Content and approach

As its title is meant to suggest, this section will focus on the development of "writerly" attitudes for both academic and less formal styles of writing. You will practice writing, in the sense that athletes, lawyers, musicians, physicians etc. "practice": both as training and as the application of training. This section will feature portfolios as semester-long projects and contract grading to help you focus on the development of your writing.

In this section of Writing 100 you will write according to three different orientations: toward yourself as a writer, toward a reader, and toward a topic. You will develop, in multiple-draft style, four essays or formal papers engaging those three orientations: one primarily writer-oriented, one primarily reader-oriented, and two primarily topic-oriented (and using library sources). These writing projects will be developed both through your individual work in and out of class and through small group workshops in class. In workshops, you will be both giver and receiver of advice about writing. Through these workshops, you should learn greater awareness and control over your own writing, greater sensitivity to writing problems and their solutions, and a heightened sense of the power of the writing process.

In this section of Writing 100 you will also compile a portfolio of your written work. Due in final form during final exam week, your portfolio will be a semester-long project. It will consist of three elements: "practices" assigned from our book: The Practice of Writing, 5th ed.; essays, in multiple drafts; and reflective writing. Of the four essays you complete at various times in the semester, you will select two for further revision and inclusion in your final portfolio.

Grades and requirements

In all your formal writing—essays and final portfolio—the most important qualities you are to learn and demonstrate are completeness, commitment to your writing, and attention to the writing process. This section of Writing 100 will use contract grading, whereby much of the suspense and anxiety students commonly feel about grades will be reduced if not eliminated. By meeting certain requirements and consistently exhibiting certain behaviors, you will earn a B for the semester. Higher or lower semester grades will result from special excellence in attention to the writing process and quality of final written products or from marked deficiencies in either of those areas or in attendance. The terms of the grade contract for a B for the semester are listed on the reverse side of this page.
• Complete, on time, all (± 25) Practices—informal writing exercises from *The Practice of Writing*, 5th ed.
• Complete, on time, all (± 20) assigned Question sets on readings in *The Practice of Writing*, 5th ed.
• Complete, on time, all (4) writing projects—formal essays that will develop from Practices, other written exercises, reading, question sets, and class discussion. Each of these projects will include, at a minimum
  ➢ some prewriting committed to paper
  ➢ a first or rough draft of an essay
  ➢ at least two significantly and substantively (or deeply or globally) revised drafts, one of which is to be prepared “clean” for editing
  ➢ a neat and correctly formatted final draft
  ➢ a piece of reflective writing
  ➢ some further writing in response to your final draft reader’s evaluation.

The preliminary drafts in each project will normally be accompanied by notes and reviewers’ comments. All components of each project must be ready at the beginning of class as assigned. *

• Participate actively and constructively in small-group workshop sessions in class.
• Have at least one reviewing session with a Writing Center tutor.
• Complete, on time, all tutorials and exercises from *The Bedford Handbook*, 6th ed.
• Satisfactorily complete, on time, the Research Paper Guide for Writing 100.
• Miss no more than 3 class meetings, unexcused, and no more than 5 total, excused and unexcused. (“Excused” means your absence from class is accounted for in writing by a responsible authority.) **Each unexcused absences beyond 3 will cost your semester grade 1/3 letter.**

* Each writing project will be assessed quantitatively in terms of the following point system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Practices&quot;:</td>
<td>5 points each</td>
</tr>
<tr>
<td>Prewriting</td>
<td>10 points each</td>
</tr>
<tr>
<td>(outlines, clusters, freewriting, &quot;zero&quot; drafts, etc.):</td>
<td>10 points each</td>
</tr>
<tr>
<td>First draft:</td>
<td>10 points each</td>
</tr>
<tr>
<td>Revised draft:</td>
<td>10 points each</td>
</tr>
<tr>
<td>Clean-for-editing draft:</td>
<td>10 points each</td>
</tr>
<tr>
<td>Final draft:</td>
<td>10 points each</td>
</tr>
<tr>
<td>Workshop participation:</td>
<td>10 points each</td>
</tr>
<tr>
<td>Writing Center visits:</td>
<td>5 points each</td>
</tr>
<tr>
<td>Absence from any workshop:</td>
<td>-5 points each</td>
</tr>
<tr>
<td>Lateness with any assigned</td>
<td>-2 points/day</td>
</tr>
<tr>
<td>writing prior to final drafts:</td>
<td>-3 points/day</td>
</tr>
</tbody>
</table>
Responsibility and attendance

For the workshops to benefit you, your regular and prompt attendance is crucial. Please be in your seat with your day's work in front of you ready to start at 9:10 a.m. each day. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not.

