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**Office Hours: Mon. 1:30 to 4:30 p.m.; Wed. 2-5 p.m. Also by appointment.**  
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**DESCRIPTION:** This is an advanced level language course with an emphasis on producing short, clear assignments and essays using a variety of rhetorical methods including narration, description, illustration, and argumentation. The course also focuses on language improvement through sentence skills exercises and on effective reading strategies including critical thinking and analysis.

**CONTENT:**

A. Writing: Students will begin with a review of the paragraph structure with an eye to improving sentence structure and vocabulary. Grammar and usage points, including the elimination of run-on sentences and fragments, will be explained as needed. The course will then focus on the production of two essay-length compositions of between 500 and 750 words and of five or more paragraphs. The course readings will serve as a starting point for the development of these assignments.

B. Reading. Through a series of essays presented in the course reader, students will hone their analytical reading skills by identifying the author's style, voice, content, point of view, and argument. In addition to discussing the texts in class, the students will use these readings as a guide in developing their compositions and the three short assignments.

**METHODS:** Class discussion, lectures, in-class and online exercises.

<b>EVALUATION:</b>	Assignment 1: Paragraph and Outline/related exercises	15 %
	Essay 1: Descriptive essay based on Laurence Reading	15%
	MIDTERM	15%
	Essay 2: Argument Essay	15%
	Assignment 2: In-class writing based on reading	10%
	Final Exam	30%

**TEXTS:** Roberts, Tammy, et al. *The Broadview Anthology of Expository Prose*. Ontario: Broadview Press, *First or Second Edition*.

Hacker, Diana. *A Canadian Writer's Reference*. Boston: Bedford St. Martin's, *Fourth or Fifth Edition*.

**Please Note:** Your attention is drawn to all University regulations, but specifically Article 10, subsections 10.9.1., 10.9.2, and 10.9.3, to which the Department adds the following details: 10.9.1 More than three unjustifiable absences will not be tolerated. 10.9.2 Any test, oral presentation, or major assignment missed or delayed without prior approval will be recorded as a failure. E.10.9.3 The term "plagiarism" includes using uncredited sources or any uncredited work not the work of the student.

**Marking Scheme:**

A+=94-100%; A=90-93%; A-=88-89%; B+=84-87%; B=80-83%; B-=78-79%; C+=74-77%; C=70-73;  
 C-=68-69%; D+=64-67%; D=60-63%; E=0-59

*This schedule is subject to change during the term, but only with student consultation.*

- Jan. 17 Introduction to the course  
Jan. 19 Course website and *A Canadian Writer's Reference* tutorial.
- Jan. 24 Critical reading and thinking.  
Jan. 26 Group work based on Atwood's "First Job" (1<sup>st</sup> Ed 626; 2<sup>nd</sup> Ed 493): questions and vocabulary.
- Jan. 31 Leacock's "Roughing it in the Bush" (1<sup>st</sup> Ed. 96; 2<sup>nd</sup> Website) discussed.  
Feb. 2 Assignment 1 explained.
- Feb. 7 Sentence work.  
Feb. 9 **Assign. #1 due.** Essay form explained. Thesis statement reviewed.
- Feb. 14 "Where the World Began" (1<sup>st</sup> Ed 213; 2<sup>nd</sup> 164) discussed.  
Feb. 16 Essay #1 requirements discussed.
- Feb. 21 Sentence work.  
Feb. 23 Essay drafts and outlines workshopped.
- Feb. 28 **Essay #1 due.** Midterm review.  
March 1 **Midterm**  
**March 5 to 9 Reading Week**
- March 13 Midterm reviewed. Argumentation Style discussed.  
March 15 Singer's "Speciesism and the Equality of Animals" (1<sup>st</sup> Ed 277; 2<sup>nd</sup> 204) discussed.  
March 20 "How to Write About Africa" (Available on Web; 2<sup>nd</sup> Ed 528) discussed. Essay #2 explained.  
March 22 **Drafts workshopped.**
- March 27 **Peer review of drafts and outlines conducted.**
- March 29 **Essay #2 due.** In-class debate.
- April 3 "Children: Pro or Con" (274) discussed. Summary, paraphrase, opinion.  
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- April 5 **In-class writing assignment**
- April 10 **Writing assignment returned and reviewed.**  
April 12 **Klein's "The Swoosh" (611) introduced.**

