Course Description
Refinement of expository writing skills through analysis of models and writing practice.

This is a fully online, eight-week course. We will not meet face-to-face at any time. Coursework for accelerated courses requires 12-15 hours of independent work each week. Some students may complete coursework in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule.

Course Prerequisites
No prerequisites for this course.

Course Objectives
Upon successful completion of this course, students will be able to:
1. Develop a personal voice by the extensive reading and analysis of exemplars in a variety of modes and genres.
2. Apply the correct organizational pattern to best support a thesis, using compelling reasons and evidence.
3. Plan, develop, organize, and edit in each major form of expository writing: explanation, description, narration, and argument.
4. Edit and revise meticulously by scrupulously avoiding use of the 7 deadly sins of: vagueness, passive voice, incorrect word use, misplaced modifiers, faulty parallelism, dangling participles, and comma splices.
5. Apply language consciously by avoiding wordiness to maximize clarity and impact.
6. Employ different styles and sentence structures to achieve specific purposes and appeal to specific audiences or interests.
7. Evolve a sense of rhythm by mastering the use of punctuation, sentence length, fragments, and the sounds of words
8. Synthesize the tailoring of style by exercises in imitation.
9. Assemble a portfolio of 2 polished pieces representing 2 different modes, 1 shorter (4-5 pages or 1200 to 1500 words) and 1 longer (6-10 pages or 1800 to 3000 words) piece, both fully developed and ready for submission to a journal or magazine.

Required Text
**Descriptions and Schedule At-A-Glance**

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the **Weekly Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**

(six postings per week @ 20 points per week)

- **Initial Substantive Posts**: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the **spell-check** function.

- **Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

- **Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers' postings. You are encouraged to post more than the required number of replies.

(Please review the **Policies** section of Blackboard for further details.)

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>• In Back to the Lake:</td>
</tr>
<tr>
<td>o Chapter 1: Good Writers Are Good Readers</td>
</tr>
<tr>
<td>o Chapter 4: Narration</td>
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<tr>
<td><strong>Discussion</strong></td>
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<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
</tr>
<tr>
<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
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<tr>
<td><strong>Narrative Exercises</strong></td>
</tr>
</tbody>
</table>
| Before you begin your narrative essay, complete this week's readings. At the end of each narrative, answer two (2) questions from "Strategies and Structures" and two (2) questions from "Thinking
about Language." Please note that most of these questions have several parts; you are responsible for all the parts of each question that you choose to answer.
Due: Sunday at Midnight, CT
Points Possible: 10

**The Narrative Essay**

We all love stories. From the days of Ugg the Caveman, there's been a special magic about sitting around a fire, mesmerizing your audience with a spellbinding tale. Remember that magic as you prepare to write your narrative essay. Almost any story will do. The important thing to remember is that you must convey the essence of the experience. It is your job, as the storyteller, to make your readers understand the significance of the event, the larger meaning that comes from the conflict. That is your thesis.

The following prompts will help you decide on a topic for your narrative essay. All are located in the "For Writing" section following each narrative in Back to the Lake. Choose from:
- p. 80, #2
- P. 89, #1
- p. 98, #1
- p. 103, #2
- p. 107, #2
- p. 112, #2
- p.120, #2

Criteria:
- 1000-1500 words (4-6 pages)
- A situation, conflict, climax, and resolution. Consult the template on p.69
- Maintains a logical and consistent point of view
- An easy to follow organizational pattern (pay attention to chronology)
- Vivid details answer the who, what, when, where, why, and how questions
- A catchy beginning and a satisfying end
- Varied sentence structure
- A clear point (thesis), implicit or explicit

Getting Started:
1. Prewrite: Choose the experience, make sure story has some significant aspect
2. Identify your thesis: What is the point? What is the larger meaning?
3. Support your thesis: Use vivid details and sensory images
4. Organize your details: Chronological order, flash back, flash forward, and good transitions (after, before, next, now, later, meanwhile, finally) work as time signals.
5. Write the first draft. Set aside.
6. Revise, edit, and proofread.
7. Internalize feedback, suggestions, and comments. Stew.
8. Polish for a final draft. (don't forget an evocative title.)

After completing the first draft of your Narrative Essay, you will submit
your draft to this discussion forum, and then you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone’s essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft. By midnight, CT on **Sunday of Week 1**, submit your Narrative Essay draft to this forum.

By midnight, CT on **Wednesday of Week 2**, reply to at least two of your peers in this forum. After Wednesday of Week 2, review the feedback your peers have given on your essay draft as you begin revising your essay.

