?</th>
<th>My syllabus doesn’t refer specifically to “Information Literacy.” I am, however, sure that my students – through my syllabus, fac pac, lectures, and feedback on all assignments – are well aware of course expectations. I make abundantly clear that I expect them to use solid sources in their research and document them ethically. I give students detailed instruction on documentation, including how to quote and paraphrase, prepare a Chicago-style bibliography, and recognize and avoid plagiarism.</th>
</tr>
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<tbody>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>X Yes □ No My detailed syllabus, along with my excellent fac pac, make all requirements for written assignments crystal clear – as do my lectures.</td>
</tr>
<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>Carefully chosen readings prepare students for class discussions of many aspects of writing – including writing for specific audiences. Then, almost every class follows this format: a summary of the strengths and weaknesses of the students’ most recent written assignment, followed by a lecture and in-class exercise aimed at preparing students for the upcoming writing assignment. The papers are diverse, aimed at different audiences and using different points of view. Their first-person warm-up/size-up paper is a personal essay. Their persuasive essay, in which students may use all third person or a combination of first and third person, teaches them to reach a firm conclusion and defend it well. They must use an appropriate, academic tone and ethically attribute quotes and paraphrases from the assigned text and at least one outside text of their choosing. They also must, as on the Writing Proficiency Assessment, use personal experience to support their views. Their how-to paper, written all in second person, must have an engaging tone and be clear and simple enough for the most novice reader to follow easily. They must use at least three sources in their research for this paper. Finally, students write an application letter to a specific person regarding a job, a UM program, graduate school, a fellowship, a scholarship,</td>
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</table>
volunteer work, or a position that may not yet be available. This paper combines a variety of points of view and reinforces the necessity of using a conversational, yet professional tone.

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<tr>
<th>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</th>
</tr>
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<tbody>
<tr>
<td>X Yes □ No</td>
</tr>
<tr>
<td>Students write four drafts of a persuasive essay, two of a how-to paper, and two of an application letter. My TAs and I extensively critique every draft and often meet with students outside class to help them improve their writing. We also encourage some students to seek tutoring at the Writing Center.</td>
</tr>
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</table>

### VI. Writing Assignments:

Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

#### Formal Graded Assignments

I base virtually 100 percent of students’ final grade on their performance on writing assignments. I judge each assignment on criteria such as clarity, simplicity, accuracy, precision, diction, mechanics, logic, flow, organization, viewpoint, persuasiveness, and tone. I also evaluate papers based on students’ success in following specific instructions.

Students complete five at-home written exercises from two to four pages each; four drafts of a persuasive essay, with the final draft being two to 2½ pages; two drafts of a three-page how-to paper, along with a bibliography of at least three sources; two drafts or a one-page application letter; a four-page midterm including short essays, lists, and sentences to correct and simplify; and an eight-page final including a long essay; short essays; lists; and sentences to correct, simplify, and condense.

#### Informal Ungraded Assignments

Students have other written assignments that aren’t officially graded, but students lose points for not completing the work.

Right out of the chute, students write a one-page warm-up/size-up paper that lets me assess their writing ability and get to know them. Later, in preparation for defending their thesis in the persuasive essay, they must type at least three reasons they agree or disagree with an author’s view on a certain subject. In addition, they write a one-page paper I’ve dubbed a National Geographic moment, in which they hone their skill at using crisp details to paint a
vivid image in readers' minds. As time allows, they often write a practice thesis in class as well.

Virtually every day, as well, they work on in-class exercises, including ones on correcting grammar, punctuation, spelling, capitalization, and word usage; cutting deadwood from sentences; making sentences gender neutral; and eliminating the passive voice.

