WRI 111-03, Spring 2019

M / W / F, 10:30–11:30 a.m. 210 Patterson Hall

Dr. Andrew Ade
adeaw@westminster.edu
x7349

Office: 301 Patterson Hall
Office hours: M/W 2-3:30 p.m.;
T 10-11:30 a.m.; or by appointment

Required Texts: A good college-level dictionary. (Show it to Dr. Ade before the end of January!)

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. Any 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. NOTE: Mere attendance 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 **three 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.

**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!

**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.

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>78-79</td>
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<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>60-67</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Students will conduct themselves in a manner befitting the college policy on Academic Integrity. Consult this section in your Undergraduate Catalogue (e.g., pp. 60-64 for 2018-19) for official definitions of cheating, misconduct, plagiarism, and providing false information (and their consequences).

**Disability Policy**

Students who desire accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and needed accommodations. Students should also inform the Director of Disability Resources (Faith Craig, 414 Thompson-Clark Bldg, 724-946-7192), who can assist in evaluating the disability and facilitate communication between the College and the student in determining special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College. Due to limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.
FORMATTING A NEW WORD DOC

FOR MACs
- Open a new Word document
- Under “Layout” tab, click on “Margins” and select “Normal” (i.e., 1” all around)
- Highlight the entire page (command – A)
- Under “Home” tab, click the button “Line and Paragraph Spacing,” then open “Line Spacing Options”
- In the “Spacing” section, make sure both “Before” and “After” boxes are set to “0 pt.”
- In the “Line Spacing” box next to them, change “Single” to “Double”
- **PAGINATION:** Under “Insert” tab, click the “Page Number” button, then select “Page number” on the dropdown menu. For “Position,” select “Top of page (Header)” and for “Alignment,” select “Right.” Make sure to leave blank the box “Show number on first page”

FOR PCs
- Open a new Word document
- Under “Layout” tab, click on “Margins” and select “Normal” (i.e., 1” all around)
- Highlight the entire page (Ctrl – A)
- Under “Home” tab, click the button “Line and Paragraph Spacing.” On the dropdown menu, select “2.0,” then select “Remove Space After Paragraph”
- **PAGINATION:** Under “Insert” tab, click the “Page Number” button, and select “Top of Page-right (3).” Finally, check the “Different first page” box, and then close the Header.

CHECKLIST FOR PREPARING AND TURNING IN DRAFTS / PAPERS:
1. Confirm your 1” margins, correct spacing, and pagination (but no page number on page 1).
2. Top left of page 1, in a vertical list: your name, instructor’s name, the course name and the date.
3. Run a “Spelling” check on your text and a “Word Count” to verify required length.
4. By the due date, submit a stapled, hardcopy printout in class (no cover sheet/binding)

COPYEDITING SYMBOL KEY

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>put in upper case</td>
<td>Novelist gudora Welty lived her entire life in mississippi.</td>
</tr>
<tr>
<td>put in lower case</td>
<td>A re-med student would benefit from working at a hospital.</td>
</tr>
<tr>
<td>divide</td>
<td>They informed her that she would have to give back the overpayment.</td>
</tr>
<tr>
<td>connect</td>
<td>Stu can not do construction work any more due to his arm injury.</td>
</tr>
<tr>
<td>insert here</td>
<td>He overcame his handicap of his unflaging persistence.</td>
</tr>
<tr>
<td>delete</td>
<td>The books [which] she signed are now available for purchase.</td>
</tr>
<tr>
<td>delete</td>
<td>Each year after school is out, we go hiking in the Rockies.</td>
</tr>
<tr>
<td>invert order</td>
<td>To err is human; divine to forgive.</td>
</tr>
<tr>
<td>agreement</td>
<td>Every softball player must keep up their grades to be eligible.</td>
</tr>
</tbody>
</table>
Schedule of Readings and Assignments

(NOTE: Syllabus is subject to changes, swaps, drops and additions.)