Participation in this Writing Workshop is worth up to 10 points. You must also submit this file to your instructor in Blackboard. You can do this through the assignments tab in the course menu.

<table>
<thead>
<tr>
<th>Week 2</th>
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| **Readings** | Review the weekly lesson, videos and readings provided in the course.  
- In Back to the Lake:  
  - Chapter 4: Narration, re-read pp. 65-76  
  - Chapter 5: Description, pp. 121-156 |
| **Discussion** | Initial post to each prompt due by midnight, CT on Wednesday  
- At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Descriptive Exercises (Part 1)**  
At the end of each descriptive essay in this week’s assigned readings (through page 156), answer two (2) questions from "Strategies and Structures" and two (2) questions from "Thinking about Language." Please note that most of these questions have several parts; you are responsible for all the parts of each question that you choose to answer.  
Due: Sunday at Midnight, CT  
Points Possible: 10 |

**Narrative Essay Writing Workshop - Peer Responses**

Last week, you completed the first draft of your Narrative Essay and you submitted your draft to the discussion forum. This week, you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone’s essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft. The criteria for the essay is below in case you need a refresher. Be sure to review the scoring rubric for more information on how your participation will be assessed.
By midnight, CT on **Wednesday of Week 2**, reply to at least two of your peers in this forum.
After **Wednesday of Week 2**, review the feedback your peers have given on your essay draft as you begin revising your essay.
Participation in this Writing Workshop is worth up to 10 points.

### Week 3

#### Readings
- Review the weekly lesson, videos and readings provided in the course.
- In Back to the Lake:
  - Chapter 5: Description, pp. 157-172

#### Discussion
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

#### Assignment(s)

##### Descriptive Exercises (Part 2)
At the end of each descriptive essay in this week's assigned readings (pp.157-172), answer two (2) questions from "Strategies and Structures" and two (2) questions from "Thinking about Language." Please note that most of these questions have several parts; you are responsible for all the parts of each question that you choose to answer.

Due: Sunday at Midnight, CT
Points Possible: 10

##### Revised Narrative Essay
Submit your revised Narrative Essay incorporating the suggestions provided by your peers in the Writing Workshop. If needed, you can review specific assignment requirements in the syllabus or in the week 1 lesson.

Due: Sunday at midnight, CT
Points Possible: 50

### The Descriptive Essay
Description is incredibly powerful; we all respond to sensory stimulation. Indeed, without it, babies fail to thrive and adults can go mad. Descriptive writing is the expression of sensory stimulus in vivid, evocative language. Good description shows, rather than tells. If you are capable of good description, the reader can experience what you have written as directly as you do, regardless of intervening time or distance.

The following prompt will help you decide on a topic for your descriptive essay. All are located in the "For Writing" section following each descriptive essay in Back to the Lake.

- p. 145, #2
- P. 151 #2
- p. 156, #2
- p. 162, #2
- p. 169, #2
- p. 172, #2

Criteria:
- 1000-1500 words (4-6 pages)
- Clearly identifies who/what you're describing, its look, feel,
traits, and dominant impression. Consult the template on p.129.
- Maintains a consistent perspective
- Objective (to inform) or subjective (to evoke emotion) description with CONCRETE details, sensory language, active verbs
- A clear point (thesis), implicit or explicit
- Varied sentence structure
- Figurative language
- Introduction provides context

Getting Started:
1. Prewrite: Choose the experience, make sure story has some significant aspect
2. Identify your thesis: What is the point? What is the larger meaning?
3. Support your thesis: Use vivid details and sensory images
4. Organize your details: Chronological order, flash back, flash forward, and good transitions (after, before, next, now, later, meanwhile, finally) work as time signals.
5. Write the first draft. Set aside.
6. Revise, edit, and proofread.
7. Internalize feedback, suggestions, and comments. Stew.
8. Polish for a final draft. (don't forget an evocative title.)

After completing the first draft of your Descriptive Essay, you will submit your draft to this discussion forum, and then you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone’s essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft. By midnight, CT on Sunday of Week 3, submit your Descriptive Essay draft to this forum.

By midnight, CT on Wednesday of Week 4, reply to at least two of your peers in this forum.

After Wednesday of Week 4, review the feedback your peers have given on your essay draft as you begin revising your essay.

