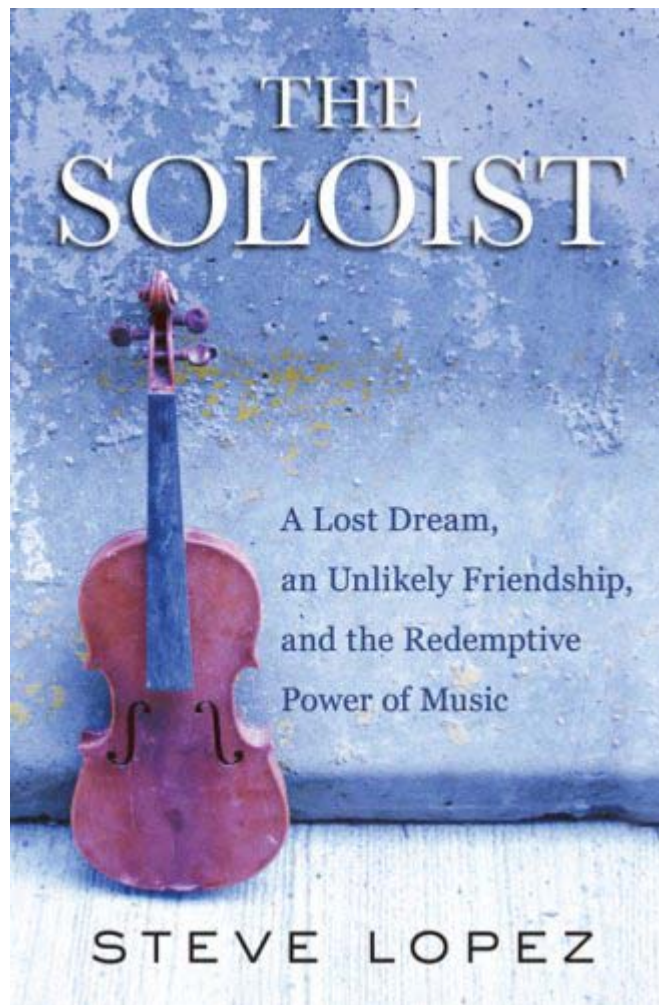


Pan African Studies 155
“Approaches to University Writing”
Pan African Studies Department
California State University, Northridge
Fall Semester 2009/2010

Ticket Nos. 11547
Friday, 2:00pm – 4:45pm
3 Units, GE, Section A
Classroom: Sierra South 284
Email Address: Kambon.obayani@csun.edu

Prof. Kambon Obayani
Course Instructor
(818) 677-3311
Ofc. Hours: 2:30pm-4:00pm or
by appointment



Course Syllabus

Description:

Prerequisite: Score of 151 or better on the English Placement Test and/or a grade of “CR” in 097 Developmental Reading and/or 098 Basic Writing Skills, if appropriate. Directed writing course designed to teach students to write effectively in the Standard American dialect, find facts to develop their ideas, organize and present material clearly, logically, and persuasively, and to read multi-cultural expository prose critically and accurately. PAS 155 is a media-intensive,

interactive environment where each student will be expected to be registered with CSUN's Office of Online Instruction for WebCT access, have an email account as well possess a direct, ongoing access to a PC in order to satisfy demands of this class. The PAS 155 Approaches to University Writing course is crosslisted with Asian American Studies 155, Central American Studies 155, Chicano/a Studies 155 and English 155. (Available for General Education, Analytical Reading/Expository Writing) (IC).

Required Textbooks:

1. Lopez, Steve The Soloist: A Lost Dream, An Unlikely Friendship, and the Redemptive Power of Music, Berkley Books, New York, NY, © 2008 by Steve Lopez;
2. Nadell, Judith, John Langan and Eliza A. Comodromos, The Longman Writer, Rhetoric, Reader and Research Guide, Brief Edition, 7th Edition, Pearson Longman, New York, NY, © 2009.