Week 1 January 14, 16 & 18

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

M - 1/14 -- Introductions / review syllabus; “Pitfalls” worksheet

W - 1/16 -- OWL: Writing Numbers; Capitalization
https://owl.purdue.edu/owl/general_writing/grammar/writing_numbers.html
https://owl.purdue.edu/owl/general_writing/mechanics/help_with_capitals.html

*D2L:* Sherman Alexie, “Superman and Me”

F - 1/18 -- OWL: Pronoun Case and Gender; Reflexive Pronouns
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/pronoun_case.html
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/index.html
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/reflexive_pronouns.html
https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/appropriate_pronoun_usage.html

*D2L:* Richard Rodriguez, “The Lonely, Good Company of Books”

Week 2 January 21, 23 & 25

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

*M - 1/21 -- NO CLASS (Dr. Martin Luther King, Jr. Day)*

W - 1/23 -- OWL: Adjectives and Adverbs; Hyphen Use; The Apostrophe
https://owl.purdue.edu/owl/general_writing/grammar/adjective_or_adverb/index.html
https://owl.purdue.edu/owl/general_writing/grammar/how_to_use_adjectives_and_adverbs/adjective_or_adverb.html

*D2L:* Frederick Douglass, “Learning to Read and Write”

F - 1/25 -- OWL: Articles; Prepositions; Agreement
https://owl.purdue.edu/owl/general_writing/grammar/articles_a_versus_an.html
https://owl.purdue.edu/owl/general_writing/grammar/prepositions/index.html
https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/index.html

⇒ **WORK DUE:** Paper 1: “Turning Point”
Week 3  January 28, 30 & February 1

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

**M - 1/28**  --  OWL: Sequence of Tenses; Active Verb Tenses; Tense Consistency; Verbs with Helpers
[https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/index.html](https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/index.html)
[https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/active_verb_tenses.html](https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/active_verb_tenses.html)
[https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/verb_tense_consistency.html](https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/verb_tense_consistency.html)
[https://owl.purdue.edu/owl/general_writing/grammar/active_verb_tenses.html](https://owl.purdue.edu/owl/general_writing/grammar/active_verb_tenses.html)

*D2L*: Anna Quindlen, “Sex Ed”

**W - 1/30**  --  OWL: Brief Overview of Punctuation; Countable/Uncountable Nouns
[https://owl.purdue.edu/owl/general_writing/punctuation/punctuation/index.html](https://owl.purdue.edu/owl/general_writing/punctuation/punctuation/index.html)
[https://owl.purdue.edu/owl/general_writing/grammar/count_and_noncount_nouns/index.html](https://owl.purdue.edu/owl/general_writing/grammar/count_and_noncount_nouns/index.html)

*D2L*: Esther Dyson, “Cyberspace: If You Don’t Love It, Leave It”

**F - 2/1**  --  OWL: Hyphens; Apostrophes
[https://owl.purdue.edu/owl/general_writing/punctuation/hyphen_use.html](https://owl.purdue.edu/owl/general_writing/punctuation/hyphen_use.html)
[https://owl.purdue.edu/owl/general_writing/punctuation/apostrophe_introduction.html](https://owl.purdue.edu/owl/general_writing/punctuation/apostrophe_introduction.html)

→ **WORK DUE**: Paper 2: “Employment / Family”

Week 4  February 4, 6 & 8

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

**F - 2/8**  --  OWL: Developing a Thesis; Writing Thesis Statements
[https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/developing_a_thesis.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/developing_a_thesis.html)
[https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)

**M - 2/4**  --  OWL: Active and Passive Voice; Active versus Passive Voice
[https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/passive_verbs.html](https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/passive_verbs.html)
[https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/active_versus_passive_voice.html](https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/active_versus_passive_voice.html)

→ **WORK DUE**: GROUP 1: Oral Presentation on Your Research Site

**W - 2/6**  --  OWL: Choosing Passive Voice; Changing Active to Passive
[https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/choosing_passive_voice.html](https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/choosing_passive_voice.html)
[https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/changing_passive_to_active_voice.html](https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/changing_passive_to_active_voice.html)

→ **WORK DUE**: GROUP 2: Oral Presentation on Your Research Site
Week 5  February 11, 13 & 15

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

M - 2/11  --  OWL: On Paragraphs
https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html

GRAMMAR QUIZ 1

W - 2/13  --  OWL: Topic Sentences; Exercises
https://owl.purdue.edu/engagement/ged_preparation/part_1_lessons_1_4/index.html
https://owl.purdue.edu/engagement/ged_preparation/part_1_lessons_1_4/order_of_ideas.html

F - 2/15  --  OWL: Quote, Paraphrase, Summarize; Paraphrase; In-Text-Citations
https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html
https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing_sample_essay.html

⇒ WORK DUE: Essay 1 (DRAFT)

Week 6  February 18, 20 & 22

M - 2/18  --  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.

W - 2/20  --  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.

