



**UNIVERSITY OF
NORTHWESTERN**
ST. PAUL

OFFICE OF DUAL ENROLLMENT

ENG2215

Writer's Style

SPRING 2022

SYLLABUS

Version: OLG v1.5:09/21

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ENG2215 Writer's Style

University of Northwestern – St. Paul

COURSE DESCRIPTION

(PQ: ENG1105 or ENG1825, ECE passed, or consent of instructor) A writing course that explores a variety of writing nuances, genres and techniques. Students write several non-fiction texts.

Credits: 2

Prerequisites: ENG1105 or ENG1825, ECE passed, or consent of instructor

INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Compose creative nonfiction texts demonstrating effective implementation of stylistic elements.
- CO-2. Adapt writing style to a variety of situations.
- CO-3. Analyze creative nonfiction and other types of texts to understand how form and style impact content.
- CO-4. Evaluate their own and peers’ texts according to literary standards within creative nonfiction.

MATERIALS

Required Textbooks and Materials

Glaser, Joe. *Understanding Style: Practical Ways to Improve Your Writing*. Third edition. Oxford, UK. Publisher: Oxford University Press Year: 2016. ISBN: 978-0-19-934262-4.

The Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to Present. Eds. Lex Williford and Michael Martone. First edition. New York, NY. Publisher: Touchstone. Year: 2007. ISBN: 978-1-4165-3174-6.

Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments

Style Exercises (12 x 2%)

Discussion Forums (7 x 2%)

Grade Weight

24

14

Self Analysis of Existing Text	1
Quizzes (3 x 1%)	3
Peer Critique Forums (4 x 3%)	12
Essays	
Micro Essays (2 x 3.5%)	7
Topical Essay	14
Personal Essay	14
Lyric Essay	7
Ethics Manifesto	2
Revision Reflection Analysis	<u>2</u>
Total	100

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus and the course site. Students are responsible for meeting assignment deadlines. Late assignments will be automatically deducted one letter grade. The assignments will drop an additional grade per day it is late, up to a 50% deduction in grade; late assignments will not be accepted for a grade beyond one week past the original deadline. Forum discussion activities must be completed on time to earn points. Late forum posts will earn zero points. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on confluence.unwsp.edu and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations
- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Plagiarism is theft—theft of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing and Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu • 651-628-3316 • N4012 (Revised 06/20)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

ASSIGNMENTS

See the course site for complete details on the assignments.

Style Exercises

Throughout this course, you will be given ample opportunities to manipulate style elements to better understand how alterations in diction, syntax, etc. impact texts and reader experience. To complete these style exercises, use the following process:

1. Read each assigned chapter in Glaser's text *Understanding Style*
2. Create a separate document for **each Glaser chapter** and complete all assigned exercises
 - a. Make sure to clearly label each Chapter #, Exercise #, and Item #.
 - b. Some weeks, two Glaser chapters are assigned, so be sure to submit two separate files.
3. If asked (by Glaser or course instructor) to discuss the reasoning behind your choices or their impact on the text, do so in italics beneath each response.

- a. For example:

Chapter 1

Exercise 1

1. [Answer to Exercise 1, #1 goes here]

[If requested, explanation/reasoning for #1 goes here]

You will need to read Glaser chapters carefully and complete all exercises thoughtfully! The information covered in these chapters will for the most part not be reiterated by your instructor in lectures or announcements, so your attention to and comprehension of Glaser is critical. Ask questions (of your peers or your instructor) if you are struggling to grasp any concepts from the Glaser text

See further grading criteria in the Completion Rubric on the course site.

Discussion Forums

In about half of the weeks of this course, you will learn through conversation, brainstorming, and debate with your classmates and instructor in online discussion forums. The dual purpose of these discussions is to help you both...

- 1) analyze sample creative nonfiction essays in terms of content, style, and the interaction between these two elements, and
- 2) dialogue with peers to share observations, ask and answer questions, and deepen each other's comprehension of how to read, write, and incorporate style in creative nonfiction.

