In general, WRI 111 aims to prepare students to do the kind of critical thinking and informed writing necessary for success at the college level. This course will also help to prepare students to take advantage of Westminster College’s intellectual environment. Informed and thoughtful students—particularly those who care about writing well—will undoubtedly derive the most significant benefits from this course and from a college education in general.

The syllabus introduces students to a number of acclaimed essayists and prose stylists whose reflections on human experience we will analyze and debate in class and in short papers. Along the way we will take a close look at what we are doing here at Westminster and consider how our notions of American life can be strengthened, defended and, in some cases, rethought.

Course Requirements

**Papers/Essays:** (80%) You will write **two** brief papers and **three** longer essays in WRI 111-08. The last two essays will be weighted more heavily than the first, allowing your final grade to reflect your development as a critical thinker and a writer. Each first draft of the three Essays will receive a provisional grade along with instructor comments; the Essays’ **final** drafts will earn their final grades.

- **2 Brief Papers** (10% total)
- **Essay 1:** Summary / Reaction (20%)
- **Essay 2:** Analysis / Argument (20%)
- **Essay 3:** Argument with research (30%)

**Quiz/Exam Work:** (10%) I will give several extended grammar quizzes, in-class writing tasks, and homework assignments (including a possible short final exam). They will emphasize primarily writing mechanics, grammar rules, and argument construction.

**Participation:** (10%) You are required to participate **actively and responsibly** throughout the semester. Learning to strengthen your writing in this class is a social activity, and failure to attend and to participate will adversely affect not only you but your classmates as well. **Attendance**, moreover, does not constitute **participation**. I divide the participation grade evenly into two areas:

1) **Attention** – (5%) Listening to the instructor and each other, **without unrelated chatter**
2) **Speaking** – (5%) Contributing regularly, in small-groups or whole-class discussion
Course Policies

Attendance: This first-year course necessitates regular attendance. You are allowed two absences (excused or unexcused) without penalty. Each subsequent absence will lower your course grade by one degree of letter grade (e.g. with three total absences, a B+ becomes a B; with five, a C+, etc.). Should you miss any class, please let me know by voice-mail (x7349) or e-mail (adeaw) as soon as possible.

Consultations: I encourage you to come talk to me anytime during office hours or by appointment. You will, however, be required to meet with me on three assigned “Consultation” days between the first and final drafts of each Essay. (See syllabus for dates.) You will keep all marked drafts and returned graded papers in a WRI 111 folder to bring with you to class on each consultation day.

Laptops: You may use a laptop in class for the sole purpose of taking notes. If any student uses the computer for any other purpose (social media; Web sites), all laptops will be banned for the semester.

Cell Phones: All cell phones must be turned off and stowed by the start of every class session.

Style Sheet: You will receive the general college style sheet before the first paper assignment. You are expected to learn and adhere to its principles. The style sheet, in fact, will serve as the main rubric for your written work. To disregard its tenets in your papers will rightfully displease your instructor and down-grade your work as careless and unworthy of college performance. Learn it!

Late Work: All work (drafts, revisions, final papers, homework) is due at the beginning of class on the day I indicate. If you have an emergency, please contact me; as a general rule, however, I will not accept late work. You must be present in class to get credit for your work.

Final grades will be assigned using the standard formula:

\[
\begin{array}{cccc}
A & 94-100 & B + & 88-89 & C + & 78-79 & D + & 68-69 \\
A - & 90-93 & B & 84-87 & C & 74-77 & D & 60-67 \\
B - & 80-83 & C - & 70-73 & F & 0-59
\end{array}
\]

Students will conduct themselves in a manner befitting the college policy on Academic Integrity. Consult this section in your Undergraduate Catalogue (e.g., pp. 65-69 for 2017-18) for official definitions of cheating, misconduct, plagiarism, and providing false information (and their consequences).