F - 2/22  --  Consultations (GROUP 3 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 25, 27 & March 1

Rhetoric is the available means of persuasion. (Aristotle)

M - 2/25  --  D2L: Donald M. Murray, “The Maker’s Eye: Revising Your Own Manuscripts”

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_books.html

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

F - 3/1  --  OWL: Electronic Sources
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited電子ic_sources.html
Week 8  March 4, 6 & 8

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

M - 3/4  --  OWL: Participles  
[https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/participles.html](https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/participles.html)

*D2L*: Thomas Jefferson, *The Declaration of Independence*

W - 3/6  --  OWL: Gerunds; Comparative Review  
[https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/index.html](https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/index.html)  
[https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/comparing_gerunds_participles_and_infinitives.html](https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/comparing_gerunds_participles_and_infinitives.html)

*D2L*: Elizabeth Cady Stanton, “Declaration of Sentiments”

F - 3/8  --  Grammar/Style Review  

**GRAMMAR QUIZ 2**

Week 9  March 9 - 17

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* *  **SPRING BREAK – MAR. 9-17  * *

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Week 10  March 18, 20 & 22

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

M - 3/18  --  OWL: Writing Research papers  
[https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html)  
[https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)  
[https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/where_do_i_begin.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/where_do_i_begin.html)  
[https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/generating_questions_and_topics_workshop.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/generating_questions_and_topics_workshop.html)
W - 3/20 -- OWL: Intro to Defining Clauses; In Non-defining Clauses; Defining vs. Non-Defining
https://owl.purdue.edu/owl/general_writing/punctuation/independent_and_dependent_clauses/index.html
https://owl.purdue.edu/owl/general_writing/punctuation/conquering_the_comma_punctuation.html

F - 3/22 -- WORK DUE: Essay 2 (DRAFT)

Week 11 March 25, 27 & 29

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

M - 3/25 -- Library Research (GROUP 1 only). Come to Dr. Ade’s office at your arranged time. Bring your Papers/Essay 1 (marked and corrected) and a list of your most frequent errors.

W - 3/27 -- Library Research (GROUP 2 only). Come to Dr. Ade’s office at your arranged time. Bring your Papers/Essay 1 (marked and corrected) and a list of your most frequent errors.

F - 3/29 -- Library Research (GROUP 3 only). Come to Dr. Ade’s office at your arranged time. Bring your Papers/Essay 1 (marked and corrected) and a list of your most frequent errors.

Week 12 April 1, 3 & 5

M - 4/1 -- OWL: Modifiers; only/just (in-class presentation); Dangling modifiers
https://owl.purdue.edu/owl/general_writing/mechanics/dangling_modifiers_and_how_to_correct_them.html

*D2L:* Rick Bass, “Why I Hunt”

W - 4/3 -- OWL: Eliminating Words; More Pitfalls
https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/eliminating_words.html
https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/avoid_common_pitfalls.html

*D2L:* Susan Bordo, “The Globalization of Eating Disorders”

F - 4/5 -- WORK DUE: Essay 2 (FINAL). Turn in both earlier draft + final draft

Week 13 April 8, 10 & 12

M - 4/8 -- OWL: Parallel Structure
https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html

W - 4/10 -- OWL: Sentence Clarity; The Three Conditions (in-class presentation)
https://owl.purdue.edu/owl/general_writing/mechanics/sentence_clarity.html
F - 4/12  --  Meet in McGill Library to begin ESSAY 3 research. (Turning in DRAFT is optional.)

**Week 14  April 15, 17**

*Omit needless words.*  (Strunk & White)

M - 4/15  --  Grammar Style Review

**GRAMMAR QUIZ 3**


*  *  **EASTER BREAK  April 18-April 22**  *  *

**Week 15  April 23, 24 & 26**

*Brevity is the soul of wit.*  (Shakespeare)

T - 4/23  --  D2L: Rachel Carson, “The Obligation to Endure”

W - 4/24  --  **URAC DAY!**  (No classes)

F - 4/26  --  OWL: Voice v. Mood

[https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/verbs_voice_and_mood.html](https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/verbs_voice_and_mood.html)

**Week 16  April 29, May 1 & 3**

*Writing is re-writing.*  (Unattributed)

M - 4/29  --  Consultations (GROUP 1 only). Meet in McGill Library, front room.
Bring your earlier work (marked and corrected) and a list of your most frequent errors.

W - 5/1  --  Consultations (GROUP 2 only). Meet in McGill Library, front room.
Bring your earlier work (marked and corrected) and a list of your most frequent errors.

F - 5/3  --  Consultations (GROUP 3 only). Meet in McGill Library, front room.
Bring your earlier work (marked and corrected) and a list of your most frequent errors.
**FINAL WEEK**  May 6

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

**M - 5/6**  -- **FINAL EXAM PERIOD** (8:00 a.m.–10:30 a.m.)

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