# English 1000 – The Writing Process

**Fall 2010 Section 44460**

**4205 Dunbar**

# Tuesday/Thursday 8:00-9:50

Instructor: Gina Mendola Program Director: Erinn Bentley

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Office Hours: Tuesday/Thursday 10-11 am and by appointment

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**Required Materials**

* A Writer's Resource: A Handbook for Writing and Research. Elaine Maimon
* 2 Notebooks
* 2 Pocket Folders

## Course Description

English 1000 builds on your existent writing skills through an exploration of the writing process. By moving together through the stages of prewriting, drafting, revising, and publishing, we will explore several kinds of writing this semester in order to help you prepare for success in your first-year writing course and beyond. Course goals include:

* Developing dexterity with writing processes of prewriting, drafting, revising, editing, publishing and reflecting.
* Preparing you to be an active member of a writing community by both giving and receiving commentary on your work from others in the class (including myself).
* Developing skills to write papers that articulately present and elaborate on original ideas.

**Course Requirements**

In addition to guiding students through the writing process, ENGL 1000 also provides supplementary resources across campus to help further students’ writing abilities. Writing studio consultants will be meeting with you as a class **every Thursday at 9:00am** (with the exception of the first week). **Attendance at studio sessions is mandatory** and your assigned studio consultants will be in close contact with me regarding participation.

**Attendance**

As ENGL 1000 is a progress-based class, regular attendance is extremely important. I will, however, allow **2** absences throughout the semester, but any additional absences will be reported to the program director. Leaving class early and arriving more than 15 minutes late both count as a complete absence. If you know you will be missing a class period ahead of time, please let me know so I can set you up with the work. For all other absences, it is up to you to find out what you’ve missed **before** the next class period.

#### PARTICIPATION

Your participation is a necessary component to your success in this course. It is expected that you will participate in class discussions, activities, and writing assignments.

#### CLaSSROOM etiquette

You are all adults and are expected to behave as such. If you do not respect your classmates, your instructor, or the classroom environment, you will be asked to leave. Cell phones must be set to silent while in class and texting is not permitted. Laptops are also not permitted unless otherwise noted.

#### ASSIGNMENTS

We will have 5 projects throughout the semester, as well as daily journal writing and classroom activities. **You can expect to write every day**. As ENGL 1000 deals with the process of writing, you are expected to save every draft of your individual writing process. Projects will be collected in folders containing all drafts, from first to final. **Late work is not accepted.**

**Academic Honesty**

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog (pp. 274-276) that pertains to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**STUDENTS WITH DISABILITIES**

Any student seeking accommodations for a documented disability must contact The Office of Disability Services for Students in order for those accommodations to be accepted. A ruling by this office must be made before any accommodations are made for the student. For more information students can contact the office at (269) 387-2116

**Course Credit**

English 1000 is a Credit/No Credit course. Because of this, I do not use letter grades. Your evaluations will instead use the following rubric to show your progress as a writer:

1. **Excellent**: Demonstrates ability to thrive in this aspect
2. **Competent**: Demonstrates ability to succeed in this aspect
3. **Progressing**: Possesses some strong traits; improvement needed

1 **Developing**: Significant area of concern; in need of instruction and assistance

Passing this course is **REQUIRED** to advance to ENGL 1050, IME 1020, or BIS 1420.

**FINAL EXAM :** TBA

Student Info Sheet

Name:

Email:

Phone Number:

Major:

My interests include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am really good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I struggle with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What would you like to be when you leave WMU?

What would you like to be when you leave this course?

How can I help make this class beneficial?

**Genre Analysis**

With your group, think of types of communication/expression in each of the genres.

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic/School** | **Work/Professional** | **Personal** | **“Real World”** |
|  |  |  |  |

**Genre Analysis, Part II**

Using one of the genres listed by your group, analyze the chosen “artifact.”

|  |  |  |  |
| --- | --- | --- | --- |
| Genre | Audience | Purpose | Conventions |
| What is the genre? | Who is this targeted at? | What is the reason/purpose? | What are the rules/traits of this genre? |
| *Example: Facebook status updates* | *Friends, family—anyone on friends list* | *Entertain your friends, inform people of what you’re doing* | *Must be short (typically two lines), can use emoticons, sometimes “steal” quotes from movies or song lyrics* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Investigating the Flyer Genre

**Step1:** Choose one flyer. Don’t spend too much time thinking about it. Instead, just write down your first impressions of the flyer by answering the questions below.