### VII. Syllabus:
Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see:  [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**Technical Writing**
Forestry 220

**SYLLABUS: SPRING SEMESTER 2009**

- Adjunct Assistant Professor Carol Woodruff
- Office: 449 Charles H. Clapp Building (Science Complex)
- Telephone: 243-4439
- e-mail: carol.woodruff@umontana.edu
- Office hours: 2:15-3:15 p.m. Tuesdays and Thursdays and by appointment

1) **Required materials**
*The Elements of Technical Writing*, by Gary Blake and Robert W. Bly
*The Write Stuff*: Spring 2009 faculty packet for Forestry 220, available at UC Bookstore
Three-ring notebook for papers and exercises
**STAPLER**
2) Course description
Students focus on writing simply, clearly, correctly, precisely, and concisely. They hone those skills through in-class and homework exercises, then put them to use writing and revising short papers. Assignments include a persuasive essay, helpful in preparing for the Writing Proficiency Assessment; a how-to paper; and an application letter. Midterm and final exams, covering lectures, exercises, and readings, include essay questions and correcting, simplifying, and condensing copy.

3) Requirements
a) **Readings**: You must read materials **before** the class for which they’re assigned and be ready to discuss them. I’ll call on you regularly. Class participation, including familiarity with readings, may affect your grade.

b) **BRING FAC PAC AND SYLLABUS TO EVERY CLASS.** You will need the fac pac for many in-class exercises and may need to update the syllabus.

c) **STRICT deadlines for writing assignments** (exercises, papers, and other homework): You must finish writing assignments **by the beginning of class on the due date.** I will **not** accept papers after the start of class on the due date **unless you had a legitimate emergency AND told me about it BEFORE the start of class on the due date.**

d) **Document preparation**
   - Type **ALL papers**, even the one-paragraph thesis statement, carefully following content and length requirements. (You may neatly write your answers to the punctuation, grammar, and clear-writing exercises.)
   - **For every paper except the application letter, follow the manuscript format** on fac pac, p. 230. As it shows:
     - **Double-space.**
     - **Indent** each paragraph.
     - Use **one-inch** margins.
     - Use an easy-to-read roman, not italic, **12-point** type.
     - On the first page, type your name in the upper right-hand corner.
     - **One** line down from your name, type your section number.
     - Beneath your section number, **triple-space** down to your title.
     - Center a creative title covering your *whole* paper.
     - **Double-space** down to your first paragraph.
     - **Number** all pages (e.g., at bottom center).
   - **Always SAVE YOUR PAPERS ON COMPUTER.**
- Spell-check and proofread your papers, using the *Handbook of Technical Writing* or other reference books to help you fix errors in punctuation, grammar, and word usage.
- **STAPLE PAGES.**
- Be sure to turn in **TWO COPIES** of **EVERY DRAFT** of a **PAPER**.

e) **Drafts**
- In multiple-draft papers, you **must revise** critiqued drafts, incorporating corrections and suggestions, before turning in a new draft. Each time you fail to do so will cost you one grade (e.g., down from a B to a C).
- In multiple-draft papers, you also **must staple** all critiqued drafts to one copy of your final version. For example, when you turn in two copies of your final persuasive essay, staple to one of those copies your critiqued thesis, body-paragraphs, and conclusion drafts. **Failing to submit all critiqued versions will cost you points.**

- **CERTAIN ERRORS WILL COST YOU POINTS EVEN ON DRAFTS** (e.g., no section number, no page numbers, no title, wrong viewpoint, paper too long or short, no bibliography, wrong bibliography style, no attributed quotes and paraphrases in the persuasive essay, footnotes or attributed quotes or paraphrases in the *how-to paper*, not turning in two copies, not turning in critiqued drafts with the latest version). The point is **you should give every draft your best effort**.

f) **Automatic deductions applied to assignments**
- See the three bulleted items above, in the “Drafts” section.

- Two letter grades deducted for not doing (by the start of class on the due date) all parts of a multiple-draft assignment (e.g., turning in only the first draft of the how-to paper or only the second draft of the application letter).

- Any assignment including a sentence fragment or run-on will receive a score no higher than 80 percent.