Course SLOs:

As determined by the Task Force on University Writing at California State University, Northridge and amended by the University Writing Council (April 2009), the student has ten (10) SLOs in taking this course. They are:

- ✓ *The course will increase the student's ability to analyze and comprehend college-level texts;*
- ✓ *The course will develop, through culturally diverse readings, the awareness of rhetorical strategies as well as the abuses and uses of language;*
- ✓ *The course will increase the critical reasoning skills as they reflect the interdependence of critical thinking and written discourse;*
- ✓ *The course will build confidence, reduce writing anxiety, and strengthen personal voice;*
- ✓ *The course will reinforce the theory and practice of writing as a recursive process;*
- ✓ *The course will help students understand the many contexts for writing, including timed writing, and develop appropriate strategies for the writer's multiple purposes and audiences;*
- ✓ *The course will develop fluency and style by encouraging sentence variety, increasing vocabulary, and using Edited American English;*
- ✓ *The course will increase proficiency in research techniques required by various University disciplines and familiarizes students with appropriate style sheets;*
- ✓ *The course will definitely facilitate the use of basic computer applications – word processing, email, and Internet access – and other technological media including HyperNews and PowerPoint; and*
- ✓ *The course will promote writing as a means of participation in democracy and as a tool for social change.*

Course Requirements (i.e., the Student Portfolio):

The final course grade for PAS 155 is based upon that body of work – otherwise known as the Portfolio – developed by the student as a direct result of the class. That Portfolio has five components, each representing 20 percent of the course grade. These components are each directly linked to the aforementioned SLOs stated for 155-level Approaches to University Writing courses. Under each component may be found specific course requirements that constitute primary grade factors averaged together in reaching the cumulative grade point average for the

student. In the Pan African Studies Writing Program's 155 course, those five components are as follows:

1. **The Writing Portfolio Assessment.** The Portfolio is comprised of a reflective essay, one timed essay examination (i.e., coming from the Departmental Midterm or Common Essay Exams), two of the three assigned modes of discourse chosen by the student with all revisions. Note that one of these Writing Assignments will be the Capstone Paper (i.e., the Critical Analysis) with the second being that student's choice from either of the first two formal writing assignments, i.e., the Personal Narrative or the Evaluative.
- **Timed Essay Examinations:** There are three timed essay examinations of 50 minutes each given in this course – a Pre-Semester, Midterm, Departmental Common and Exit Essay. The student is to acquire four large Blue Books (i.e., 8 ½"x11") in order to take these examinations. The Midterm and Departmental Common Essay are averaged together as one component of the final course grade average. The Exit Essay is averaged with the Objective Quiz and Midterm Objective Exam. It is included in the Writing Portfolio as that document's required Reflective essay. *No student shall receive a grade of "C" or higher in this course who misses and fails to makeup the Midterm Essay, the Departmental Common Essay, or the Exit Essay Exam. (No exceptions!);*
 - **Writing Topics:** Students in this class will write and submit a total of three (3) essays within the modes of discourse – the personal narrative, evaluative and the argumentative. These papers will be written in standard manuscript format, typewritten, double-spaced with cover pages. These papers will be rewritten and revised as deemed necessary by the course instructor. The student chooses either the Personal Narrative or Evaluative Essay for inclusion into the Writing Portfolio to be submitted for assessment by Writing Program faculty. That third and final writing assignment is the "Capstone" paper described below in detail. The third and final writing assignment, the Argumentative Essay, is a mandatory inclusion and is described below under the "Critical Analysis Course Argumentative Paper." The Writing Portfolio – to be submitted in a folder – is due as noted by the course instructor;
 - **Critical Analysis Course Argumentative Paper:** The assigned reader for this course is Steve Lopez's best-selling novel The Soloist: A Lost Dream, An Unlikely Friendship, and the Redemptive Power of Music. Based upon the student's reading and research of this book and the issues raised therein by its author, this critical analysis is to be written according to standard manuscript format. This paper will combine the evaluative, analytical and argumentative modes of discourse. As the capstone work for this "Approaches to University Writing" class, the paper can be **no less than** 2,000 typewritten, double-spaced words (i.e., eight pages) with **no less than** fifteen (15) formal citations that include six (6) quotes drawn from **no less than** three (3) references other than The Soloist: A Lost Dream, An Unlikely Friendship, and the Redemptive Power of Music. The Capstone Paper must have a "Works Cited" section done according to Modern Language Association guidelines. It is to be submitted via email as a Microsoft Word attachment. *Due as noted in the course schedule, no student shall receive a grade of "B" or higher in this class who fails to submit this paper – no exceptions!*



Francois Duhamel/Paramount Pictures

The Soloist, with Robert Downey Jr., left, as a reporter, and Jamie Foxx as his subject Nathaniel Ayers, a homeless musician, opened nationwide as a Paramount Pictures release in April 2009.