CHECKLIST STEPS FOR PREPARING AND TURNING IN DRAFTS AND PAPERS:

1. Confirm your 1” margins and pagination (but no page number on page 1).
2. Double space your entire document from name to Work Cited entries. Go to the “line and paragraph spacing” menu tab and remove any added spaces before or after the paragraph.
3. At the top left corner of page 1, type the following in a vertical list: your name, instructor’s name, the course name and the date.
4. Give your paper an interesting, creative title. Put both your last name and title in the header.
5. Run a “Spelling” check on your text and a “Word Count” to verify required length.
6. By the due date, submit a stapled, hardcopy printout in class (no cover sheet/binding)
Schedule of Readings and Assignments
(NOTE: Syllabus is subject to changes, swaps, drops and additions.)

**Week 1**  January 16 & 18

*A writer is someone for whom writing is more difficult than it is for other people.*  
(Thomas Mann)

T - 1/16  --  Introductions / review syllabus; “Pitfalls” worksheet

Th - 1/18  --  **OWL:** Writing Numbers: [https://owl.english.purdue.edu/owl/resource/593/01/](https://owl.english.purdue.edu/owl/resource/593/01/)  
Dates, months, etc.: [https://owl.english.purdue.edu/owl/resource/735/02/](https://owl.english.purdue.edu/owl/resource/735/02/)  
Pronoun Case: [https://owl.english.purdue.edu/owl/resource/595/02/](https://owl.english.purdue.edu/owl/resource/595/02/)  
Using Pronouns Clearly: [https://owl.english.purdue.edu/owl/resource/595/01/](https://owl.english.purdue.edu/owl/resource/595/01/)  
Reflexive Pronouns: [https://owl.english.purdue.edu/owl/resource/595/03/](https://owl.english.purdue.edu/owl/resource/595/03/)

*McGraw-Hill*: 172-75 (Rodriguez); 396-99 (Alexie)

**Week 2**  January 23 & 25

*There is no way of writing well and also of writing easily.*  (Anthony Trollope)

T - 1/23  --  **OWL:** Adjectives and Adverbs: [https://owl.english.purdue.edu/owl/resource/536/1/](https://owl.english.purdue.edu/owl/resource/536/1/)  
Avoiding Common Errors: [https://owl.english.purdue.edu/owl/resource/536/02/](https://owl.english.purdue.edu/owl/resource/536/02/)  
Hyphen Use: [https://owl.english.purdue.edu/owl/resource/576/1/](https://owl.english.purdue.edu/owl/resource/576/1/)  
The Apostrophe: [https://owl.english.purdue.edu/owl/resource/621/01/](https://owl.english.purdue.edu/owl/resource/621/01/)

*McGraw-Hill*: 2-6; 166-70 (Douglass); 177-79 (Menand)

Th - 1/25  --  **OWL:** Infinitives: [https://owl.english.purdue.edu/owl/resource/627/03/](https://owl.english.purdue.edu/owl/resource/627/03/)  
Making Subjects and Verbs Agree: [https://owl.english.purdue.edu/owl/resource/599/01/](https://owl.english.purdue.edu/owl/resource/599/01/)

**WORK DUE:** Paper 1: “Turning Point”

**Week 3**  January 30 & February 1

*The art of writing has for backbone some fierce attachment to an idea.*  
(Virginia Woolf)

T - 1/30  --  **OWL:** Sequence of Tenses: [https://owl.english.purdue.edu/owl/resource/601/01/](https://owl.english.purdue.edu/owl/resource/601/01/)  
Active Verb Tenses: [https://owl.english.purdue.edu/owl/resource/601/03/](https://owl.english.purdue.edu/owl/resource/601/03/)  
Verb Tense Consistency: [https://owl.english.purdue.edu/owl/resource/601/04/](https://owl.english.purdue.edu/owl/resource/601/04/)  
Verbs with Helpers: [https://owl.english.purdue.edu/owl/resource/601/05/](https://owl.english.purdue.edu/owl/resource/601/05/)