What seems to be “working” in this flyer?

What is NOT “working” in this flyer?

**Step 2:** Share your flyer with your group. Work together to fill in the chart below for your flyer.

|  |  |
| --- | --- |
| **Questions to Consider…** | **What I see in my Flyer…** |
| Purpose: What is this flyer “doing?” (Does it ask readers to perform an action, adopt a belief, donate money…) |  |
| Audience: What specific group of people is this flyer’s “target” reader?  |  |
| Writer: What organization/department created this flyer? (What do we know about this writer’s beliefs, values, relationship to the audience…) |
| Conventions: What types of language, visual designs, color, graphics, font, etc. are used in this flyer? |  |

ENGL 1000: THE WRITING PROCESS

Project 1A - Flyer

 We’ve talked extensively in class about what defines a genre. As you all know by now, what we have to say reaches different audiences and has different purposes depending on the genre in which we choose to convey the message. You have all collected flyers from Bronco Bash and analyzed their effectives in conveying a particular message. Your task is to **choose one** flyer (typically the one that needs the most improvement) and make it better.

 Though the purposes of your flyers will differ, remember that **your target audience is Western students and faculty**, i.e. those most likely to see the flyer. When deciding how your flyer can be revised, ask yourself:

* What is the purpose of my flyer? Is it trying to recruit new members to an organization? Promote awareness? Advertise a meeting?
* How can I help it reach its target audience?
* What kind of conventions will make my audience want to read my flyer (font size/type, amount of text, format, color, etc.)?

 Make sure to take note of what doesn’t work in your original flyer as the second part of this project has to do with providing some constructive criticism to the original creator.

 You will be graded on the basis of how well audience, genre, and purpose have been addressed. A rubric will be given to you approximately one week before the flyer is due. Your revised flyers, including all drafts and revision sheets, must be turned in in a pocket folder at the beginning of class on Thursday, September 23rd.

ENGL 1000: THE WRITING PROCESS

Project 1B - Email

 In the second part of your first project, you will explore the writing genre of an email. You are to compose an email to the organization that created the flyer you chose to revise **explaining how the flyer failed** to reach its intended audience or accomplish its intended purpose and **what can be done to improve it**. Remember that you are providing constructive criticism, not simply a list of mistakes. The organization needs to believe you are a credible source.

 Also keep in mind that you are writing to a professional organization. Just because you are writing in a digital format doesn’t mean it’s appropriate to use txt language. Use formal greetings and salutations and write in complete, correct sentences. Your email should look very much like a letter.

 **We will not actually be sending these emails to the organizations.** You may compose your email in a word document instead. As with the flyer, keep a copy of each draft of the process to turn in with your project folder on **Thursday,** **September 23**.

Revision Lecture Notes

* Ask students to list steps of the writing process
* Examine which have already been completed

Why do we revise?

* “see again”
* writing as a process of discovery

How is revision different from proofreading or editing?

* 5 traits of writing: content, organization, voice; word choice, mechanics

Keep in mind…

* high order vs. low order concerns
* be constructive
* acknowledge strengths

**Peer Review Sheets—Flyers**

Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Individual Whose Flyer is being Reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Higher Order Concerns:

1. Organization (Is the flyer easy to read? Is the information logically structured?)

2. Audience (What group of people is the flyer addressing? Is the tone appropriate for this specific targeted audience?)

3. Purpose (What is the flyer asking you to do? Does it give you enough information to do it? Is it persuasive and informative?)

4. Visual Traits (Does this flyer look visually appealing or is it distracting? Is there too much text? Too little text?)

Lower Order Concerns:

4. Mechanics (are there spelling or grammar mistakes?)

What works?

What needs work?

