English 301: Introduction to Professional Writing
Dr. Patsy Callaghan
Office: 408E Language and Literature
Office Hours: 1-1:50 Monday, Wednesday
e-mail: callaghp@cwu.edu

Description: “Study in writing purposes, styles and genres” (ENG 301, CWU Catalog).
There is no single “correct” style. A style is the result of rhetorical choices and arrangements of ideas and images; words, phrases and clauses; forms and genres; attitudes and atmospheres. An effective style aligns those choices with a specific purpose, audience and situation so that readers are more likely to know, think, feel, imagine or do what it is the writer hopes they will. In this class, you will develop your repertoire of strategies and will practice choosing effectively among them for various purposes, audiences, and situations.

Outcomes:
In this class, to strengthen both your repertoire of writing strategies and your confidence as a writer, you will
1. Identify and apply rhetorical strategies and concepts
2. Write, practicing the conventions of various genres
3. Complete exercises designed to increase your rhetorical fluency
4. Respond to the voices and advice of other practicing writers

Required texts and materials:
Readings all provided through your Canvas course site. Check your Canvas site regularly and come to class with the appropriate readings in print form.

Assignments:
*Writing Exercises: 2 at 5 points ea. 10 points
*Style exercise participation: 6 at 5 points ea. 30 points
Writing Assignment 1 Peer Review (in class) 10 points
Writing 1: 40 points
Writing 2: 40 points
Writing 3: 40 points
E portfolio: 30 points
E-portfolio reviews: 3 at 10 points ea. 30 points
Participation 20 points
Total: 250

Rubrics and examples will be provided for each assignment.
*Simply engaging in the exercises creates awareness of language problems, possibilities and solutions.
Some of these exercises will seem easy and evident; others will not. No one has the same set of writing strengths. But working with the exercises can help writers become more fluent and confident.

Course Policies: (I welcome suggestions for revision and clarification.)

Participation: Come to class with the required print materials from your Canvas course site and with your reading done so that you can offer relevant and helpful observations in class discussions and contribute to group activities. Be present, prepared, and positive during class and especially peer reviews. All writing assignments will be collected on the due date in hard copy.

Attendance, Lateness, and General Courtesy: To allow for emergencies, up to 3 absences are allowed without explanation; each absence over three may drop your course score by 10%. Being chronically late, checking cell phones or causing other disruptions to the learning
environment will reduce your participation score. One final draft (not the e-portfolio) may be submitted up to two class days late (that’s a week) without penalty.

**Canvas**: For this course, which is part direct instruction, part workshop, your Canvas site will be used for posting course readings and materials such as the syllabus and supplemental handouts. Your scores will also be recorded there so that you can keep track of your grade, and you will be creating your e-portfolios there. However, remember to bring hard copies of all final draft writing assignments with you to turn in at the beginning of the class session on the due date.

**Use of Office Hours**: I can talk with you about the class readings or offer writing advice on questions you raise about your drafts. I cannot edit your paper with you, nor can I estimate your grade in advance. But I do love to talk to writers about their projects!

**Writing Process**: Correctness and following directions alone are not sufficient for successful work. Writing involves many separate skills, but it is also an art, in the way that gymnastics and music are arts. At gymnastics meets and musical recitals where performance is judged, the experts take into account basic required “moves” and deduct for mistakes in technique. But they also take into account the quality of the overall performance or presentation—how naturally and artistically the performer executes the routines or composition, and the difficulty of the challenges the performer has set for himself or herself. Writing instructors, too, are expert judges, and when your assignments—your performances—are judged, I will take into account whether you have appropriately applied the skills and knowledge presented and practiced in class (and any prerequisite skills, such as prewriting/research, drafting, and revising for clarity and coherence) as well as the quality of the work and the challenge you set for yourself. Practicing writing in various forms for various purposes will reward you with the confidence and pleasure that accompanies expertise.

**Contact**: E-mail works better; depending on my schedule, phone messages may not reach me until the next day. I do not check voice mail or e-mail in the evenings or on weekends. Check your CWU Groupwise account regularly in case of class notifications, or link your Groupwise account to whatever e-mail address you prefer.

**Writing Assistance**: Available at the Writing Center, Hertz Hall 101, http://www.cwu.edu/~writingcenter . A session with a writing consultant can help you think through the substance of your writing assignments and help you refine your style choices, but it will not guarantee you a good grade because the expectations of each assignment take into account class instruction and activities.