Participation in this Writing Workshop is worth up to 10 points.
You must also submit this file to your instructor in Blackboard. You can do this through the assignments tab in the course menu.

| Week 4
<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>• In Back to the Lake:</td>
</tr>
<tr>
<td>o Chapter 7: Process Analysis, pp. 223-239, 250-255, 261-266</td>
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<tr>
<td>o Chapter 8: Comparison and Contrast, pp. 269-285, 296-</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
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<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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<tr>
<th>Assignment(s)</th>
<th>Exemplification Exercises</th>
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<td>At the end of each essay in this week’s assigned readings, answer two (2) questions from &quot;Strategies and Structures&quot; and two (2) questions from &quot;Thinking about Language.&quot; Please note that most of these questions have several parts; you are responsible for all the parts of each question that you choose to answer.</td>
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<td>Due: Sunday at Midnight, Points Possible: 10</td>
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**Descriptive Essay Writing Workshop - Peer Responses**

Last week, you completed the first draft of your Descriptive Essay and you submitted your draft to the discussion forum. This week, you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone’s essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft.

By midnight, CT on Wednesday of **Week 4**, reply to at least two of your peers in this forum.

After **Wednesday of Week 4**, review the feedback your peers have given on your essay draft as you begin revising your essay. Participation in this Writing Workshop is worth up to 10 points.

**The Exemplification Essay**

Good exemplification helps convince others that your opinion is valid and valuable. Your essay takes its substance and solidity from your skillful selection of facts, observations, details, anecdotes, and statistics that support your thesis while piquing the interest of your reader. Process Analysis and Comparison and Contrast essays are two additional patterns you may wish to add to your repertoire. While each has a specific purpose, the lines of demarcation between them and exemplification are not precise; their use presupposes the author's ability to choose and properly present the examples that best support the thesis.

The following prompt will help you decide on a topic for your descriptive essay. All are located in the "For Writing" section following each descriptive essay in Back to the Lake.

p. 193, #2
P. 206, #2
p. 220, #2
p. 254, #2
p. 266, #2
p. 302, #2
Criteria:

- 1000 -1500 words (4-6 pages)
- Clearly identifies the subject you are clarifying, explaining, provoking interest in, or presenting its similarities and differences. Consult the templates on pages 178, 228, and 277 for tips.
- Maintains a consistent perspective
- The pattern of organization chosen is appropriate to the point of the essay.
- A clear point, stated explicitly, in the introduction (thesis)
- The Exemplification essay must carefully select between multiple, shorter examples and 1 or 2 extended examples, depending on the type of generalization you are making.
- The Process Analysis essay must either be directive or explanatory. Directive essays are written mostly in the 2nd person and the verbs are in the imperative mood. Explanatory essays are written mostly in the 3rd person and the verbs are in the indicative mood. Sequencing must be precise.
- The Comparison and Contrast essay must choose the "one side at a time" approach, where every point for subject A is discussed before any points for subject B are introduced, or the "point by point" approach, where the first point of both A and B are discussed before moving to a second point. In either approach, the points must be discussed in the same order.

Getting Started:

1. Prewrite: Choose the experience, make sure story has some significant aspect
2. Identify your thesis: What is the point? What is the larger meaning?
3. Support your thesis: Use vivid details and sensory images
4. Organize your details: Chronological order, flash back, flash forward, and good transitions (after, before, next, now, later, meanwhile, finally) work as time signals.
5. Write the first draft. Set aside.
6. Revise, edit, and proofread.
7. Internalize feedback, suggestions, and comments. Stew.
8. Polish for a final draft. (don't forget an evocative title.)

After completing the first draft of your Exemplification Essay, you will submit your draft to this discussion forum, and then you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone's essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft.

By midnight, CT on **Sunday of Week 4**, submit your Descriptive Essay draft to this forum.

By midnight, CT on **Wednesday of Week 5**, reply to at least two of
your peers in this forum. After Wednesday of Week 5, review the feedback your peers have given on your essay draft as you begin revising your essay. Participation in this Writing Workshop is worth up to 10 points. You must also submit this file to your instructor in Blackboard. You can do this through the assignments tab in the course menu.

