Catalog Description: This course is designed primarily to help students improve their skills in expository writing. Introductory library and research skills as well as reading and grammatical skills are emphasized to give students models and tasks for their writing practice. Prerequisite: appropriate placement examination scores, ENG 091, or equivalent. Three credits.

What is this course really about? This course is not about grammar; it is about writing. In other words, our purpose is to practice the art of persuasion. I assume that you know your grammar thoroughly and can write competently. (If you can not, you will be asked to take Developmental Writing before attempting this class.) We will attempt to find strategies that will make your writing appealing, forceful, and persuasive. As college-educated people often find themselves in situations in which they need to arrive at a well-reasoned point of view or convince others of a certain point of view, the work of this class is essential.

Academic writing and most writing in general is not written in a vacuum: it is written in response to other writing. Therefore, in this class, we will practice reading accurately, summarizing what other writers have said, and responding to other writers. All of this will require careful attention to the points of views of others.

We will, of course, express our own points of view. In doing so, however, we will try to leave behind our old pre-formed opinions and try to shape new points of view. Even if the new viewpoints bear a resemblance to the old, we will work to make them fresh.

Methodology: How This Class Works
We will start with short, intense writings, leading to longer pieces. You will complete a reading and writing assignment for nearly every class period. You will hand them in every day as you enter, and I will, if all goes well, hand them back to you at the end of the next period. There may be a longer waiting period for longer pieces.

Our class will contain a number of different structures: lecture, discussion, workshop, and designed activities. For each class, there will be some sort of preparation, usually some writing, and often some reading or research. As the only way to become a good writer is to be an active writer, I have designed this course with numerous small assignments that will help you work toward your longer written assignments.

I understand that everyone will enter this course with different levels of writing competence, so our purpose here is not to reach some pre-conceived ideal level of competency, but to improve as much as possible. I expect that you will work diligently, so that you will improve.

Expected Student Learning Outcomes
We will work on improvement in the following areas:

- grammar, usage, and spelling (students will write essays free of problems in these areas);
- reading comprehension (students will summarize a piece of writing, clearly, concisely, and completely);
- clarity and complexity of expression on the sentence level (students will write clear sentences which convey more than simple thoughts);
- paragraph and essay organization (students will learn to write unified paragraphs which address a single concept in a complete fashion, and their essays will likewise be coherent in their argumentation and purpose);
- critical thinking skills (students will gain the confidence to scrutinize what they have heard or read, not simply to accept it, but to investigate it independently and thoroughly);
- research strategies and practices (students will learn how to use the basic library and internet tools available on campus and will develop other research strategies as well, including interviewing and polling);
- constructive criticism (students will offer constructive criticism to other students and receive it from them).
Required Texts and Materials

*Rules for Writers.* Diana Hacker.

*Writing Textbook of Your Choice.* (Free to borrow for the semester.)

*Nickel and Dimed.* Barbara Ehrenreich.

Handouts on Blackboard

Two Two-Pocket Folders; One Standard Business-Size Envelope and One First-Class Mailing Stamp

Recommended Texts and Materials

A Collegiate Dictionary (Not just a paperback dictionary)

Computer Diskettes (See “Saving Your Work” below.)

Plenty of Paper and Pencils & Extra Cash For Photocopies

Course Requirements and Grading

You will be evaluated as follows:

- 20% Unit 1, *Essentials of Writing*
- 30% Unit 2, *Technology & Humanity*
- 30% Unit 3, *Working*
- 10% Final Exam
- 10% Participation
- XX% Diagnostic Essay
- XX% Attendance (see Attendance Policy below.)
- XX% Student-Instructor Conferences & At Least One Visit To The UMM Writing Center

As we begin each unit you will find posted on Blackboard a summary of the various requirements for the unit as well as handouts you will need to print for that unit. Among the materials that will be posted on Blackboard at the beginning of the semester will be a handout titled Paper Grading Criteria. These materials will make it clear exactly how your work will be evaluated. To help you to keep your work organized there will also be a checklist for each unit.

Course Policies

Class Conduct

I expect that you will be fully attentive, courteous, and professional at all times. This means that I expect that you will:

- be punctual for all class meetings, and you will be ready to begin at 10:00 sharp;
- be attentive to the instructor and to all other members of the class;
- ask questions when you do not understand what others, including me, say;
- keep your attention focused on the topic at hand;
- do your best to assist others in their learning.