**Learning Accommodations**: Do you have a “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services? Please feel free to talk to me about how best to implement the approved adjustments in this class. Students without this form who require learning accommodations should contact the DSS Office, Bouillon 205, dssrecep@cwu.edu or 963-2171.

**Diversity**: In our classroom and in the English department, diversity of perspective is welcomed and celebrated. No forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status, are tolerated. We are here to learn in a climate of civility and mutual respect.
Tentative Calendar of Assignments and Topics Fall 2013 (*assignments due)

Week 1:
Wednesday 9/25
Introduction, Syllabus, Canvas Site, Expectations (ppt)
Writing Exercise 1 Assigned

Week 2:
Monday 9/30
*Writing Exercise 1 Due
Processes, Genres
Introduction to Short Article Assignment
Writing Exercise 2 Assigned
Reading Assignment: Two versions of “Communication Barriers” in Course Modules>Short Articles (Bring a copy to class on Wednesday)

Wednesday 10/2
*Writing Exercise 2 Due
Elements of Style
Reading Assignment: “Pear Bear” in Course Modules>Short Articles (Bring to class on 10/7.)

Week 3:
Monday, 10/7
What is an Informing Purpose?
Building Development Strategies
Analyzing Short Articles
*Style Exercise 1 (in class): Figurative Language
Reading Assignment: “Pike Place Market” and “Short Article Hobbies” in Course Modules>Short Articles
(Bring a copy of each to class on 10/9).

Wednesday, 10/9
Analyzing Short Articles with Checklist
Reading Assignment: Example Editorials in Course Modules>Editorials. (Bring Ellen Goodman 10/14)

Week 4:
Monday, 10/14
Introduction to Editorials
Logical Fallacies
Annotating Editorials with Checklist
*Style Exercise 2 (in class): Variety
No Class on Wednesday, 10/16
Writing Assignment: Complete and bring to class on 10/21 three copies of your Short Article or Editorial
for Peer Review

Week 5:
Monday, 10/21
*Come to class with 3 copies of your complete Short Article or Editorial for Peer Review

Wednesday, 10/23:
*Final Drafts Editorial or Short Article due
*Style Exercise 3: Cohesion
Reading Assignment: Read sample Profiles from CWU Pulse in Course Modules >Profiles

Week 6:
Monday, 10/28, Visiting Writer
Introduction to Profiles
Interviewing and Quoting
Annotating Profiles
Wednesday, 10/30
Analyze student profiles with Checklist
*Style Exercise 4: Concision
Reading Assignment: Read sample Reviews in Course Modules>Reviews (Bring Reviews on *Tower Heist* and *Up* to class on 11/4)

**Week 7:**
* Monday, 11/4
  - Introduction to Film Reviews
  - Film Genres/Film Terms
  - Analyze Professional Reviews
* Wednesday, 11/6
  - Annotate Student Sample Reviews with Checklist
  - *Style Exercise 5: Diction*
  - Writing Assignment: Revise final drafts of profile or review
  - Reading Assignment: Jane Friedman on Blogging in Course Modules>Commentary (Bring to class on 11/13)

**Week 8:**
* Monday, 11/11: (Veteran’s Day Holiday 11/11) 11/13
* Wednesday, 11/13 (In Computer Lab)
  - *Profile or Review final draft due*
  - Introduction to Commentary
  - Constructing a Commentary Checklist
  - Commentary for Writers/about Writing
  - Reading Assignment: Sample Commentaries (Bring Commentaries Value of English Majors and Rebirth to class on 11/18)

**Week 9:**
* Monday, 11/18
  - Review/revise Commentary Checklist
  - Analyze Professional Commentaries
  - (Bring The Builder’s Sex and Bear Mountain to class on 11/20)
* Wednesday, 11/20
  - Annotate and Review Sample Student Commentaries
  - *Style Exercise 6: Clarity*

**Week 10:**
* Monday, 11/25
  - Commentary final draft due
  - Introduction to E-Portfolios: Polishing and Sharing Your Work Checklist
  - Create E-Portfolios
* Wednesday, 11/27 (Thanksgiving Holiday)

**Week 11:** (In computer lab)
* Monday, 12/2
  - *E-Portfolio to be posted by class time*
  - Peer Reviews of E-Portfolios
* Wednesday, 12/4
  - E-Portfolio comments/peer reviews