2. **Examinations.** This is the second of the five components used in grading the class. There will be two sets of examinations given in the class. The first set consists of an objective quiz, the Midterm Examination and the Exit Essay Examination with these being averaged together. These examinations are based directly upon the materials used in the class to include any homework assignments, lectures, group presentations, assigned readings or directed notes from the instructor. This first set of examinations is factored directly as 20 percent of the final course grade. The second set of examinations is comprised of Diagnostic Pre and Post Tests in the areas of Logical Relationships and Usage. These tests are measurements of student proficiency in those areas and represent value-added skills. Students showing gains in these two areas on the Post-Tests are rewarded accordingly with bonus points as determined by the instructor (See “Bonuses”):
 - **Objective Examinations:** There will be three (3) course-based examinations given in this class including an Objective Quiz, the Midterm Objective Examination and the Exit Essay Examination. The Midterm is a comprehensive examination focusing on the material covered in the class from lectures to homework to group presentations, readings, and other subject matter (e.g., terminology, grammar and mechanics) as identified by the course instructor.
3. **Homework:** The third component in this course is that of the assigned homework. The homework covers a number of areas ranging from time and study area management, listening and note-taking skills to vocabulary, punctuation and sentence skills. As with the other components, this third grading factor counts for 20 percent of the final course grade:
 - **Formal Homework:** There are specific homework assignments for this class, all of which must be submitted to the instructor at the date and time indicated either in the course syllabus or from the instructor. Late homework will not be accepted for grading unless the student has a verifiable, acceptable excuse (i.e., “My computer broke down” or

“My dog ate my paper” are not acceptable!). *To qualify for an honor grade in this class of “B” or higher, the student must achieve a grade average of at least 2.3 on the homework – No exceptions!*

4. **Academic Information Competency.** The fastest-growing dimension of academic growth and innovation in the last two decades is that involving the Internet and wireless technology. From laptop computers to cell phones equipped word processing and email to “smart” classrooms to video conferencing and “threaded” web-based discussion groups, the reach of the Information Age can be seen and felt. The 155 class makes sure usage of the technology with students emailing homework and writing assignments, doing web-based research and mastering the University’s WebCT portal for classroom discussions. This fourth component of the 155 Approaches to University Writing also carries a weight of 20 percent of the final course grade primarily derived from the Write Time Discussion Forums described next:
 - **Write Time Discussion Forums:** The class has Internet Discussion Forums using WebCT in which students participate in a dialogue – WRITE TIME – wherein they made a series of at least three (3) postings per discussion topic. There are a total of four (4) WRITE TIME forums for the semester. The first posting is the student’s response to a question developed and directed by the course instructor to the entire class. The remaining two postings are done by the student indirect response to the comments made by two (2) classmates on the same Discussion Forum Prompt. Students must make the three postings in order to qualify for the maximum points, with each WRITE TIME Forum valued on the 4.0 grade scale and then, finally, averaged together at the end of the term. These WRITE TIME Discussion Forums shall be open for a stated period of 3-4 weeks during which time the student makes his/her posting. No postings shall count towards the student grade that are made after the WRITE TIME Forum has been closed (i.e., whether it is 30 minutes afterwards or one week later, in either instance the student shall have failed to post during the appropriate time period.). WRITE TIME constitutes the fourth basic course requirement;
5. **Formal Group Presentations.** The fifth and final grading component measures the student’s ability to work with others in researching, creating and then making formal group presentations on assigned topics. This component calls not only for application of research and written communication skills. It also calls for, enhances and emphasizes those interpersonal communication skills so vital to academic and professional discourse. In this 155 course, this component is centered upon Collaborative Writer Projects that are done twice during the semester by the student and is further described below. It, too, represents 20 percent of the final course grade:
 - **Collaborative Writer Project (CWP):** All students participate in two (2) Collaborative Writer Projects (CWP) for the semester – (1st) Editing: Revising Sentences and Words and (2nd) Research and Writing Mechanics. The presentations are made using PowerPoint with formal study guides prepared for the class. These CWPs are averaged together in representing the fourth grade factor for the class. No student may expect a grade of “B” or higher who fails to participate in these CWPs which are formal group presentations of 25-30 minutes, with study guides and discussion of assigned topics being made to the class. *The Collaborative Writer Projects* represent the fifth basic course requirement;
6. **Earned Bonus Points.** Bonus points are added to the basic grade point average derived from the five “basic” grade factors and then divided by that same number (i.e., 5) in

reaching the “cumulative” grade point average (gpa) for the course. Those “bonus” considerations are as follows:

- **Freshman Composition Diagnostic Test Results:** Every student enrolled in this section undergoes diagnostic skills testing. These diagnostic tests, developed by the College Entrance Examination Board and Pearson Longman, are administered immediately upon enrollment in the class and during the “Review” Week period at the end of term. Students whose Post-Semester diagnostic test results show an improvement over those at the beginning of the term will receive “Bonus” points per each test, dependent upon level of improvement (i.e., percentage of gain);
- **Attendance.** With regards to classroom attendance, the student who achieves a record of perfect attendance for the semester (i.e., no absences or tardies) will automatically receive “Bonus” points. The student with no absences and no more than two (2) “Tardies” will be awarded .25 bonus points at semester’s end. *It is the student’s responsibility to account for any and all absences with verifiable, documented evidence regarding the same;*
- **Essay Examination Revisions.** Students will earn bonuses for utilizing the 155 Writing Specialists of the PAS Writing Center and/or the University Learning Resource Center with regards, specifically, to revisions of the Pre-Semester and Midterm Examinations. The same holds true for those formal writing assignments (i.e., the three assigned papers) in the class. To merit these bonuses, the students must bring signature verification of the same from either one of the aforementioned Writing Centers with revisions due as noted by the course instructor.
- **Participation.** Students can earn bonuses for exceptional in-class performance on specific course material (i.e., homework, classroom lectures, group presentations, et al) and “challenges” from the course instructor; and lastly,
- **The Student Conduct Code and Faculty Policy on Academic Dishonesty.** Each and every student is expected to respect, observe and practice the University Standards for Student Conduct which explicitly states that, “Students are expected to be good citizens and to engage in responsible behaviors that reflect upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.” Students are especially reminded of the following as it pertains to Unacceptable Student Behaviors subject to disciplinary sanctions under Dishonesty: “Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.” (26) It is the expectation that academic integrity applies to any and all work submitted under a student’s name, e.g., Homework, Writing Assignments, examinations, etcetera.

Grading Scale:

Grading in this class is done on the “Plus/Minus” system described in the CSUN Undergraduate and Graduate Catalogue 2008/2010. The final course grade based on the average of the five (5) primary grade components detailed under “Course Requirements” combined with any earned bonus points. Grading shall be as follows:

“A” = 3.7-4.0;
“A-“ = 3.5-3.69;

“B+” = 3.3-3.49;
“B” = 3.0-3.29;
“B-“ = 2.7-2.99;
“C+” = 2.3-2.69;
“C” = 2.0-2.29;
“C-“ = 1.7-1.99;
“D+” = 1.3-1.69;
“D” = 1.0-1.29;
“D-“ = .7-.99;
and
“Fail” = 0.0-.69.

The course policy with regards to the grade of “Incomplete” is that stated in the *CSUN Catalogue* with special emphasis that, “An incomplete shall not be assigned when a student would be required to attend a major portion of the class when it is next offered.” (In this instance, the incomplete grade shall not be offered to any student whose semester performance has been at “C-“ or lower or who has failed to complete “a substantial portion of the class requirement.”

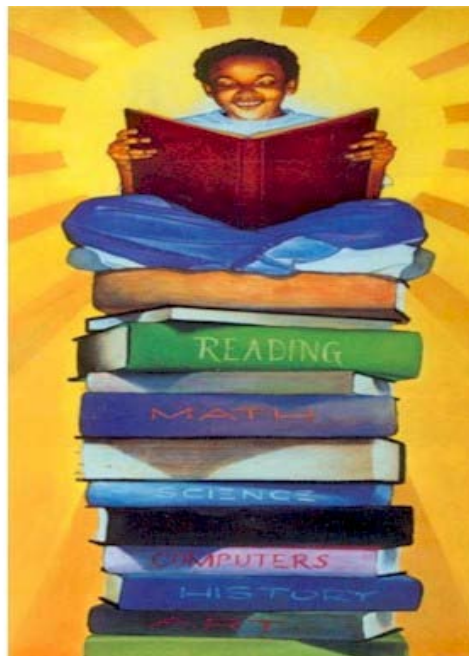
To repeat, the grade of “Incomplete” shall not be assigned to any student whose work has consistently been at or below “C” in the course – no exceptions!! The student is fully expected to assume responsibility for all actions done in regards to this course, the requirements thereof, and the expectations of the course instructor.