I expect that you will not:

- take breaks during class (I expect that you will take care of personal needs before and after class);
- engage in private conversations when others have the floor;
- eat or drink in class;
- read newspapers (unless that is the class work at that moment);
- do work for other classes;
- pack up early—we work the full period in this class.

Policy on Plagiarism

Any student found guilty of willful plagiarism (claiming another’s work to be one’s own) will be dropped from the course immediately and given a grade of F. The student’s name will then be submitted to the student’s advisor, the Director of Student Life, and the Academic Dean with a recommendation that further action be taken.

Occasionally a student will accidentally forget to include a reference for a work that has been used, quoted, or paraphrased in the student’s paper. In this case, the student’s work will not be assigned a grade until the proper citations have been submitted to me. Often these problems can be avoided by consulting the proper reference materials, such as *Rules for Writers.*
**Attendance Policy**
In this class, as in all of your classes, you are expected to attend all of your class meetings. With this in mind, my policy on missing class is very simple: if you miss more than three classes, your grade is lowered by one increment for each class you miss over three. For example, if your average is a B and you have missed four classes, your final grade will be a B-; if your average is a B and you have missed five classes, your final grade will be a C+.

If you miss class, I expect that you will contact me before or directly after class. I also expect that you will consult with another student to find out what you have missed, so that when you return to class the next time you will be in stride with the rest of the group.

All absences are excused absences. I trust that you will be mature enough to manage your time and personal circumstances to make it to class each time. If not, I trust that you have good reason. But I also expect you to keep up with your work, both the in-class and out-of-class work. Do not try to fool yourself: even if there were no penalty for missing class, in almost all cases missing class leads to poor grades.

**Late Policy**
You have a lot of work to do in this class, and you have to do it on a very regular basis. It is not a good idea to get behind in your work. Writing is a discipline that requires consistent and conscientious work. If you are inconsistent, you will never reach your potential as a writer. So set yourself in motion, and keep moving.

All assignments are not the same. There is some “wiggle room” on some assignments, but not on all.

Essay assignments and essay drafts will automatically receive a reduced grade, if they are submitted late. You have the option, however, of turning in an unfinished draft on time, then handing in a revision within 24 hours. This will save you the late penalty. Two restrictions apply: the unfinished draft should clearly note that you will be turning in a revision; you take this option no more than once in the course of the semester. If revisions are not turned in within 24 hours of the original deadline, no revision will be accepted.

Likewise, short writing assignments, such as abstracts, reactions, counterpoints, and introductions, are not to be submitted late. Only one exception will be allowed in the course of the semester. If you miss an in-class writing assignment, you will need to complete it before the next class. You may lose partial credit for it.

Please note that many assignments will be due on Blackboard, which records the exact time you submitted the work.

**Saving Your Work**
You should carefully save everything you write. You should save often.

Please be aware that you can not save your documents on the hard drives of campus computers. (It will disappear, once the computer is restarted or not used for two hours.) You will need to store information on your own floppy disk. If you would like to use a zip disk, please beware of two things. First, though a 250M zip disk will work fine on some campus computers, it will not work on all of them. If you want to use a zip disk, your best bet is to use a 100M disk. Second, not all campus computers are equipped with zip disks, so it might be wise to keep your floppies for now.

If you find yourself without a disk and need to save something for further use, you have a couple options. First, there will be appropriate places on our Blackboard site (http://www.courses.maine.edu) where you can post your assignment. Even if you are going to go back and change it, you can save it there temporarily. Second, you can email the file to yourself as an attachment and retrieve it later. If you are going to try this, I would highly recommend the reliable University of Maine email that is available at http://mail.maine.edu. This is a free service to all UMM students.

**Retrieving Your Work**
I will only bring your graded work to class with me once. I will distribute it at the end of class. If you are not there to retrieve it or forget to do so, it will be placed in a rather messy stack of papers in my office. If you visit me there during my office hours, you will have to go through all the papers to find your work. It would be easier to attend class regularly and be sure to take your work home with you.
How to Succeed in This Class

Naturally, this course is built for your success. Here are ten tips that will do much to ensure your success:
1. Do all work conscientiously, and hand it in punctually;
2. Ask questions when you do not understand the point or the assignment;
3. Take your writing seriously, always with an aim to improve it;
4. Read assigned material before class;
5. When you are reading, jot down important points and items you do not understand;
6. Attend all classes and participate in all of them;
7. Begin early on your longer assignments;
8. Be creative, i.e., try to do things in such a way that no one would think of;
9. Read directions and follow them as best you can;
10. If you have any sort of problems that will affect your work, let me know.