### Week 5

| **Readings** | • Review the weekly lesson, videos and readings provided in the course.  
• In Back to the Lake:  
  o Chapter 9: Classification, pp. 316-331, 336-344, 352-358  
  o Chapter 10: Definition, pp. 374-397, 418-435  
  o Chapter 11: Cause and Effect, pp. 451-481, 484-494 |
| **Discussion** | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Argumentation Exercises (Part 1)**  
Complete this week's readings. At the end of each narrative, answer two (2) questions from "Strategies and Structures" and two (2) questions from "Thinking about Language." Please note that most of these questions have several parts; you are responsible for all the parts of each question that you choose to answer.  
Due: Sunday at midnight, CT  
Points Possible: 10 |
|  | **Revised Descriptive Essay**  
Submit your revised Descriptive Essay incorporating the suggestions provided by your peers in the Writing Workshop. If needed, you can review specific assignment requirements in the syllabus or in the week 3 lesson.  
Due: Sunday at midnight, CT  
Points Possible: 50 |
|  | **Exemplification Essay Writing Workshop - Peer Responses**  
Last week, you completed the first draft of your Exemplification Essay and you submitted your draft to the discussion forum. This week, you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone's essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft.  
By midnight, CT on Wednesday of **Week 5**, reply to at least two of your peers in this forum.  
After **Wednesday of Week 5**, review the feedback your peers have given on your essay draft as you begin revising your essay. Participation in this Writing Workshop is worth up to 10 points. |
# Week 6

| Readings                                      | Review the weekly lesson, videos and readings provided in the course.  
|                                              | In Back to the Lake:  
|                                              | o Chapter 12: Argument pp.513-539, 584-648 |
| Discussion                                   | Initial post to each prompt due by midnight, CT on Wednesday  
|                                              | At least two replies to peers for each prompt due by midnight, CT on Sunday |
| Assignment(s)                                | **Argumentative Exercises (Part 2)**  
|                                              | Complete two (2) questions from "Strategies and Structures" and two (2) questions from "Thinking about Language" exercises following each of the essays in this week's readings.  
|                                              | Due: Sunday at midnight, CT  
|                                              | Points Possible: 10  
| Revised Exemplification Essay                | Submit your revised Exemplification Essay incorporating the suggestions provided by your peers in the Writing Workshop. If needed, you can review specific assignment requirements in the syllabus or in the week 4 lesson.  
|                                              | Due: Sunday at midnight, CT  
|                                              | Points Possible: 50  
| The Argumentative Essay                      | Rational people can – and do – disagree about almost anything. Argumentation seeks to convince readers of the soundness of your opinion on an issue of controversy, to persuade them to accept that opinion, and then perhaps to commit themselves to a course of action. It's not about winning and losing, it is about exploring an issue, coming up with a plausible claim, one well worth listening to, and maybe coming to some type of consensus. The following prompts will help you decide on a topic for your Argumentative essay. All are located in the "For Writing" section following each exemplar essay in *Back to the Lake*. Choose from:  
|                                              | p. 594, #2  
|                                              | p. 613, #3  
|                                              | p. 633, #3  
|                                              | p. 648, #2  
| Criteria:                                    | 1000 -1500 words (4-6 pages)  
|                                              | Clearly identifies the issue you are arguing and your position on it. Consult the template on page 519 for tips.  
|                                              | Decide is your audience is supportive, vacilliating, or hostile  
|                                              | Construct your argument inductively (drawing a conclusion from evidence) or deductively (applying a general premise to a specific case).  
|                                              | Develop evidence that appeals to Logos, Pathos, and Ethos  
|                                              | Use Toulmin logic and Rogerian strategy.  
|                                              | Decide whether to use point-by-point or side-by-side development to deal with opposing viewpoints |
**Getting Started:**

1. **Prewrite:** Choose the experience, make sure story has some significant aspect
2. **Identify your thesis:** What is the point? What is the larger meaning?
3. **Support your thesis:** Use vivid details and sensory images
4. **Organize your details:** Chronological order, flash back, flash forward, and good transitions (after, before, next, now, later, meanwhile, finally) work as time signals.
5. **Write the first draft. Set aside.**
6. **Revise, edit, and proofread.**
7. **Internalize feedback, suggestions, and comments. Stew.**
8. **Polish for a final draft.** (don't forget an evocative title.)

After completing the first draft of your Argumentative Essay, you will submit your draft to this discussion forum, and then you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone's essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft.

By midnight, CT on **Sunday of Week 6**, submit your Argumentative Essay draft to this forum.

By midnight, CT on **Wednesday of Week 7**, reply to at least two of your peers in this forum.

After **Wednesday of Week 7**, review the feedback your peers have given on your essay draft as you begin revising your essay. Participation in this Writing Workshop is worth up to 10 points. You must also submit this file to your instructor in Blackboard. You can do this through the assignments tab in the course menu.