To complete each discussion forum, read the discussion forum overview and general guidelines posted on the course site, then follow the detailed guidelines posted for each individual discussion.

You can earn up to 5 points per initial post, and up to 3 points per reply, adding together throughout the week toward a maximum of 10 points. Earn points on a post for the following:

- **Evidence of Study (up to 3 pt. for initial posts, up to 1 pt. for replies)**—Shows evidence of understanding of course concepts and assigned readings
- **Contribution (1 pt.)**—Contributes relevant value to the discussion with thoughtful leading questions, evidence, outside research, illustrations, examples, or counterexamples
- **Early Posting (1 pt.)**—Post is created prior to 11:59 p.m. on Wednesday and earns points for either Evidence of Study or Contribution

Self-Analysis of Existing Text

In order to gain awareness of your own existing stylistic patterns and choices, analyze an excerpt of your own writing from an existing text (not something written for this course).

Parameters: Using the following checklist (drawn from Glaser pp. 17-18), analyze a one- to two-page excerpt of your existing writing (perhaps for an assignment in another course) for stylistic tendencies.

Your goal is to notice what you have done regarding each item on the checklist and then, in an approximately **150-word paragraph**, reflect on the significance or potential impact of stylistic decisions you observe. (Note that while you may not have consciously made decisions regarding style while writing your text, you did, at least instinctively or habitually, choose what words, syntax, punctuation, etc. to use.)

Checklist:

1. Start most sentences with the subject.
2. Make your subjects definitely named actors.
3. Make your verbs name definite actions.
4. Write mostly in independent clauses.
5. Keep subjects and verbs close together.
6. Keep verbs and complements close together.
7. Use single verbs with multiple subjects. Use single subjects with multiple verbs.
8. Favor the active voice.
9. Choose positive rather than negative constructions.
10. Focus each sentence on the ideas expressed by the subject and predicate.
11. Mix long and short sentences.
12. End sentences with a bang, not a whimper.

Tips:

- Aim not to be judgmental if you find things that you think don't "work" as well (and, conversely, not to be too admiring of what you perceive as your own successes!).
- Don't worry about whether or not you know technical terms for something that you notice, just do your best to describe what you notice about the choices you made in your work. There is no right or wrong answer in this activity, other than not observing any patterns, stylistic choices, or unintentional stylistic habits.

Grading: See further grading criteria in the Completion Rubric posted on the course site.

Quizzes

Three short quizzes invite you to demonstrate your comprehension of key vocabulary and course concepts. Each attempt has a 15 minute time limit. Prior to the due date, however, you are encouraged to attempt each quiz as many times as you like until you are satisfied with your score. Your best score from all attempts counts as your final grade for each quiz, so it never hurts to make additional attempts.

To promote your mastery and internalized skills, aim to complete each quiz after completing assigned readings, but without referring to the reading(s) during the quiz. If you decide to make additional attempts, re-read all related resources and examples between each attempt, then complete attempts without direct access to the resources during the attempt.

Peer Critique Forums

Along with each major essay submission (Weeks 5, 7, 10, and 13), post a draft in the week's Peer Critique Forum in order to benefit from constructive peer evaluations. The purpose of these special critique discussions are twofold:

- 1) They invite peer response to creative nonfiction drafts, serving as a "test audience" to help the author ascertain the impact of story, stylistic choices, etc.
- 2) They guide dialogue among peers and fellow writers to share observations, ask and answer questions, and deepen each other's comprehension of how to read, write, and incorporate style in creative nonfiction.

To complete each Peer Critique Forum, read the peer critique overview and general guidelines posted on the course site, then follow the detailed guidelines and specific critique questions posted for each essay in each forum instructions.

You will be assigned one or more essays for each Peer Critique Forum. Read each essay you've been assigned once through before answering critique questions. Then reread a second time as you formulate your critique responses. Respect the work of your peers! Remember that this is their sincere creative effort and be thoughtful and professional about the content and phrasing of your responses.

See further grading criteria in the Completion Rubric on the course site.