YOUR PROJECT 1 FOLDER SHOULD CONTAIN:

Process –

* Original flyer
* Flyer first draft and any additional drafts you created after revisions
* Peer review sheet
* Email first draft (and any additional drafts)
* Email peer review sheet
* Reflection

Product –

* Revised flyer
* Email to the organization
* Rubric

English 1000 – Western Michigan University

Instructor:

Writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Habits of Successful Writers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Process |  |  |  |  |
| Revision |  |  |  |  |
| Reflection |  |  |  |  |

Comments:

*Writing Product: Higher Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Audience |  |  |  |  |
| Purpose/Focus |  |  |  |  |
| Conventions |  |  |  |  |

Comments:

*Writing Product: Lower Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Sentences |  |  |  |  |
| Words |  |  |  |  |
| Punctuation |  |  |  |  |

Comments:

*Overall Response*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4**Excellent | **3 ½** | **3** Competent | **2 ½** | **2** Progressing | **1 ½** | **1** Developing |
|  |  |  |  |  |  |  |

**Project 1 Final Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please answer **one** of the following questions in complete sentences reflecting on your experiences in this class throughout this project. Think about the individual progress that you have made, what you did, etc. The more you make your thinking visible to me with examples, and the more reflective you are the better. Please **circle the question you choose to answer.**

A) Explain to me how you have grown as a writer throughout the past three weeks, and

what you will take away from this project (possible discussion points being: writing genres, audience, purpose, the specific genres of flyers and e-mails, peer-review sessions).

B) What kind of processes did you use throughout this project in terms of your writing?

Has your writing process evolved at all with this project? (Possible discussion points being: the phases of the writing process (brainstorming, drafting, revising, editing, final draft, reflection) and your relationship with writing).

Answer your question on the back of this sheet. Responses should be at least one page in length. Remember, this reflection is a crucial part to your final project grade.

ENGL 1000: THE WRITING PROCESS

Project 2: The I-Search Paper

 The I-Search paper is designed to be a quest. You begin with a question you’re interested in answering and write a narrative of the process of your quest. The goal of this paper is not necessarily to answer your question, but to determine how the search has changed the way you think about the question.

 You will be composing your paper in stages, so don’t expect to write your final draft the night before it’s due. The outline and rough draft must both be completed prior to writing/revising a final draft. The due dates for the outline and rough draft can be found on your agenda.

Your paper must:

* be **5 pages, doubled spaced**
* written in **12pt font**
* include a **works cited page written in MLA format**
* use **in-text citations**

 You must have at least 5 sources, one of which must be an academic article. I will check your sources, so make sure they are legit.

 The final draft of your paper is due Thursday, **October 14.**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I-Search Paper Outline

I. What is your topic and why did you choose it? Why does it interest you?

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*
*
*

II. What do you already know about your topic?

*
*
*
*
*

 What more would you like to know?

*
*
*
*
*

 How do you intend to go about answering your questions? What kind of research do you plan to do?

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*

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III. How did you begin your search? Use a narrative voice. (Tell me like you would tell a story.)

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*
*
*
*

 Did you have any difficulties with your research? What other questions did your initial topic question lead to? How did you go about answering them?

*
*
*
*
*

IV. Did you find an answer to your initial question? If so, what is it? If not, why not?

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*
*
*

 How did this quest for an answer change or affect your thinking about your question?