### Week 7

<table>
<thead>
<tr>
<th>Readings</th>
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<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
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</table>
| • In *They Say/I Say*:
  | o Chapters 1-10: Review the concepts discussed in these chapters, pp. 19-138 |

<table>
<thead>
<tr>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
</tr>
<tr>
<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
</tr>
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<tr>
<th>Assignment(s)</th>
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<tr>
<td><strong>Argumentative Essay Writing Workshop - Peer Responses</strong></td>
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Last week, you completed the first draft of your Argumentative Essay and you submitted your draft to the discussion forum. This week, you will respond to your peers. Post at least two constructive comments/suggestions to the Writing Workshop discussion forum. Please do not respond to someone’s essay that already has two comments until everyone has at least two comments. Try to make your responses/suggestions specific and helpful, as well. Keep in mind that these comments are going to assist your peers in revising...
their drafts before their final submissions are due. You will also be able to use comments on your essay to revise your own draft before submitting your final draft. The criteria for the essay are below in case you need a refresher. Be sure to review the scoring rubric for more information on how your participation will be assessed. By midnight, CT on **Wednesday of Week 7**, reply to at least two of your peers in this forum. 

After **Wednesday of Week 7**, review the feedback your peers have given on your essay draft as you begin revising your essay. 

Participation in this Writing Workshop is worth up to 10 points. 

### Week 8

| Readings | • Review the weekly lesson, videos and readings provided in the course.  
| | • In Back to the Lake  
| | o Chapters 13: Combining Methods |

| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
| | • At least two replies to peers for each prompt due by midnight, CT on **Saturday** |

| Assignment(s) | **Revised Argumentative Essay**  
| | Submit your revised Argumentative Essay incorporating the suggestions provided by your peers in the Writing Workshop. If needed, you can review specific assignment requirements in the syllabus or in the week 6 lesson.  
| | Due: **Saturday** at midnight, CT  
| | Points Possible: 50 |

**The Portfolio**

Your final project for this course involves assembling a portfolio of some of the writings you have completed in this course. You will revise and polish your essays based on feedback you have received from the instructor after submitting them for grading, as well as feedback from peers in the Writing Workshop. The portfolio will include two of your finished essays, as well as an evaluation of all your work and a reflection on the writing process itself. 

Part 1: Assembling the portfolio: Resubmit your *best* two pieces (as perceived by you) in publishable form. (50 points for Part 1)  

- Resubmit 2 polished essays, differing modes. All marks/suggestions/final revisions have been made, clean copies only  
- Each essay has a worthy title  
- Each essay has been revisited, edited, and repolished based on feedback; pieces are "publication ready"

Part 2: Evaluating the work (25 points for Part 2; see breakdown of points below)  

- Evaluate 4 of the pieces your wrote for this class. Identify the "best" as #1, and your least accomplished as #4 (5 points)  
- Your favorite work is critiqued. Critique should address:
Part 3: Reflection on the Process (25 points for Part 3; see breakdown of points below)

- What did you learn from the course? Be specific, if possible (7 points)
- Are you a better writer? In what ways? (6 points)
- What are your writing strengths? (6 points)
- What mode gives you the most satisfaction to write? Was that the mode of your "best" essay? If not, explain. (6 points)

Critique (Part 2) and Reflections (Part 3) should be a minimum of 3 pages altogether. The points are awarded for a thoughtful, sincere effort. A perfunctory document will receive only the points for assembling the portfolio.

Due: Saturday by midnight, CT
Points Possible: 100

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion*</td>
<td>-</td>
<td>20 per week</td>
<td>160</td>
</tr>
<tr>
<td>Weeks 1, 2, 3, 4, 5, &amp; 6: Writing Exercises</td>
<td>6</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Weeks 2, 4, 5, &amp; 7: Writing Workshop Participation</td>
<td>4</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Weeks 3, 5, 6, &amp; 8: Essays</td>
<td>4</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Week 8: Portfolio</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td><strong>560</strong></td>
</tr>
</tbody>
</table>

*Please refer to the Policies menu for more information about requirements for Discussions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>504-560</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>448-503</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>392-447</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>336-391</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 336</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the Student Tools area in Blackboard.
Important Policies
All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

Editorial Format for Written Papers In English Courses
All written assignments are to follow the MLA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the MLA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

Ottawa Online Late Policy
With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Saving Work
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

Academic Integrity
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.
**Student Handbook**
Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see **Policies** in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.

**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.