Course Schedule

*“You were not expected to aspire to excellence.
Instead, you were expected to make peace with mediocrity.”*

-- James Baldwin

From [*The Fire Next Time*](#)



Week 1 Ground Zero: The First Week of Classes

Friday, August 28th

- 1) PAS 155 Orientation: Objectives & Requirements
- 2) **Pre-Semester Essay Examination (Large Blue Book Required)**
- 3) **Pre-Semester Diagnostic Testing: Logical Relationships and Usage** (Scan-Tron Form 882 Required)
- 4) Reading: Chapter 1, “Becoming a Strong Reader” from The Longman Writer; and “Preface,” Chapters 1-2, The Soloist.
- 5) Secure and activate WebCT Account with Office of Online Instruction
- 6) Submit Email to Course Instruction with Name and email address.
- 7) **1st Collaborative Group Presentation Assignments: “Revising Sentences and Words”** with note that all presentations are based upon Chapter 8 from The Longman Writer and are to be 25-30 minutes in length with each group using Power Point and preparing Study Guide handouts): Group 1 – “Making Sentences Economical: From Eliminate Redundancy to Remove Unnecessary *Who*, *Which* and *That* Clauses; pgs. 112-115;” Group 2 – Vary Sentence Type: From Simple Sentences to Compound-Complex Sentences, pgs.115-118; Group 3 – Vary Sentence Length: From Short Sentences to Making Sentences Emphatic, pgs. 118-121; Group 4 –“Use Parallelism, Fragments and Inverted Word Order, pgs. 121-123; Group 5 – Revising Words: From Make Words Consistent with Your Tone to Use Specific Rather than General Words, pgs. 124-130; and Group 6, Use Strong Verbs: from Action Verbs to Delete Unnecessary Adverbs, pgs. 128-130.
- 8) Homework #1: Questions for Close Reading and Questions About the Writer’s Craft, pgs. 10-11 from The Longman Writer.
- 9) Reading: Chapter 2, The Writing Process; Getting Started Through Prewriting” from The Longman Writer.
- 10) Homework #2: Activities: Getting Started Through Prewriting, Questions 1-5, pgs. 33-34 from The Longman Writer.

Week 2 Focus and Direction in Writing

Friday, September 4th

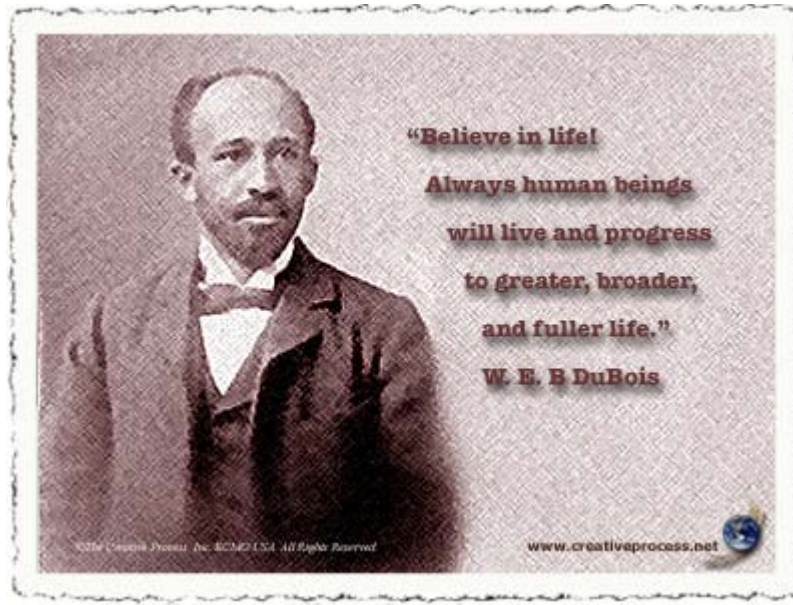
Note:

***Saturday, September 5th – Monday, September 7th, is Labor Day Weekend.
No Classes are scheduled – Campus is closed.***