- Any form of cheating (e.g., collaborating on an assignment or turning in the work of another person as your own) will cost you, at a minimum, a zero on the assignment PLUS a 25-point deduction from your semester score. If you commit one more breach of ethics, you’ll at a minimum receive an F for the semester. See items b and c below.
4) Conduct
   a) Please don’t disrupt class with private conversations or other distracting behavior such as using a calculator, reading the Kaimin, or checking cell phones. Make sure you turn off your cell phone before class.

   b) From the vice president for student affairs: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/Index.cfm?page=1321.”

   c) All work you turn in must be your own. UM’s Student Conduct Code forbids:
      - “representing someone else’s words, ideas, data, or materials as your own (plagiarism)”;
      - **NOTE:** “copying from another student’s paper or, without authorization, giving information to another student or collaborating with one or more students on assignments” (★ i.e., YOU MAY NOT WORK WITH ANYONE ON ASSIGNMENTS except me or a tutor at the Writing Center);
      - “knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation”;
      - “knowingly helping or trying to help another student commit academic dishonesty”; and
      - **NOTE:** submitting work you – or another student – turned in for another class (including another section of Technical Writing).

   d) **NOTE:** If you’ve taken Technical Writing before, you must choose a different topic in the warm-up/size-up paper; take the opposite stand in your persuasive essay if you’ve written about the topic before; write about a different topic in your how-to paper; and, in your application letter, apply to a different organization. Also, please see me after the first class.

5) For information on the Writing Proficiency Assessment: www.umt.edu/writingcenter

6) For tutoring: www.umt.edu/writingcenter
7) **Grading:** I’ll base your semester grade *largely* on this point system:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises (5 at 30 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Persuasive essay</td>
<td>155</td>
</tr>
<tr>
<td>How-to paper</td>
<td>180</td>
</tr>
<tr>
<td>Application letter</td>
<td>140</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>155</td>
</tr>
<tr>
<td>Final exam</td>
<td>220</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,000</td>
</tr>
</tbody>
</table>

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**Preliminary Class Schedule***

1) **Tuesday, Jan. 27**

   Exhibit A: Technical Writing Doesn’t *Have* to Put You to Sleep

   **Overview of course**

   **Assignments for next class:**
   
   a) Read *The Elements of Technical Writing (Elements)*, Chapter 1.
   
   b) Read fac pac, pp. 122-130. *Be ready to discuss these articles.*
   
   c) **Warm-up/Size-up:** Type a *one-page* paper on *one of the topics* below. Paper due Thursday, Jan. 29. See student examples, fac pac, pp. 113-115, and follow *manuscript format*, fac pac, p. 230.
   
   - What's the biggest challenge you’ve overcome?
   - If you could redo one decision or moment in your life, which would it be and why?
   - Who’s had the most influence on your personality – and how?
   - What bad habit would you most like to break and why?

2) **Thursday, Jan. 29**

   Turn in *two copies* of one-page paper.

   Technical writing: importance, characteristics, and common pitfalls

   Good and bad technical writing, including fac pac, pp. 120-130

   **Assignments for next class:**
   
   a) Read *Elements*, Chapter 3.
   
   b) Read *Handbook of Technical Writing (Handbook)*, pp. 59-62
      (“capitalization”); 77-83 (“comma splice” through “Avoiding Unnecessary Commas”); 490 (“run-on sentences”); and 503-505 (“sentence faults” through “sentence fragments”). ★ *NOTE:* Also become familiar with the proofreaders’ marks on p. 410, and use them in exercises, exams, and peer-editing. Mark capitalization, lowercase, and other corrections *exactly where they should go, not in the margins.*  
   
   ★ *NOTE:* Unlike what the authors suggest on p. 62,
capitalize “president” only when this title precedes the person’s name (e.g., “President Barack Obama”; “Barack Obama, president”; “the president entered the room”).

c) Read fac pac, pp. 79-80 (“Fix Fragments”).

3) **Tuesday, Feb. 3 (continued on next page)**

Discuss one-page papers.