*
*
*
*

**SAMPLE I-SEARCH PAPER**

|  |
| --- |
| **LIVING WITH ASTHMA****What I Already Knew / What I Wanted to Know** “Well, Annie, it looks like you have asthma,” our family physician informed me. I could not believe what I was hearing. I thought that I had been suffering from a very stubborn cold. Questions started going through my head as I listened to Dr. Davis explain my condition. I’m in high school. Aren’t I too old to get asthma now? How can I stay on the softball team? Will I still be able to go on camping and hiking trips with my family? I already knew that asthma is a chronic disease which affects the lungs and that certain medications help control the number and severity of asthma episodes. (That’s when the coughing and wheezing start.) I didn’t know much more than that. I needed to know more about what might trigger an asthma episode. Will I be able to keep up with other players on the softball team? Are there certain types of trees and plants that I should avoid? After much pleading and negotiating on my part, my parents had finally agreed that our family could have a dog. Will I be able to live with it? I made a list of the things I needed to know. From that list, I was able to form my research question: *Can I effectively manage my asthma*? Later, I was able to form an answer. **The Story of My Search** My search took about three weeks. I began my research by doing some background reading in the Encarta online encyclopedia. That site provided a definition of the term *asthma*, information on how the lungs function, the causes of asthma attacks, and the diagnosis and treatment of the disease. Statistics on the number of Americans with the disease were included in the article. Most of the information, including the statistics was supported by the information in the Merck Manual of Medical Information.From there I did an online search combining the terms *asthma* and *managing* in the Google search engine *.* Of the many sites that were available, I chose to use the American Lung Association’s web site. There the information on asthma was current, well organized, easy to understand, and it provided answers to all three aspects of my research question. A Whois search of *lungusa.org* confirmed that the web site was registered to the American Lung Association. It gave me a street address at which I could contact the American Lung Association, as well as the date the site was last updated. Again, I used the Merck Manual of Medical Information to confirm the accuracy of the information. This was the only resource I evaluated for accuracy, currency, authority and purpose. Dr. Davis referred me to an allergy / asthma specialist named Dr. Emma Anders. Since she was going to treat my asthma, I decided to interview her for my paper. I forgot to take her busy schedule into account, and I did not know that she had planned a short vacation during the time I was doing my research. She graciously agreed to meet with me after her office hours one day. Dr. Anders was a great source of information on all aspects of my disease, but the most unique feature of our interview included a demonstration of two instruments, a peak flow meter and a metered-dose inhaler. She also sent home a video on the appropriate use of both pieces of equipment.During the next week I went to my school library. My school librarian directed me to the reference section where were many specialized medical encyclopedias. I chose to use the Merck Manual of Medical Information because it was the most current publication on the shelf. The vocabulary was much more technical than what I had found in the other sources. Included in the article were a table that showed the different medications used to treat asthma and a graphic that illustrated the correct use of an inhaler. Using the library’s OPAC (Online Public Access Catalog) to search for books, I did a subject search using the term *asthma*. My school library didn’t have any titles that dealt with asthma. I realized that I would have to go to the public library to find books. Still at my school library, I talked to our school librarian about using Proquest, a very comprehensive online magazine / newspaper database. Our librarian showed me how to use the “Browse Topics” feature. This feature allowed me to find the search terms used by Proquest and to narrow my search. I found *asthm*a listed as a search term with 111 subtopics. I narrowed my search by adding the subtopic *athletes* to one of my searches and *allergies* to another. At the public library I searched the OPAC (Online Public Access Catalog) using *asthma* as the search term in a subject search. Surprisingly, many of the titles shown in the catalog were checked out. I didn’t want to place any titles from other libraries on hold, so I checked out 1 of the 2 titles on the shelf. The book, Breathe Right Now: A Comprehensive Guide to Understanding and Treating the Most common Breathing Disorders, was much longer that I had anticipated. Consequently, I read only some of the chapters.By the end of the third week, I felt I had plenty of information. My original search question remained the same: *Can I manage my asthma*? I was able to define exactly what it was that I wanted to manage. I ended up narrowing my topic to three areas I had to deal with in order to manage my asthma: medications, sports/exercise, and environmental factors.**The Search Results**According to the information in the Encarta encyclopedia, many Americans, besides me, have asthma and that number has increased dramatically in the last 20 years. “ More than 17 million Americans suffer from asthma, with nearly 5 million cases occurring in children under age 18. In the United States, asthma causes 5,500 deaths each year… Among all Americans, the prevalence of asthma increased more than 60 percent between 1982 and 1994.” (1) The management of asthma is a health issue for many people besides me. **As a result of my research I have found that I** **can manage my asthma and live a full, active life by minimizing the effects of environmental factors that can trigger asthma episodes,** **following my physician’s instructions about medications and by sticking to an exercise program**Numerous substances can trigger an asthma attack of coughing, wheezing, and shortness of breath. Allergens constitute the largest category of triggers (Abramowicz). According to Susan Berg, “Allergens are substances that produce an allergic reaction in people who are sensitive to them.” Common