Course Invitation

This class is your class: its success depends on you. If everyone puts a sincere effort into it, it will surely be a lively, energetic class. So, I will depend on you.

If there is anything that will affect your performance in this class, you should let me know as soon as possible. If it is a serious matter, you should also let the Office of Academic Affairs know as well (255-1224). Everyone here at UMM wants to see you succeed, and we will do everything we can to help you. So please let us help you in any way we can.
Overview of the Three Units in This Course

Unit 1: Essentials of Writing
In the first five weeks of the class, we will review all of the essential elements of writing, and we will show that we understand them by writing well and writing about them. I will lend everyone in the class a writing textbook (I have quite a few), and everyone will then have a different but overlapping point of view on writing. You will try to pull from this textbook all you really need to know about writing.

Unit 1 Essay Topic and Requirements:
What makes an excellent academic essay? I do not want a checklist of qualities of a fine essay. I want you to focus on one very specific topic, for example, how to use the perfect quote, or how to make your reader like you, or how to write anecdotes that will catch a reader’s attention. You might even take a humorous or ironic tone and write about how to get caught plagiarizing, or how to lie with statistics, or how to say nothing in 500 words. (Actually the last two are, respectively, a famous book and a famous essay, but you can try your own hand at the same or related topics.)

General Requirements:
1000 -1250 words;
Five print sources (these can all be from your text book, as long as they are from different authors), all used in a way that is essential to the essay.
Be sure to review the checklists very carefully before turning in the essay and folder.

Unit 2: Technology and Humanity/Forms of Writing
In the sixth through ninth weeks, we will attempt to do two things at once. We will explore the topic of Technology and the ways it affects us as humans, while we also examine the different strategies that writers take on writing. Again, you will find most of what you need in the textbook that I lend you. This will work in two ways. First, you will find strategies (ways of organizing) essays in your textbook, and you will report these to others. (We will all look at a couple of models together.) Second, we will all select essays from our textbooks on technology, photocopy them, and put them on reserve. These will serve as discussion material and as sources for our essays.

Unit 2 Essay Topic and Requirements:
The large question is, how does technology affect us as humans? Of course, this would be a topic to fill a series of books. We want to find something smaller. For example, how has velcro reshaped the way we live? Or, how did indoor plumbing change the way we plan our day? Or, how did the remote control change the way we talk to one another? Or, how did railroads change the structure of the family? Or, how did the clock change the way we think of time? If you limit your topic to one very simple device, you can then have plenty of room to speculate. Remember, technology is not just the latest gadgets; it is anything that shifts the way things are done.

General Requirements:
1000 -1250 words;
Five print sources (these can all be from your text book, as long as they are from different authors), all used in a way that is essential to the essay; in addition to at least two different citations of statistics.
Be sure to review the checklists very carefully before turning in the essay and folder.

Unit 3: Working
In the tenth through fourteenth weeks of the class, we will focus on the topic of working. We will read Nickel and Dimed, conduct a survey on work and work attitudes, and conduct at least one interview each.

As our topics will be more complex and varied in this unit, I will not set out examples of possibilities here. Instead, we will let the essay topics arise from our readings.

General Requirements:
1000 -1250 words;
Five print sources (these can all be from your text book, as long as they are from different authors), all used in a way that is essential to the essay; in addition to the survey and the interview(s); also two additional statistics.
Be sure to review the checklists very carefully before turning in the essay and folder.
Course Schedule
Please note: when something to be read is listed in the daily assignments, you should read it carefully before class that day. Likewise, when something to be written is listed, it should be written for class on that day. Please see Late Policy.

Beginning on the third day of class, be sure to bring your text book, a notebook, and pencils to class every day. If you do not come fully prepared, you will be considered absent that day. Please see Attendance Policy above.

All handouts, if not distributed in class, are on Blackboard.