Grammatical surgical strike, Part I  Sentence fragments and run-ons (fac pac, p. 131); comma uses and abuses (fac pac, p. 132); and capitalization (fac pac, p. 133)

**In-class practice:** fac pac, pp. 134-139

**Assignments for next class:**

a) Read fac pac, pp. 2 (“agreement of subject and verb: some tricky cases”); 80-82 (“Pay Attention to Word Order”); 119 (★ **NOTE:** Become familiar with these symbols and abbreviations, which I’ll use on your papers); 140 (“The Truth About ‘Lie’ vs. ‘Lay’”); and 143-146 (parallel structure).


c) **Punctuation exercise** (fac pac, pp. 209-210) due Thursday, Feb. 5.

4) **Thursday, Feb. 5**

Turn in punctuation exercise.

Grammatical surgical strike, Part II  parallel structure (fac pac, pp. 141-142); agreement (fac pac, p. 148); and dangling and misplaced modifiers (fac pac, p. 148). Briefly review “lie” vs. “lay” (fac pac, p. 140).

**In-class practice:** fac pac, pp. 147 and 149-152

**Assignments for next class:**


b) Read fac pac, pp. 30 (“Writing Tips”); 32-34 (“Simplicity”); 75-79 (“Effective Sentences” through “Avoid Overpacking Your Sentences”); 86 (“Avoid Pretentiousness”); 91-97 (“Selecting the Best Words” through “Do call things by their proper names”); 116-118 (“Helpful Hints”); 306-307 (“Living precariously with wolves and cattle”); 312-317 (“Cells”); and 318-321 (“With Lasers and Daring, Doctors Race to Save a Young Man’s Brain”). ★ **NOTE:** You must be ready to discuss these articles.

c) Read *Elements*, Chapter 5, and review pp. 53-56 (Rules 32-34).

c) Read fac pac, pp. 38-44 (“Business Writing”) and 189-196 (“Write to reach your readers”).

5) **Tuesday, Feb. 10**

Writing simply and clearly

**In-class practice:** fac pac, pp. 306-321

**Assignments for next class:**


b) Read *Elements*, Chapter 5, and review pp. 53-56 (Rules 32-34).

c) Read fac pac, pp. 38-44 (“Business Writing”) and 189-196 (“Write to reach your readers”).
d) Grammar exercises, both due Thursday, Feb. 12:
   ✓ Fac pac, pp. 211-212. (★For significant help, be sure to refer to fac pac, p. 2, “agreement of subject and verb: some tricky cases.”)
   ✓ Fac pac, p. 213: “Correct or Incorrect?” Retype each sentence, using the correct form of “lie” or “lay.” Even if a sentence is already correct, retype it as is. Be sure to keep original tense and meaning.

6) Thursday, Feb. 12
   Turn in grammar exercises (fac pac, pp. 211-212 and 213)
   Writing simply and clearly in general, avoiding gobbledygook and alphabet soup in specific
   In-class practice: fac pac, pp. 153-155
   **Assignments for next class:**
   a) Read fac pac, pp. 308-311 (“Our Cell Phones, Ourselves”), the basis of a persuasive essay you’ll write in three parts (fac pac, pp. 234-238), worth 155 points TOTAL.
   b) Pick which side of the argument you’ll take in your persuasive essay, and type at least three reasons Christine Rosen is or isn’t justified in her alarm over cell phones’ negative impact on society. Write one sentence for each reason. Print three copies. Due Tuesday, Feb. 17.

7) Tuesday, Feb. 17
   Turn in two copies of the reasons Christine Rosen is or isn’t justified in her alarm over cell phones’ negative impact on society. Keep the other copy for reference during class discussion.
   Turn in clear-writing exercise.
   Discuss “Our Cell Phones, Ourselves” (fac pac, pp. 308-311).
   **Assignment for next class:**
   a) Read fac pac, pp. 45-51 (“How to Write a Good Title” through “Avoiding Common Errors in Thesis Statements”) and 234-244 (instructions and student examples).
   b) Read Handbook, pp. 530-532 (“Formatting Titles”). ★NOTE: Unlike what the authors suggest on p. 530, capitalize prepositions of FOUR or more letters (e.g., “From”).