allergens are pollens from plants, animal dander, dust mites, mold and mildew (23). Dr. Anders said we would do a series of skin tests for allergies right away. If I am allergic to certain triggers, allergy shots will help by desensitizing me to them, making them less likely to trigger an episode (Anders).If I am allergic to certain pollens, I can reduce the chances of an asthma episode by staying indoors when those pollens are in the air. Indoors, I can reduce the risk of an episode by using the air conditioner to circulate air while keeping windows and doors closed to keep pollens out. Cleaning the air with an air cleaning device can reduce dust mites, mold sporse, and other indoor allergens (“85 % of Americans”).Two instruments are commonly used in the treatment of asthma. The first is called a peak flow meter. This is a tube about six inches long; its purpose is to measure your ability to push air out of your lungs. When you exhale into it, you can determine if your lungs are working at their capacity. If they are not, you know it is time to take some medication, often with a metered-dose inhaler (Peak Flow Meters). A metered-dose inhaler, a hand-held pump, delivers medication directly to the airways and helps patients get their breath back very quickly (Anders). There are many different medications that doctors may use to help people with asthma. Medications can be injected, taken orally or inhaled. Inhaled medications are usually a first line of defense because they work very quickly, usually in less than 5 minutes. This is because they go right into the lungs and not into other parts of the body. Certain anti-inflammatory drugs are used to keep air passages open and prevent asthma episodes. One type of these is called corticosteroids. I was relieved to find that these are not the same kind of steroids that cause serious side effects in athletes . The risk of side effects with corticosteroids is very small. (Asthma Medicines). Twenty or thirty years ago doctors believed that physical exercise made an asthmatic patient’s condition worse. At that time doctors believed a quiet, restful life was best. Now new research is showing that “people with breathing disorders who can maintain a regular program of exercise and activity are able to experience maximum cardiovascular fitness along with greater symptom control, or an increased ability to exercise and do the activities of daily living. Exercise trains the respiratory muscles to work more efficiently” (Smolley and Bruce,127-128). I had been worried that I would have to drop off the softball team or miss our next family camping trip. These facts, however, made me confident that I would be able to continue to do both.Nancy Hogshead, a former Olympic athlete, demonstrates some exercises for asthmatics on a video called Aerobics For Athletes. I tried some of the exercises, and they are great. Nancy serves as a wonderful role model. She and other Olympic athletes including Rob Muzzio, Jim Ryun, Jackie Joyner-Kersee, and Amy VanDyken have had to deal with asthma, and many of these athletes still compete (Smolley and Bruce, 128). In fact, a recent study of Olympic athletes revealed that “more than 20 percent of the American athletes who participated in the 1996 Summer Olympic games may have had asthma” (Olympians”). I am very encouraged by this fact.After doing the research, I concluded that if I developed a plan for myself, I would be able to manage my asthma. My plan addresses the areas of medical treatment, environment, pets and sports. If I find that I have allergies, I’ll take the allergy shots. I’ll take my medications and monitor the peak flow levels every day as well as go in for checkups every three months. Prior to outdoor activities such as hiking and camping I’ll have to check the pollen counts that are published in our local newspaper. If the counts are high, I won’t be able to participate. As for getting a dog, our family will have to postpone that decision until I’ve found if I’m allergic to them. Finally, I can continue to participate in my sports and physical acitivities. I’ll use the peak flow meter before and after softball games, do warm-up breathing exercises, and keep an inhaler handy for emergency use.**My Growth As A Researcher** I actually learned a lot about doing research as a result of this project. For one thing, doing the research took a lot more time than I thought it would. Consequently, I have learned to plan my time more efficiently. I’ll schedule an appointment well ahead the next time I want to interview someone. My writing skills also improved. I learned to use an outline to organize my thoughts before I begin to write. I’m also better able to write a well-developed paragraph that focuses on one topic. Proquest and the OPAC at the public library are both tools that I hadn’t used before but, will use with my next research project. I also learned how to evaluate information from web sites. In addition to these academic benefits, I got a lot of information that will help me lead a full and active life, in spite of my asthma.**Adapted from:****O’Dell, Lee, Richard Vacca and Renee Hobbs. “Living With Asthma.” Elements of Language. 3rd course. New York: Holt, Rinehart and Winston, 2004 : 223-227.****Works Cited**Abramowicz, Mark. “Asthma, Bronchial.” Microsoft Encarta 98 Encyclopedia. CD-ROM. Microsoftpor., 1993-97.Aerobics for Asthmatics. Videocassette. Allergy and Asthma Network / Mothers of Asthmatics, Inc., 1993.Anders, Emma R., M.C. Personal interview. 12 Apr. 1999.“Asthma.” The Merck Manual of Medical Information. Whitehouse Station: N.J. Merck Research Laboratories, 2003.“Asthma Medicines.” American Lung Association Web site. American Lung Assocition. 15 Apr. 1999. <http://www.lungusa.org / asathma / astasmeds2.html>.Berg, Susan. “Recently Diagnosed with Asthma?” Asthma Mar.-Apr. 1999: 22-24.“85% of Americans Don’t Know the Air in Their Homes May Be Hazardous to Their Health.” American Lung Association Web site. 24 Mar. 1999. American Lung Association. 15 Apr. 1999. <http://www.lungusa.org/press/association/85percent.html>.“Olympians Don’t Let Asthma Hold Them Back.” Asthma Mar.-Apr. 1999: 15.“Peak Flow Meters.” American Lung Association Web site. American Lung Association. 15 Apr. 1999. <http://www.lungusa.org/asthma/astpeakflow.html>.Smolley, Laurence A. and Debra Fulghum Bruce. Breathe Right Now: A comprehensive Guide to Undertand and Treating the Most common Breathing Dosorders. New York: Norton, 19981 |