Week One
Essentials of Writing

Wednesday, January 19
Course Introduction

Friday, January 21
Complete: Email Exercise and Blackboard Exercise:
   Email me. Put the word “Composition” in the subject of the message. Be sure to proofread your message and sign it.
   Go to Blackboard (http://www.courses.maine.edu) and follow the instructions you find on the Announcements page. (You have to get to the page that is specifically dedicated to ENG 101.)
In Class: We will complete a “diagnostic essay.” In other words, you will write an essay in class on a specific topic.

Week Two
Essentials of Writing (Continued)

Monday, January 24
In Class: Complete Workshop in Basic Research, Part 1: World Wide Web (Internet)
(Usually you will complete assignments before class, but this one you can do in class time.

Wednesday, January 26
Complete: Workshop in Basic Research, Part 2: Mariner / Ursus
Read: Essay-in-Progress #1: “NO ALLUSIONS IN THE CLASSROOM”.
Circle as many problems as you can find and indicate how they should be remedied.

Make: Appointment to Visit Writing Center Your appointment should be completed before class on January 26.
   Your appointment at the Writing Center is to discuss your diagnostic essay.

Friday, January 28
Workshop in Basic Research, Part 3: Printed Library Materials
Read: Essay-in-Progress #2: E-Mail or Snail Mail.
Comment in the margins about any problems you might see with the organization or logic in the essay.

Week Three
Essentials of Writing (Continued)

Monday, January 31
Read: Essay-in-Progress #3: Death Penalty Deters Violent Crime
Comment in the margins about any problems you might see with the organization or logic in the essay.

Wednesday, February 2
Read: Roadblocks to Critical Thinking.
Complete: Exercise on Roadblocks to Critical Thinking.

Friday, February 4
Read: Rhetorical Fallacies.
Complete: Rhetorical Fallacies Exercise.
Week Four
Essentials of Writing (Continued)

Monday, February 7
In-Class Writing
Write: Selecting Your Topic. Follow Handout on

Wednesday, February 9
Write: Essay Topic. Write one short paragraph on the Blackboard Discussion Board explaining your topic.
In-Class: Complete: Invention Strategies 1-4.

Friday, February 11
Read: Workshop Procedures

Week Five
Essentials of Writing (Continued)

Monday, February 14
Write: First Draft of Unit 1 Essay.
Bring: Four Copies of First Draft; Workshop Review Sheet.

Wednesday, February 16
Complete: Revision Strategies Exercise.
Complete: Workshop Review Sheet: Give To Author.

Friday, February 18
Write: Second Draft of Unit 1 Essay.

Winter Break
No Class on February 21, 23, or 25
Enjoy

Week Six
Technology and Humanity / The Forms of Writing

Monday, February 28
Introduction to Unit Two
Complete: Unit 1 Essay and Complete Submission Checklists.
Submit: Entire Unit 1 Portfolio, including the final draft of your Unit 1 essay. (Read directions on Bb carefully and follow them meticulously. It will probably take you an hour or more to get your portfolio organized.)

Wednesday, March 2
Read: To Be Announced
Read: How to Write an Abstract
Write: Abstract of the Assigned Essay.
Bring: Photocopies (only one per essay) of a maximum of three essays concerning technology. Will put on reserve.

Friday, March 4
Read: To Be Announced (two of the essays brought to class on Wednesday).
Read: How to Write a Reaction.
Write: Reaction to and Abstract of the Assigned Essay.
Week Seven
Technology and Humanity / The Forms of Writing (Continued)

Monday, March 7
Read: To Be Announced (two of the essays brought to class on Wednesday).
Read: How to Write a Counterpoint.
Write: Counterpoint for, Reaction to, and Abstract of the Assigned Essay.

Wednesday, March 9
Write: Selecting Your Topic. Follow Handout on
Bring: List of the types or forms of essays illustrated in your text book.
We will discuss on this day what the five most important or useful forms of writing are. Once we have done this, we
will set about constructing and organizing essays (using your potential topics as our examples) in these forms.

Friday, March 11
Complete: Invention Strategies 1
We will continue our in-class work on how to construct essays, as we had begun in class on Wednesday. You will need
to do a little reading in your textbook as preparation. Naturally, we will be continuing our discussion of technology as we go along.

Week Eight
Technology and Humanity / The Forms of Writing (Continued)

Monday, March 14
Complete: Invention Strategies 2
We will continue our in-class work on how to construct essays, as we had begun in class on Wednesday & Friday. You
will need to do a little reading in your textbook as preparation. Again, we will be continuing our discussion of
technology as we go along.