8) Thursday, Feb. 19
   Thesis statements
   In-class practice: fac pac, pp. 156-160; another option: fac pac, p. 218
   **Assignments for next class:**
a) Read fac pac, pp. 52-67 (“The Topic Sentence” through “Inductive order”) and 89-90 (“Vary your sentence style” through “Avoid overuse of any one kind of construction in the same sentence”).


9) Tuesday, Feb. 24

Turn in two copies of thesis statement.
Topic sentences; sentence variety; paragraph focus, flow, and length
In-class practice: fac pac, pp. 161-162

Assignments for next class:

a) Read Handbook, p. 546 (“vague words”).

b) Read fac pac, pp. 87-89 (“Developing a Lively Style” through “Emphasize people when possible”); 101-105 (“Strategy One: Development by Example”); 106 (“Describe clearly, using specific details”); 163-167 (student showing-vs.-telling examples; you must be ready to discuss them); and 168 (excellent student example of National Geographic moment).

c) Type maximum one page about a National Geographic moment you’ve experienced – a moment full of crisp details, indelibly etched in your memory. Bring three copies, and be ready to read one aloud.

10) Thursday, Feb. 26

Turn in two copies of National Geographic moment. Keep one to read aloud.
Supporting evidence, showing vs. telling
In-class practice: Discuss fac pac, pp. 163-168, and read aloud National Geographic moments.

Assignments for next class:

a) Read Handbook, pp. 372 (“paraphrasing”) and 443-447 (“quotation marks” through “Incorporating Quotations into Text”).

b) Read fac pac, pp. 4 (“attribution dos and don’ts”) and 107-109 (“Incorporating Your Source Material” through “Don’t let reference material dominate your essay”); reread 235-236 (“Citing Sources” and “Revisions”).

11) Tuesday, March 3

Discuss cell-phone thesis statements.
Quoting and paraphrasing
In-class practice: fac pac, pp. 169-176

Assignments for next class:

b) Read fac pac, pp. 109-110 (“Avoiding Plagiarism”), and look through pp. 231-233 (documentation style you’ll use in how-to paper).

12) Thursday, March 5 (continued on next page)

Documentation and plagiarism
In-class practice: fac pac, pp. 177-181

Assignments for next class:


c) Cell-phone body paragraphs (fac pac, pp. 237), added to REVISED thesis (making a single draft), due Tuesday, March 10. Turn in two copies, and staple your critiqued thesis to one of them.

13) Tuesday, March 10

Turn in two copies of cell-phone body paragraphs, added to REVISED thesis statement (making a single draft). Staple to one copy your critiqued thesis statement.

Transitions and conclusions
In-class practice: fac pac, pp. 182-183 (Boone and Crockett Club); 184-185 (“Echoing the introduction”); and 216-217 (“Building Bridges: Transitions”)

Assignments for next class:

a) Read Elements, Chapter 9.


c) Read fac pac, pp. 245-263 (instructions and student examples). Jot down notes about every student example of how-to writing (fac pac, pp. 247-263). ★NOTE: You must be ready to discuss these examples.

d) Highly recommended: Between now and midterm, complete Midterm Prep (fac pac, pp. 206-207). Instructor will post key outside office door. ★★★ PLEASE BE CONSIDERATE OF YOUR FELLOW STUDENTS, AND DON'T REMOVE KEY!!!

14) Thursday, March 12

How to write instructions ✂

Discuss how-to paper (fac pac, pp. 245-246); first draft due Tuesday, April 14. (NOTE: Final, REVISED draft due Tuesday, April 28. Both copies of both drafts must include a Chicago-style bibliography; see fac pac, pp. 231-233. Also say, at the bottom of the bibliography, which kinds of CMS examples you followed on which pages of fac pac. Example: “First source: Books: Single Author, fac pac, p. 231.”)