*McGraw-Hill*: 14-15: “Annotating” etc. 251-55 (Cofer); 183-85 (Quindlen)

Th - 2/1  --  **OWL:** Brief Overview of Punctuation: [https://owl.english.purdue.edu/owl/resource/566/01/](https://owl.english.purdue.edu/owl/resource/566/01/)  
*McGraw-Hill*: 20-26: “Paraphrasing” etc.; 294-98 (Dyson)

**WORK DUE:** Paper 2: “Employment / Family”
**Week 4  February 6 & 8**

*How do I know what I think until I see what I say?*  (E. M. Forster)

**T - 2/6**  --  OWL: Developing a Thesis:  https://owl.english.purdue.edu/engagement/2/2/56/
Writing Thesis Statements:  https://owl.english.purdue.edu/owl/resource/545/01/


**WORK DUE:  GROUP 1: Oral Presentation on Assigned Research Site**

**Th- 2/8**  --  OWL: Active and Passive Voice:  https://owl.english.purdue.edu/owl/resource/539/01/
Active versus Passive Voice:  https://owl.english.purdue.edu/owl/resource/539/02/
Choosing Passive Voice:  https://owl.english.purdue.edu/owl/resource/539/04/
Changing Active to Passive:  https://owl.english.purdue.edu/owl/resource/539/05/

*McGraw-Hill:  44-56, 59-60; 65-69 (Murray)*

**WORK DUE:  GROUP 2: Oral Presentation on Assigned Research Site**

**Week 5  February 13 & 15**

*To write well, learn to think.*  (Nicholas Boileau)

**T - 2/13**  --  OWL: On Paragraphs:  https://owl.english.purdue.edu/owl/resource/606/01/
Topic Sentences:  https://owl.english.purdue.edu/engagement/2/1/29/

**WORK DUE: Essay 1 (DRAFT)**

**Th- 2/15**  --  OWL: Quote, Paraphrase, Summarize:  https://owl.english.purdue.edu/owl/resource/563/1/
Paraphrase:  https://owl.english.purdue.edu/owl/resource/563/02/
In-Text Citations:  https://owl.english.purdue.edu/owl/resource/747/2/


**GRAMMAR QUIZ 1**

**Week 6  February 20 & 22**

**T - 2/20**  --  Consultations (GROUP 1 only).  Come to Dr. Ade’s office at your arranged time.
Bring your two Papers (marked and corrected) and a list of your most frequent errors.

**Th- 2/22**  --  Consultations (GROUP 2 only).  Come to Dr. Ade’s office at your arranged time.
Bring your two Papers (marked and corrected) and a list of your most frequent errors.
Week 7  February 27 & March 1

*Rhetoric is the available means of persuasion.* (Aristotle)

T - 2/27  --  **OWL**: MLA Works Cited Page: Books: [https://owl.english.purdue.edu/owl/resource/747/06/](https://owl.english.purdue.edu/owl/resource/747/06/)
Electronic Sources: [https://owl.english.purdue.edu/owl/resource/560/10/](https://owl.english.purdue.edu/owl/resource/560/10/)

WORK DUE: Essay 1 (FINAL). Turn in both earlier draft + final draft

Th- 3/1  --  *McGraw-Hill*: 93-105

Week 8  March 3 - 11

* *  **SPRING BREAK – MAR. 3-11**  * *

Week 9  March 13 & 15

*Style is saying complicated things in a simple way.* (Anonymous)

T- 3/13  --  **OWL**: Participles: [https://owl.english.purdue.edu/owl/resource/627/02/](https://owl.english.purdue.edu/owl/resource/627/02/)
Gerunds: [https://owl.english.purdue.edu/owl/resource/627/01/](https://owl.english.purdue.edu/owl/resource/627/01/)
Review: [https://owl.english.purdue.edu/owl/resource/627/04/](https://owl.english.purdue.edu/owl/resource/627/04/)