Wednesday, March 16
Complete: Invention Strategies 3
We will continue our in-class work on how to construct essays, as we had begun in class the last two classes. You will
need to do a little reading in your textbook as preparation. Yet again, we will be continuing our discussion of
technology as we go along.

Friday, March 18
Complete: Invention Strategies 4
We will continue our in-class work on how to construct essays, as we had begun in class our last three classes. You
will need to do a little reading in your textbook as preparation. One more time, we will be continuing our discussion of
technology as we go along.

Week Nine
Technology and Humanity / The Forms of Writing (Continued)

Monday, March 21
Write: First Draft of Unit 2 Essay.
Bring: Four Copies of First Draft; Workshop Review Sheet.

Wednesday, March 24
Complete: Revision Strategies Exercise.
Complete: Pro and Con Exercise.
Complete: Workshop Review Sheet: Give To Author.

Friday, March 26
Write: Second Draft of Unit 2 Essay.
Bring: Four Copies of First Draft; Workshop Review Sheet.
Spring Break
No Classes on March 28, March 30, or April 1 (No Fooling!)
Enjoy

As one of your requirements for the third unit is to carry out an in-depth interview with someone about his or her work, you might find some great opportunities to do so during this break.

Week Ten
Unit Three: Working

Monday, April 4
Submit: Entire Unit 1 Portfolio, including the final draft of your Unit 1 essay. (Read directions on Bb carefully and follow them meticulously. It will probably take you an hour or more to get your portfolio organized.)
Begin: Unit Three: Working: Introduction

Wednesday, April 6

Friday, April 8
Read: Nickel and Dimed. Introduction: Getting Ready.
Write: Reaction

Week Eleven
Unit Three: Working (Continued)

Monday, April 11
Read: Nickel and Dimed. Chapter One: Serving in Florida.
Write: Reaction
Design: Survey—Begin In Class.

Wednesday, April 13
Read: Nickel and Dimed. Chapter Two: Scrubbing in Maine.
Write: Reaction
Complete: Survey Rough Draft.

Friday, April 15
Read: Nickel and Dimed. Chapter Three: Selling in Minnesota and Evaluation.
Complete: Survey Rough Draft.

Week Twelve
Unit Three: Working (Continued)

Monday, April 18
In-Class Writing.
Complete: Administration of Survey
Write: Selecting Your Topic. Follow Handout on

Wednesday, April 20
Read: Work Profile (One Short Article from Studs Terkel’s Working; On Reserve)
Complete: Tabulation of Survey Results.
Complete: Invention Strategies 1-2.

Friday, April 22
Complete: Interview Preparation Sheet.
Complete: Invention Strategies 3-4.
Week Thirteen
Unit Three: Working (Continued)

Monday, April 25
Write: Draft of First Paragraph of Unit 3 Essay. (Bring four hard copies.)
Complete: Workshopping Review Sheet. Give it to the appropriate author. (In Class.)

Wednesday, April 27
Write: Draft of First Two Pages of Unit 3 Essay. (Bring four hard copies.)
Complete: Workshopping Review Sheet. Give it to the appropriate author. (In Class.)

Friday, April 29
Write: Revised Draft of Entire Unit 3 Essay Except the Concluding Paragraphs. (Bring four hard copies.)
Complete: Pro and Con Exercise.
Complete: Workshopping Review Sheet. Give it to the appropriate author. (In Class.)

Week Fourteen
Unit Three: Working (Continued)

Monday, May 1
Write: Draft of Entire Unit 3 Essay. (Bring four hard copies.)
Complete: Workshopping Review Sheet. Give it to the appropriate author. (In Class.)

Wednesday, May 3
Complete Workshopping

Friday, May 5
Course Wrap-Up

Week Fifteen (Final Exam Week)
Finishing

Monday, May 8
Submit: Entire Unit 4 Portfolio, including the final draft of your Unit 4 essay. (Read directions in Course Packet carefully and follow them meticulously. It will probably take you an hour or more to get your portfolio organized.)

The final exam is another piece of writing, one that will show how well you have synthesized the materials and strategies in this course. The time and place for the exam will be announced in early April.

Relax! If you’ve made it this far, you have little to worry about.