Books


Other materials

You should have a notebook dedicated to Writing 100 work alone. Keep whatever writing you do by hand in this notebook and always bring it to class. At the same time, I strongly encourage you to do all your written work on a computer; the campuswide network has word processing applications that you may access from various sites on campus, and anyone who wishes a short demonstration session may arrange one with me. If you do work in the electronic environment, of course, store your work on a diskette or in your own folder on the X drive on the campus network.

Clean-for-editing drafts and final drafts of all essays are to be "typed" or printed out from an electronic word-processing application.
Assignment schedule (Boldface indicates assigned work due)

Week I  
M 8/29 - F 9/2  
Course introduction: Overview of "practical" writing, essay projects, and portfolios.

**Questionnaires; TPOW Chapter 1 (pp. 1-15), Practice 1.1: “biopoem”**
*Bedford “How to Use This Book and Its Web Site,” Tutorials 1, 2 & 4 (pp. xxi-xxviii)*
*TPOW Chapter 2 (pp. 16-21), Practice 2.1: writing as process
TPOW Chapter 2 (pp. 21-26), Practice 2.2: writing as process, continued*

Week II  
T 9/6 – F 9/9  
*TPOW Chapter 2 (pp. 26-32), Practice 2.3: writing as process, continued
Bedford Section 3
*TPOW Chapter 3 (pp. 33-41), Practice 3.2: expressive writing*

Week III  
M 9/12 - F 9/16  
*TPOW Chapter 3 (pp. 41-50), Practices 3.3 & 3.4: expressive writing
TPOW Chapter 4 & question sets (pp. 53-54, 54-55, 56, 61, 64, 69, 75)*
First draft of expressive/reflective essay

Week IV  
M 9/19 - F 9/23  
**Revised draft of essay**
FIRST ESSAY PROJECT FOLDER DUE
Sign-up for midterm conferences
*TPOW Chapter 5 (pp. 83-98), question sets (pp. 89, 91, 93, 95, 96-97), Practice 5.1: narrative writing*

Week V  
9/26– F 9/30  
*TPOW Chapter 5 (pp. 98-102), question set (p. 101), Practice 5.2: narrative writing
Questionnaires; Midterm conferences (Tuesday-Thursday)**
*TPOW Chapter 6 (pp. 122-27), Practice 6.1: descriptive writing*

Week VI  
M 10/3 - F 10/7  
(midterm)
*TPOW Chapter 6 (pp. 127-32), Practice 6.2: descriptive writing
First draft of narrative/descriptive essay
Revised draft of essay*

Fall break  
M - T, 10/10-11

Week VII  
W 10/12 - F 10/14  
SECOND ESSAY PROJECT FOLDER DUE

**Conferences will be in Zinzendorf 304; class will not meet Wednesday, 28 September.**
Week VIII
M 10/17 - F 10/21
Bedford Section 49 and Reeves Library online research tutorial
TPOW Chapter 5 (pp. 102-09). Practice 5.3: narrative writing
Reeves Library bibliographic instruction session
Bedford Section 50 and exercises in evaluating sources

Week IX
M 10/24 - F 10/28
Research Paper Guide
TPOW Chapter 7 (pp. 140-44), question set (p. 143). Practice 7.1: analytical writing
Bedford Section 51 and exercises in avoiding plagiarism
TPOW Chapter 7 (pp. 144-46), Practice 7.2: analytical writing
TPOW Chapter 8 (pp. 161-65), Practice 8.1: analytical writing
Bedford Section 52 (pp. 563-65, 569) and Tutorial 5 (pp. xxviii-xxix)

Week X
M 10/31 - F 11/4
TPOW Chapter 8 (pp. 165-68 & 187-204), question set (p. 193-94)
First draft of analytical essay
Revision plan, including research ideas, for essay

Week XI
M 11/7 - F 11/11
Revised draft of essay
THIRD ESSAY PROJECT FOLDER DUE ***

Week XII
M 11/14 - F 11/18
TPOW Chapter 9 (pp. 217-30), question sets (pp.221, 223, 229-30)
TPOW Chapter 9, Practice 9.1/9.2: directive writing

Week XIII
M 11/21 – T 11/22
TPOW Chapter 9 (pp. 231-41), question set (pp. 233-34), Practice 9.5:
directive/persuasive writing

Thanksgiving break
W 11/23 – Su 11/27

Week XIV
M 11/28 - F 12/2
First draft of directive/persuasive essay
Revised draft of essay
FOURTH ESSAY PROJECT FOLDER DUE ***

Week XV
M 12/5 - M 12/12
Sign-up for portfolio conferences
Conferences (Wednesday-Friday) ⊕

*** Approximately half the class will have their final drafts read by a tutor in the Writing Center.
*** Approximately half the class will have their final drafts read by a tutor in the Writing Center.
Conferences will be in Zinzendorf 304; class will not meet Wednesday, 7 December or Friday, 9 December.