Week 3 Goal Setting: Pre-Semester Testing Results

**“Great writers leave us not just their words, but a way
of looking at things.”**

■ Elizabeth Janeway



Friday, September 11th

- 11) Homework #1 Due (Via email as of 8:30am)
- 12) Homework #2 Due (Via email as of 8:30pm)
- 13) Presentation/Discussion: Pre-Semester Testing Results with Selected Essay Exam Readings (Return of Pre-Semester Essay Exams for Rewrites and Revisions at the Pan African Studies Writing Center or the University Learning Resource Center)
- 14) Presentation/Discussion: Pre-Semester Diagnostic Testing Results
- 15) Presentation/Lecture: “The First Stage of the Writing Process: Prewriting”
- 16) Presentation/Lecture: “Organization and Coherence in Writing”
- 17) PAS 155 Orientation: Collaborative Learning Group Assignments and WebCT “Write Time” Protocols
- 18) Reading: Chapter 3, “Identifying a Thesis,” pgs. 36-51 from The Longman Writer.; Chapters 3-6, The Soloist.
- 19) Homework #3: Activities: Identifying a Thesis, Questions 1-4, pgs. 42-44 from The Longman Writer.
- 20) Homework #4: Activities: Supporting the Thesis with Evidence, Questions 1-6, pgs. 52-53 from The Longman Writer.
- 21) **Write Time #1**: “My Biggest Concern About Writing” (Opens as of 4:00pm. Students must respond to initial prompt by 4:00pm, Saturday, September 12th. They then have until 12:00pm, Saturday, September 26th, in which to respond to any two responses made by classmates to the original prompt)

Week 4

Identifying and Developing the Thesis

Friday, September 18th

- 22) Homework #3 Due (Via email as of 10:00am)
- 23) Homework #4 Due (Via email as of 10:30am)
- 24) Revisions of Pre-Semester Essay Examination Due (At start of the class with original Blue Book and Writing Tutor’s Signature)
- 25) Lecture/Discussion: “Identifying and Supporting the Thesis”

- 26) Lecture/Discuss: “The Importance of Coherence in Organizing Paragraphs and Essays”
- 27) Reading: Chapter 5: Organizing the Evidence, pgs. 54-61 from The Longman Writer; Chapters 7-9, The Soloist.
- 28) Homework #5: Activities: Organizing the Evidence, Questions 1-5, pgs. 61-63 from The Longman Writer.

Week 5 From Paragraphs to Essays: Organizing the Evidence



Friday, September 25th

- 29) Homework #5 Due (Via email as of 10:00am)
- 30) Lecture/Discussion: “Key Writing Principles: Unity and Coherence in the Development of Compositions”
- 31) Lecture/Discussion: “The Use of Description and Time Order in Narrative Writing”
- 32) **Writing Assignment #1:** To do Looping and Cubing on Assigned subjects + 750-word Personal Experience Essay on Directed Topic.
- 33) Reading: Chapter 7, Revising Overall Meaning, Structure and Paragraph Development, pgs. 95-117 from The Longman Writer; Chapter 11, “Narration,” from The Longman Writer; Chapters 10-12, The Soloist.
- 34) Homework #6: Activities: Revising Overall Meaning, Structure and Paragraph, Questions 1-3, pg. 107 from The Longman Writer.
- 35) **Write Time #2:** “Barack Obama: An Assessment of His First 200 Days As President of the United States of America” (Opens as of 12:00pm. Students must respond to initial prompt by 1:00pm, Friday, October 2nd. They then have until 4:30pm, Friday, October 23rd, in which to respond to any two responses made by classmates to the original prompt)

Week 6 The First Stage of Writing: Creating”

Friday, October 2nd

- 36) Homework #6 Due (Via email as of 10:00am)
- 37) **Writing Assignment #1 Due** – *Personal Experience Essay* – (Submitted via email at 12:30pm as a Microsoft Word attachment with the Looping and Cubing Techniques due at the start of class).

- 38) Presentation/Discussion: “Expository Writing: From Process to Comparison-Contrast to Definition”
- 39) In/Class Writing Assignment: To develop 500-word *Extended Definition* Essay on Assigned topic.
- 40) Reading: Chapter 8: Revising: Sentences and Words Use Original Figures of Speech to Avoid Sexist Language, pgs. 131-134 from The Longman Writer; Chapters 13-15, The Soloist.
- 41) Homework #7: Activities: Revising Sentences and Words, Questions 1-9, pgs. 135-137 from The Longman Writer.