*McGraw-Hill*: 278-81 (Jefferson); [Handout]: (Stanton)

Th - 3/15  --  **OWL**: Sentence Clarity: [https://owl.english.purdue.edu/owl/resource/600/01/](https://owl.english.purdue.edu/owl/resource/600/01/)

**GRAMMAR QUIZ 2**

Week 10  March 20 & 22

*Write your way in, edit your way out.* (Unattributed)

T- 3/20  --  **OWL**: Intro to Defining Clauses: [https://owl.english.purdue.edu/owl/resource/645/01/](https://owl.english.purdue.edu/owl/resource/645/01/)
In Non-defining Clauses: [https://owl.english.purdue.edu/owl/resource/645/02/](https://owl.english.purdue.edu/owl/resource/645/02/)
Defining vs. Non-Defining: [https://owl.english.purdue.edu/owl/resource/645/03/](https://owl.english.purdue.edu/owl/resource/645/03/)
*McGraw-Hill*: 349-53 (Bordo); 440-43 (Bass)


WORK DUE: Essay 2 (DRAFT)
Week 11  March 27

I'm sorry this letter is so long. If I'd had more time, I would have made it shorter. 
(Mark Twain)

T - 3/27  --  OWL: Eliminating Words:  https://owl.english.purdue.edu/owl/resource/572/02/ 
More Pitfalls:  https://owl.english.purdue.edu/owl/resource/572/04/ 
Modifiers:  https://owl.english.purdue.edu/engagement/2/1/36/ 
Only / Just (in-class presentation)

McGraw-Hill: Ch. 4: 106-10: “Writing a Research Project in the 21st century: Phase 1”

* * * EASTER BREAK  March 29-April 2  * * *

Week 12  April 5

Th- 4/5  --  OWL: Parallel Structure:  https://owl.english.purdue.edu/owl/resource/623/01/ 


WORK DUE: Essay 2 (FINAL). Turn in both earlier draft + final draft

Week 13  April 10 & 12

T - 4/10  --  Library Research (GROUP 1 only). For this session, we shall meet in McGill Library 
to do research for reliable sources and to make progress on your final draft.

Th- 4/12  --  Library Research (GROUP 2 only). For this session, we shall meet in McGill Library 
to do research for reliable sources and to make progress on your final draft.

Week 14  April 17 & 19

Omit needless words. (Strunk & White)

T - 4/17  --  The Three Conditions (in-class presentation)


Th- 4/19  --  OWL: Dangling modifiers:  https://owl.english.purdue.edu/owl/resource/597/01/ 

WORK DUE: Essay 3 (DRAFT)
Week 15  April 24 & 26

_Brevity is the soul of wit_. (Shakespeare)

**T - 4/24**  --  Verb vocabulary (in-class presentation)

**GRAMMAR QUIZ 3**

**Th- 4/26**  --  **OWL:** Voice v. Mood: [https://owl.english.purdue.edu/owl/resource/539/07/](https://owl.english.purdue.edu/owl/resource/539/07/)

_McGraw-Hill:_ 354-60 (Gitlin)

Week 16  May 1 & 3

_**Writing is re-writing.**_ (Unattributed)

**T - 5/1**  --  **Consultations (GROUP 1 only).** Come to Dr. Ade’s office at your arranged time. Bring your earlier work (marked and corrected) and a list of your most frequent errors.

**Th - 5/3**  --  **Consultations (GROUP 2 only).** Come to Dr. Ade’s office at your arranged time. Bring your earlier work (marked and corrected) and a list of your most frequent errors.

FINAL WEEK    May 10

_The last act of the writing must be to become one’s own reader._ (John Ciardi)

**Th - 5/10**  --  **FINAL EXAM PERIOD** (11:30 a.m.–2:00 p.m.)

**WORK DUE:** Essay 3 (FINAL). Turn in both earlier draft + final draft