## 1041 Assignment Requirements

*Note: MTM= Midterm Material*

**ASSIGNMENT 1:** Based on Atwood or Leacock reading. Suggested topics and component explanations given in class.

**Value 15%:** Online exercises, outline, paragraph type= 5 %

Paragraph = 10%

**Components:** **Read** Hacker text C4 (a-e) on Writing Paragraphs (4<sup>th</sup> ed 24-37; 5<sup>th</sup> ed. 32-44).

**Complete** online exercises C4-1 and C4-2 (MTM).

**Identify** the paragraph type (C4-c 4<sup>th</sup> ed 26; 5<sup>th</sup> ed 34).

**Outline** the paragraph, including topic sentence or implied topic sentence.

**Write** a single paragraph of about 250 words, typed, double-spaced. See (Hacker, 4<sup>th</sup> edition) formatting page 48 (4<sup>th</sup> ed)/page 55 (5<sup>th</sup> ed)

The final assignment to hand in includes the paragraph with title, paragraph type, and outline.

**ESSAY 1:** Descriptive essay based on Laurence reading. Suggested topics and component explanations given in class.

**Value 15%:** Outline including thesis, online exercises = 5%

Essay = 10%

**Components:** **Read** descriptive essay assignment tips in the *Writer's Reference* online version under Resources for Writers and Tutors; also sample descriptive essay:

<http://dianahacker.com/pdfs/Hacker-Curl-MLA.pdf>

Also read Hacker text C1 to C3 (4<sup>th</sup> ed 3- 23; 5<sup>th</sup> ed 3-28)

**Complete** online exercises on essay writing: C1-1, C2-1, C2-2, C3-1, C3-2(MTM)

**Write** a 4 or 5 paragraph essay of about 500 words using the formatting found in the Hacker text (4<sup>th</sup> ed. 48)/ (5<sup>th</sup> ed. 55)

The final assignment to hand in includes the essay with title and an outline that includes the thesis statement.

**MIDTERM**—Based on grammar, paragraph and essay work completed online and in the Hacker text. Vocabulary from Atwood reading also included.

**ESSAY 2:** Argument essay based on Singer or the Winanaya reading

**Value 15 %:** Draft, peer review, outline = 5%

Essay = 10%

**Components:** **Read** Constructing reasonable arguments in Hacker,(4<sup>th</sup> ed. 67-73/5<sup>th</sup> ed. 78-86); also MLA Sections 1, 2, and 3 (4<sup>th</sup> ed 355-364; 5<sup>th</sup> ed 373-386).

**Complete** draft of paper, attend class to participate in peer review.

**Write** an essay of approximately 500 words adhering to the principles of proper argumentation.

The final assignment to hand in includes the essay with title and an outline that includes the thesis statement.

**ASSIGNMENT 2:** Series of questions based on the Lebowitz reading.

**Value 10%:** Based on completion of questions during class time.

**Preparation:** Read Lebowitz article; attend class for instruction on summary, quotation, and opinion.

**FINAL EXAM:** Series of questions and an essay based on Klein's "The Swoosh" and related material covered in class.

**Value 30%:** Based on completion of the questions during three-hour exam.

**Preparation:** Intensive reading and understanding of the article and materials; review of summary, quotation, and opinion format; review of proper argumentation style.

### Class Guidelines

- Turn cell phones off. Better yet, do not bring them to class at all.
- Computer use is not required in this class. If students choose to bring computers, they are to be used only for note-taking. Any use of the internet for email checking, Facebook, and Youtube applications, among others, is disruptive and disrespectful to classmates and the professor.
- Students are expected to arrive on time to avoid disruption. Try not to schedule appointments during class time, and do not schedule work hours when there is a course to attend.
- Each class runs 75-minutes. Students are not to leave early or start packing their books until that time is up or when the professor gives the okay. At the same time, any student has the right to inform the professor when she has exceeded the 75 minutes.
- Note the final exam period scheduled for the semester. No travel or work plans should be made for this time until you have determined your exam schedule, usually released just before the term's reading week.
- If students have to miss classes due to illness or any other legitimate reason, they are expected to contact the professor as soon as possible to explain the absence. It is also the students' responsibility to get any notes or assignments from another member of the class. Emailing the professor to ask such questions as "What did I miss?" is not an effective use of the medium. Students are encouraged to email the professor when specific questions, particularly concerning the writing process, are posed.
- While students are encouraged to pose pertinent questions and to join in-class or group discussion, unrelated chatter and note-passing has no place in the university classroom. University instruction is costly, and all students deserve to have a disruptive-free atmosphere in class.

**A note about late assignments: You are expected to hand in stapled, paper copies of your assignments on time. Plastic presentation sleeves are not required. As computer crashes can**

**happen, make sure to always back up a copy of your paper. One way to do this is to email yourself a copy. Access to computers, printers, and ink supplies are all student responsibilities.**