In-class practice: Discuss fac pac, pp. 247-263.

What to study for midterm ♥

Assignment for next class:

a) Review readings, exercises, and lecture notes for detailed midterm.
15) **Tuesday, March 17 (continued on next page)**

♀ MIDTERM EXAM

★ **BE SURE** to pick up critiqued body-paragraphs draft of cell-phone essay.

Assignments for next class:


b) Read fac pac, pp. 35-37 (“Clutter”); 83-85 (“Developing a Concise Style” through “Avoid Redundancy”); and 187-188 (“Wordy Phrases” and “Redundancy”).

c) **Cell-phone conclusion** (fac pac, pp. 237-238), *added to REVISED thesis and body paragraphs* (making a single draft), *due Thursday, March 19*.

Turn in two copies, and staple to one of them your *critiqued* thesis and body-paragraphs drafts. (*NOTE: Final draft due Tuesday, April 7.*)

16) **Thursday, March 19**

Turn in two copies of cell-phone conclusion, *added to REVISED thesis and body paragraphs* (= first full draft). Staple to one copy your *critiqued* thesis and body-paragraphs drafts.

Cutting deadwood (needless words) ✗

In-class practice: fac pac, pp. 220-221

Assignments for next class:


b) Read fac pac, pp. 90 (“Don’t change your point of view between or within sentences”) and 111 (“Questions to Consider Before Writing to a Discourse Community”).


d) **Deadwood exercise** (fac pac, pp. 222-223) *due Tuesday, March 24.*

17) **Tuesday, March 24**

Turn in deadwood exercise.

Audience, tone, style, and point of view

In-class practice: fac pac, pp. 201-202

Assignments for next class:

a) Read *Elements*, Chapter 4.

b) Read fac pac, p. 86 (“Carefully Consider Your Passive Verbs”).

c) **Deadline for application-letter idea** (fac pac, pp. 264-265) is Thursday, March 26. *Type the kind of opening and the name, title, and address of the person to whom you’d write.* Missing information will cost you points.

18) **Thursday, March 26 (continued on next page)**

Turn in all required *application-letter information* (see assignment c above).

Discuss cell-phone conclusions plus any remaining points about body
paragraphs.
Active vs. passive voice
In-class practice: fac pac, pp. 197-200

Assignments for next class:
  a) Read Elements, Chapter 8.
  c) Read fac pac, pp. 264-275 (instructions and student examples).
     ★ NOTE: You must be ready to discuss these examples.
  d) Final draft of cell-phone essay (REVISED thesis, body paragraphs, and conclusion) due Tuesday, April 7. Turn in two copies, and staple to one of them your critiqued thesis, body, and conclusion drafts.
     ★ NOTE: If you want to enjoy spring break, finish your final draft of the persuasive essay BEFORE vacation starts. Also have the first draft of the how-to paper – research and writing – well under way.

Tuesday, March 31, and Thursday, April 2
  NO CLASS: Spring break

19) Tuesday, April 7
  Turn in two copies of final, REVISED draft of cell-phone essay. Staple to one copy your critiqued thesis, body, and conclusion drafts.
  Writing application letters
  Assignment for next class:

20) Thursday, April 9
  Turn in both parts of passives exercise.
  Application letters, continued
  Discuss application-letter assignment (fac pac, pp. 264-265); first draft due Tuesday, May 5. (NOTE: Final, REVISED draft due Thursday, May 7.)
  In-class practice: Discuss fac pac, pp. 266-275.
  Assignments for next class:
    a) Reminder: First draft of how-to paper, with separate page for Chicago-style bibliography (fac pac, pp. 231-233), due Tuesday, April 14. ★ NOTE: Remember to type, at bottom of bibliography, which Chicago-style examples you followed on which pages of fac pac, (e.g., “First source: Books – Single Author, fac pac, p. 231”).

21) Tuesday, April 14 (continued on next page)
  Turn in two copies of first draft of how-to paper, both with a Chicago-style bibliography (see NOTE above, in assignment a).
How to write a résumé

**Assignment for next class:**
  a) Read *Handbook*, pp. 410-412 (“proofreaders' marks” and “proofreading”) and 488-489 (“revision”).