Week 7 The Critical Process of Editing: Revising Sentences and Words



“The art of the pen is to arouse the inward vision.”
 ■ **George Meredith**

Friday, October 9th

- 42) Return of WA#1 Personal Experience Essays for Revisions (To be done with PAS Writing Center or University Learning Resource Center Writing Specialists)
- 43) Return of In-Class Essay for Revisions (To be done with PAS Writing Center Tutors or University Learning Resource Center Writing Specialists)
- 44) *1st Collaborative Group* Presentations – “Revising Sentences and Words”: Groups 1 - 6 (with the note that each Group has 25 minutes in which to make presentation)
- 45) Reading: Chapter 10, “Description,” from The Longman Writer; Chapters 16-18, The Soloist.

Week 8 Midterm Examinations

Friday, October 16th

- 46) **WA#1 Revisions Due** (At start of class with original draft attached)
- 47) **In-Class Essay Revision Due** (At start of class with original draft and Writing Specialist signature)
- 48) **PAS 155 Departmental Midterm Essay Examination** (Large Blue Book Required)
- 49) **PAS 155 Midterm Objective Examination**
- 50) Reading: Chapter 22, “Essay Exams” from The Longman Writer; and Chapters 19-21, The Soloist.

Week 9

Revising Sentences and Words



Member of the newest social class in America, i.e., those who are homeless with African American families making up 70 percent of the nation's total homeless population.

Friday, October 22nd

- 51) Rerun of WA#1 for Final Revisions
- 52) Presentation/Discussion: Peer Critique of Selected Midterm Essay Exams (With return of Midterm Essays for revision at either PAS Writing Center or University LRC)
- 53) Presentation/Discussion: Review of Midterm Objective Examination Results
- 54) Presentation/Discussion: "Midterm Status Report"
- 55) **Write Time #2 Closes** (Effective 4:30:00pm)
- 56) **Write Time #3:** "Nobody Wants to See Me. Nobody Wants to Even Acknowledge that I'm Alive!: The Plight of America's Homeless" (Opens as of 5:00pm with students having up through 1:00pm, Friday, October 30th, in which to respond to original writing prompt. For this Write Time Discussion Forum, it is required that all students read the Los Angeles Times feature article "She Finally Has a Home – Harvard" by Times staffwriter Esmeralda Bermudez, June 20, 2009 in thinking through and preparing responses. Students then have up through 5:00pm, Friday, November 13th, in which to respond to any two classmates' postings to original prompt)
- 57) Reading: Chapters 22-24, The Soloist.

Week 10

The Most Important Part of the Writing Process – Revision

Friday, October 29th

- 58) **WA#1 Personal Experience Essays with Rewrite #3 Due** (At start of class with original drafts attached)
- 59) **Midterm Essay Examination Revisions Due** (At start of class with original Blue Book and Writing Specialist Receipt)

- 60) 2nd Round of Collaborative Group Presentations (Assignments) – The Research Paper; Group 1, Chapter 19, “Plan the Research,” “Choose a General Subject” and “Find Sources in the Library,” pgs. 529-546; Group 2, Chapter 19, “Use the Internet,” pgs. 547-557; Group 3, Chapter 19, “Take Notes to Support the Thesis with Evidence” and “Locating, Evaluating, and Integrating Research Sources,” pgs. 557-575; Group 4, Chapter 20, “Refine Your Working Thesis” – Document Borrowed Material to Avoid Plagiarism: MLA Format,” pgs. 576-589; Group 5, Chapter 20, “Revise, Edit, and Proofread the First Draft” to Prepare the Works Cited List: MLA Format,” pgs. 590-603.
- 61) Lecture/Presentation: “Key Concerns in the Revising Process: Sentences and Words”
- 62) Reading: Reading: Chapter 9, “Editing and Proofreading,” from *The Longman Writer*; Chapters 25-26, *The Soloist*.

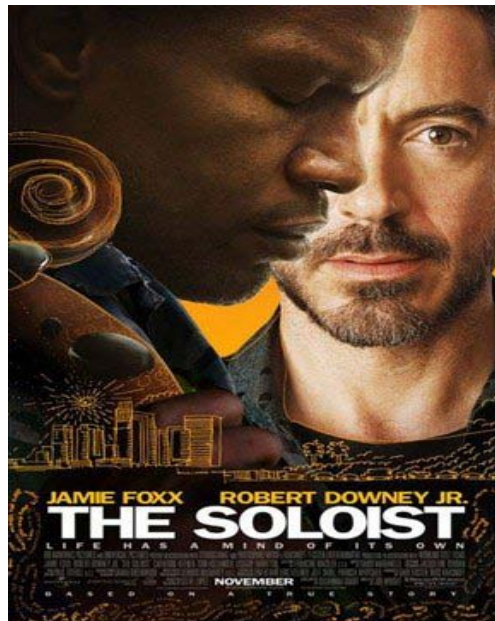
Week 11

The Importance of Critical Analysis in Evaluative Writing

Wednesday, November 4th (PAS Departmental Birthday)