ENGL 1000: THE WRITING PROCESS

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I-Search Peer Review

What question is the author trying to answer?

How many facts did the author already know?

As a reviewer, are there other questions you have about the topic that the author didn’t address?

Did the initial question lead to other questions for the author to explore?

Was the research process written in narrative voice?

Was the author able to answer his/her initial question?

How has the author’s thinking changed since the beginning of the process?

How many sources does the author use?

English 1000 – Western Michigan University

Instructor:

Writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Habits of Successful Writers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Process |  |  |  |  |
| Revision |  |  |  |  |
| Reflection |  |  |  |  |

Comments:

*Writing Product: Higher Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Narrative Voice |  |  |  |  |
| Search Component |  |  |  |  |
| Citations/References |  |  |  |  |

Comments:

*Writing Product: Lower Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Run-On Sentences |  |  |  |  |
| Fragments |  |  |  |  |
| Sentence Fluency |  |  |  |  |

Comments:

*Overall Response*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4**Excellent | **3 ½** | **3** Competent | **2 ½** | **2** Progressing | **1 ½** | **1** Developing |
|  |  |  |  |  |  |  |

ENGL 1000: THE WRITING PROCESS

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I-Search Reflection

Why do you think citations were required for this project? Why are they important?

Throughout project 2, we have covered citations, plagiarism, researching, finding credible sources, writing in narrative voice, run-on sentences, fragments, and sentence fluency. What was most difficult for you? Do you feel as if your skills have improved? Why or why not?

Revision is a constant process. If your final copy of your I-search paper was a rough draft, what would you like to change about it? What are you particularly proud of?

ENGL 1000: THE WRITING PROCESS

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Run-On/Fragment/Fluency Revision

*Your I-Search papers and survival guides have been handed back to you with sentences highlighted throughout them. Each of these highlighted sections contains either a run-on, fragment, or a fluency error. Your task is to identify which of the three it is and correct it. Use the chart provided as a guideline.*

|  |  |
| --- | --- |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |

|  |  |
| --- | --- |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |

|  |  |
| --- | --- |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |

|  |  |
| --- | --- |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |

|  |  |
| --- | --- |
| Original Sentence |  |
| Type of Error |  |
| Suggested Correction |  |

ENGL 1000: THE WRITING PROCESS

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I-Search Grammar Revision

*On the bottom of your I-Search rubric, I have listed a grammar concept that you as an individual writer need to revisit. Using the index of your textbook, locate the section that deals with your concept and read it thoroughly. Next, locate individual errors in your own paper regarding that specific concept and correct them. Use the following chart as a guideline.*

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

|  |  |
| --- | --- |
| *Type of Error*  |  |
| *Original Sentence Containing Error* |  |
| *Suggested Correction* |  |

ENGL 1000: THE WRITING PROCESS

How To Survive a Zombie Apocalypse

(As Recorded by ENGL 1000 Students)

Rule #1: Cardio

You have to be fit in order to run from the zombies. You need to have stamina and endurance.