22) **Thursday, April 16**
  Proofreading
  In-class practice: fac pac, pp. 226-227

**Assignments for next class:**
  a) Read fac pac, pp. 31 (“Avoid Sexist Language”); 97-98 (“Avoid sexist language”); and 112 (“advice on how to make your writing more gender-neutral”).

23) **Tuesday, April 21**
  Discuss first draft of how-to papers.
  Avoiding discriminatory writing
  In-class practice: fac pac, p. 205

**Assignments for next class:**
  a) **NOTE:** You’re excused from class Tuesday, April 28, if you’ve **PASSED** the Writing Proficiency Assessment or are **SURE** you don’t have to take it. *Let me know by the end of class Thursday, April 23, if you fall into either category.*
  b) Review notes, readings, exercises, and midterm to prepare for **Thursday, April 23, Bonus Bonanza.** On this written, in-class exercise, **you’ll be able to earn points toward your semester total.**

24) **Thursday, April 23**
  Deadline for letting me know whether you’ve passed the Writing Proficiency Assessment or are SURE you don’t have to take it

**Bonus Bonanza: A Chance to make up some of those lost points!**

**Assignments for next class:**
  a) **Reminder:** Final draft of how-to paper due Tuesday, April 28.
  c) IF you still need to pass the Writing Proficiency Assessment, read fac pac, pp. 280-305.

25) **Tuesday, April 28**
  Turn in **two copies** of final draft of how-to paper, both with a Chicago-style bibliography [*see NOTE in assignment a listed April 9, (class 20)*]. Staple to one of those copies the **critiqued** first draft.
  Preparing for the Writing Proficiency Assessment

26) **Thursday, April 30 (continued on next page)**
  Using style guides
In-class practice: fac pac, pp. 228-229

**Assignment for next class:**

a) First draft of application letter due Tuesday, May 5. ★**NOTE:** YOU MUST BRING *AT LEAST TWO COPIES TO CLASS*; three or four would be better. (The more copies you bring for peer editing, the less marked up and easy to read any one copy will be.)

27) **Tuesday, May 5**

Peer editing of application letter: Bring to class *AT LEAST TWO COPIES* of first draft of application letter. Give me one copy, and have as many peer editors as possible – ideally, three or four, but *at least two* – review the other copy. Peer editors should refer to fac pac, pp. 278-279, and initial their corrections and suggestions.

**Assignments for next class:**

a) Read fac pac, pp. 322-336 (“The Fate of the Ocean”), *on which you’ll write a sizable, but straightforward essay on the final exam.*

b) **Reminder:** Final draft of application letter due Thursday, May 7. Turn in *two copies.* Staple to one of them your peer-edited drafts.

28) **Thursday, May 7**

Turn in *two copies* of final draft of application letter. Staple to one of them *all* peer-edited drafts.

Review for final, including fac pac, p. 208, and discuss “The Fate of the Ocean” (fac pac, pp. 322-336).

Fill out course evaluations.

**Assignments for next class:**

a) Review readings, exercises, notes, and midterm for *detailed, cumulative* final.

b) ★ **Be SURE to pick up scored application letter the day of final.**

*Class schedule subject to change.*
FINAL-EXAM SCHEDULE

SECTION 1 (10:10 a.m. class) → 8-10 a.m., Wednesday, May 13

SECTION 2 (11:10 a.m. class) → 8-10 a.m., Thursday, May 14

SECTION 3 (12:10 p.m. class) → 8-10 a.m., Friday, May 15

SECTION 4 (1:10 p.m. class) → 1:10-3:10 p.m., Wednesday, May 13

SECTION 5 (9:10 a.m. class) → 8-10 a.m., Tuesday, May 12

★ NOTE: Your final exam will be in the room where you regularly meet. You may not switch exam times without permission and confirming the exam location.