Friday, November 6th

- 63) Peer Critiques of Selected Personal Experience Essays
- 64) Peer Critique and Discussion of Selected Responses from Write Time #3
- 65) Reading: Chapter 12, “Illustration,” from *The Longman Writer*.
- 66) Lecture/Discussion: “The Evaluative Essay: The Student Writer as Critic and Reporter”
- 67) **Writing Assignment #2:** To do Prewriting techniques on “Struggle and Rescue, A Duet in Sharps and Minors” film review by Manohla Dargis, *New York Times*, April 24, 2009 + 1,000-word *Evaluative Essay* of motion picture *The Soloist*
- 68) Screening: *The Soloist* (Note this motion picture is on reserve at the Oviatt Library’s Media Center. Students should allow two hours total for the viewing)
- 69) Reading: Chapter 18, “Argumentation-Persuasion,” pgs. 455-501 from *The Longman Writer*; Chapters 27-28, *The Soloist*.



Dreamworks

Week 12

Writing the Evaluative Essay



There can be no doubt that Bill Cosby has elevated discussion through Black America with remarks made at NAACP dinner on 50th Anniversary of US Supreme Court's *Brown v. Board of Education* decision as he focused on critical shortcomings with "Pound Cake Speech"

Friday, November 13th

- 70) **Writing Assignment #2 Due** – The Evaluative Essay – At the start of class with Creating techniques attached.
- 71) Lecture/Discussion: "The Argumentative Essay: From Claim to Supporting Evidence"
- 72) **Writing Assignment #3:** To do Looping and Cubing on Assigned Topic + 1,500-word Argumentative Essay on Assigned Topic
- 73) Reading: Chapter 18, "Argumentation-Persuasion," pgs. 502-525 from The Longman Writer
- 74) **Write Time #3:** Closes as of 1:00pm
- 75) **Write Time #4:** "Bill Cosby's Pound Cake Speech" Opens as of 2:00pm today, November 9th with students having through 1:00pm Monday, November 16th, in which to post response to the original writing prompt. Students then have up through 1:00pm, Monday, November 30th, in which to respond to the postings made by any two of their roommates to the same writing prompt.)
- 76) Reading: Chapters 29-31, The Soloist.

Note: Wednesday, November 11th, is Observed Holiday – Veteran's Day (School Closed)

Week 13

Research Techniques – The Collaborative Models

Friday, November 20th

- 77) Return of WA#2 Evaluative Essays for Revisions (To be done in consultation with PAS Writing Center or University Learning Resource Center Writing Specialists)

- 78) **Writing Assignment #3 Due** – The Argumentative Essay – At the start of class with creating technique attached.
- 79) **2nd Collaborative Group Presentations:** Groups 1-5 with note that each group has 30 minutes in which to make presentation using Power Point, Study Guides.)
- 80) **Reading:** “Developing the Thesis Statement” by the Harvard University Writing Program; Chapter 21, “Writing About Literature,” pgs. 635-640 from The Longman Writer.
- 81) **Reading:** Chapter 21, “Writing About Literature,” pgs. 640-648 from The Longman Writer

Week 14

MLA and APA Research Protocols

Important – Thursday and Friday, November 26th-27th, the CSU System will be closed for the Thanksgiving Holidays. No classes scheduled.

Week 15

The Writer’s Portfolio

Friday, December 4th

- 82) **WA#2 Rewrites and Revisions Due** (At start of class with original drafts attached and signatures from Writing Specialists)
- 83) **PAS 155 Common Essay Exam** (Large Blue Book Required – 50 minutes)
- 84) **PAS 155 Exit Essay Examination** (Large Blue Book required – 50 minutes)
- 85) **Preparation of PAS 155 Writer’s Portfolio** (i.e., Essay Examination, choice of either the Personal Narrative or Evaluative Essays – 45 minutes)

Week 16

Final Examinations

Friday, December 11th

Final Exam Date –

Each student meets individually with Course Instructor for Writing Portfolio Conference to include return of said document which will also include the Departmental Common Essay Examination. Students are to bring Scan-Tron Form 882 for Post-Semester Diagnostic Testing in Logical Relationships and Usage.