Rule #2:Double Tap

When in doubt, shoot again. Don’t be stingy with your bullets. Make sure they’re dead.

Rule #3:Beware of Bathrooms

Zombies can catch you in a vulnerable state. You run the risk of cornering yourself.

Rule #4:Seatbelts

You never know when you’ll have to hit the brakes.

Rule #7: Travel Light

The less you carry, the faster you can run.

Rule #17: Don’t be a hero/be a hero

Don’t try to act tough when you can’t. You’ll put yourself in danger. Unless someone or something that you love is in jeopardy.

Rule #18:Limber Up

Don’t want to get cramps. Stay loose so you can be agile. Avoid injuries.

Rule #22:When in doubt, know your way out

Make sure you’re aware of and close to an exit to avoid cornering yourself.

Rule #31:Check the backseat

Beware of surprise attacks. Be aware of your surroundings.

Rule #32: Enjoy the little things

Enjoy life while you can because you never know when it will end.

ENGL 1000: THE WRITING PROCESS

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Writing Product*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Process |  |  |  |  |
| Content |  |  |  |  |
| Organization |  |  |  |  |

Comments:

*Presentation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Clarity |  |  |  |  |
| Vocal Quality |  |  |  |  |
| Comprehension |  |  |  |  |

Comments:

*Overall Response*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4**Excellent | **3 ½** | **3** Competent | **2 ½** | **2** Progressing | **1 ½** | **1** Developing |
|  |  |  |  |  |  |  |

ENGL 1000: THE WRITING PROCESS

Classical Structure of an Argumentative Essay

I. Introduction

 A. Provide a general introduction to your topic

 i. suggest a hypothetical situation

 ii. cite statistics

 iii. use a quote

 iv. define a term

 v. discuss the history of an issue

 B. Indicate why your reader should care about your topic

 C. Present your thesis statement

II. Body (must have AT LEAST three paragraphs)

 A. Present your support point

 B. Explain how it relates to your argument

 (repeat A and B for each body paragraph)

III. Counterargument (1-2 paragraphs)

 A. Summarize what is being said on the other side of your argument

 B. Find and present its flaws

VI. Conclusion

 A. Restate your support points

 B. Restate your thesis

 C. Explain why your topic/argument matters to the greater society

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your essay should be 6 paragraphs (roughly 2 pages) minimum, although it can be longer. Please follow the above outline in structuring your essay. Essays should be double-spaced, 12 pt. font, and include a title. Reference the example essay in your textbook if you get stuck (can be found at the end of the argument chapter, pages 126 – 139).

Your essay is due on **Tuesday, November 16**.

ENGL 1000: THE WRITING PROCESS

Writer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Argumentative Essay Peer Review

1. Write the author’s thesis statement below exactly as it is phrased in the paper.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List the author’s 3 support points. You may paraphrase.

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the author present a counterargument? Circle YES or NO

4. How is the topic relevant to you as a reader? What is its impact in society?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Does the author present him or herself as a credible source? Explain why.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Does the author sound authentic, genuine, and real? How can you tell? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Does his or her information seem accurate? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the back of this sheet, write your response from the perspective on your note card.

English 1000 – Western Michigan University

Instructor:

Writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Habits of Successful Writers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Process |  |  |  |  |
| Revision |  |  |  |  |
| Reflection |  |  |  |  |

Comments:

*Writing Product: Higher Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Ethos (Credibility) |  |  |  |  |
| Pathos (Authenticity) |  |  |  |  |
| Logos (Accuracy) |  |  |  |  |

Comments:

*Writing Product: Lower Order Concerns*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 – Excellent  | 3 – Competent | 2 – Progressing | 1 – Developing  |
| Run-Ons/Fragments |  |  |  |  |
| Mechanics |  |  |  |  |
| Spelling |  |  |  |  |

Comments:

*Overall Response*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4**Excellent | **3 ½** | **3** Competent | **2 ½** | **2** Progressing | **1 ½** | **1** Developing |
|  |  |  |  |  |  |  |

ENGL 1000: THE WRITING PROCESS

Project 4 Reflection

 In the space below, describe an argument you’ve had with someone in your own life and evaluate it based on what you’ve learned about ethos, pathos, and logos. What was the tone of the argument like? What kind of visual displays of emotion were used? Were the points made between both sides logical and valid?

ENGL 1000: THE WRITING PROCESS

Project 5 – The Multigenre Project

 As we discussed in class, the multigenre project is a way of approaching a topic from multiple perspectives. Each genre brings with it different conventions in which information can be communicated. You will choose **3** genres from the list provided to compose your MGP.

BUT THAT’S NOT ALL.

 Your MGP will function much like a paper and your genre writing as described above is simply its body paragraphs. Your “introduction” will be called a preface and its purpose, much like its function in a novel, will be to explain why you chose to write about your topic.

 Your “transitions” between genres will be called repetends and will serve as a common link throughout your MGP. These transitions are meant to be creative though you do not have to write them on your own. You can use established material, like quotations or song lyrics or lists, so long as they remain consistent throughout your project (i.e. all quotes; not a quote, then a lyrics, then a list). In deciding what to use as repetends, it may be helpful to think of something your reader can take away from your project to use in their own life.

 Your “conclusion” will be called a notes page and will explain why you chose the genres you did to convey the given information. It should also explain why you chose your repetends. It should be organized by page, with a paragraph of explanation for each section.

 Your MGP must also include a title page and a reference page using MLA citations. When your project is completed, it should be compiled in the following order and preferably three-hole-punched into a folder:

\_\_\_ Title page

\_\_\_ Preface

\_\_\_ Repetend 1

\_\_\_ Genre 1

\_\_\_ Repetend 2

\_\_\_ Genre 2

\_\_\_ Repetend 3

\_\_\_ Genre 3

\_\_\_ Repetend 4

\_\_\_ Notes page

\_\_\_ References

 Your MGPs are to be handed in during your exam time – **Monday, December 13 10:15 – 12:15**. Today and Thursday will be the only times provided for you to work on your projects in class. Most of the work will have to be done on your own. Good luck and have fun.

**Genre List A**

Award/certificate

Advertisement

Billboard

Bumper sticker

Greeting Card

Grocery List

Invitation

Postcard

Prayer

Ransom Note

Recipe

Thank You Note

Classified/Craig’s List Ad

Facebook Page/Newsfeed

Menu

**Genre List B**

Advice Column

Diary/ Journal Entry

Directions/Instruction Manual

E-mail Message

Interview

Letter

Memory

Movie trailer

Movie review

Newsletter

Persuasive letter

Poem

Proposal

Request

Resume

**Genre List C**

Biography

Editorial

Prologue or Epilogue

Encyclopedia Entry

Fable/Fairy Tale

Magazine Article

Meeting Minutes

Monologue

Newspaper Article

Pamphlet

Sequel

Short Story

Tabloid Article

Obituary/Eulogy

English 1000 Student – Teacher Contract

*Due to past performance and in order to ensure your success in this course, we will agree to the following terms and conditions. If, at any time, any part of this agreement is broken, you will not have the opportunity to pass this course.*

I, Ernest Hemingway, as a student agree to perform or meet the following requirements:

* Attend every class session from the date of this contract to the scheduled Final Exam time.
* Turn in all work and projects on time.
* Make up project 2 on my own time and turn in by the deadline of project 4.
* Contact the instructor in case of confusion, emergency, or any other information that would assist the instructor in helping me complete my course work.

I, Gina Mendola, as the instructor of English 1000 agree to perform or meet the following requirements:

* Keep the student informed and mindful of due dates and project expectations.
* Answer any questions regarding project 2 via email or office hours.
* Respond promptly to student’s concerns, questions, or other necessities within a reasonable time frame.

Instructor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_

Student’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_

*Three copies of this form will be distributed – one to be kept by the student, one to be kept by the instructor, and one to be kept by the director of the English 1000 Program.*