Essays

The primary means of measuring your success in meeting the learning outcomes for this course is through your composition and revision of four different types of stylistic creative nonfiction essays. Each has its own purpose, instructions, and parameters, clarified in respective Assignment Sheets posted on the course site.

For all essays, the following parameters apply:

- Resources to use: Glaser text; sample essays, other assigned resources
- Editing: This essay must conform to the English Department standards for editing; see detailed information posted on course site
- Annotation: The final draft of each essay submitted for grading must include your annotations (using the commenting function in your word processing software) highlighting your incorporation of specific stylistic techniques
 - Follow the **Annotation Instructions** posted on the course site for each essay type.

Micro Essays (Two separate essays)

Purpose: Writing two micro essays aims to help you learn and demonstrate the following writing skills:

- Compose an essay that meaningfully explores a subject within a tightly constrained space
- Consciously incorporate stylistic techniques that contribute to content and reader experience of the text

Instructions: View and follow the detailed guidelines in both Micro Essay Assignment Sheets (1 and 2) posted on the course site.

Parameters:

- Length: 150–300 words (approximately)
- Research: Optional
- Annotations: highlight your incorporation of specific stylistic techniques

Grading: For further grading criteria, see the Micro Essay Rubric for both posted on the course site.

Topical Essay

Purpose: Writing the topical essay aims to help you learn and demonstrate the following writing skills:

- Share your observations of, ideas about, research on, and personal interaction with a subject
- Focus on the subject matter rather than on you as observer or participant-observer
- Consciously incorporate stylistic techniques that contribute to content and reader experience of the text

Instructions: View and follow the detailed guidelines in the Topical Essay Assignment Sheet posted on the course site.

Parameters:

- Length: 1200 words (approximately)
- Research: Essay must include a **minimum of two credible sources**; additional firsthand research is preferable but optional
- Additional Resources: Library, reference librarians, and internet for research
- Annotations: highlight your incorporation of specific stylistic techniques

Grading: For further grading criteria, see the Topical Essay Rubric posted on the course site.

Personal Essay

Purpose: Writing the proposal essay aims to help you learn and demonstrate the following writing skills:

- Compose an essay that delves deeply and insightfully into your personal experience, exploring it in a way that feels relevant and illuminating both to you and your readers
- Consciously incorporate stylistic techniques that contribute to content and reader experience of the text

Instructions: View and follow the detailed guidelines in the Personal Essay Assignment Sheet posted on the course site.

Parameters:

- Length: 1200 words (approximately)
- Research: Optional
- Annotations: highlight your incorporation of specific stylistic techniques

Grading: For further grading criteria, see the Personal Essay Rubric posted on the course site.

Lyric Essay

Purpose: Writing the lyric essay aims to help you learn and demonstrate the following writing skills:

- Compose an essay that experiments in some way(s) with form and genre
- Intentionally bend/break “rules” and “misuse” tools for artistic effect
- Consciously incorporate stylistic techniques that contribute to content and reader experience of the text

Instructions: View and follow the detailed guidelines in the Lyric Essay Assignment Sheet posted on the course site.

Parameters:

- Length: 300-600 words (approximately)
- Research: Optional
- Annotations: highlight your incorporation of specific stylistic techniques

Grading: For further grading criteria, see the Lyric Essay Rubric posted on the course site.

Ethics Manifesto

Midway through the course, compose a succinct manifesto asserting your philosophy regarding the role of ethics in creative nonfiction. This assignment gives you opportunity to

- demonstrate comprehension of the range of issues and perspectives regarding ethics, truth, etc. in creative nonfiction, and
- formulate a personal “manifesto” expressing your position re: ethics in creative nonfiction.

Parameters

- Length: 300 words (approximately); include word count in the top left corner of each draft (along with name and other identifying information).
- Research: You must engage in some way with at least one of the ethics-related readings for this week; additional outside research is optional
- Editing: The ethics manifesto must conform to the English Department standards for editing;

- see detailed information posted on course site.
- Academic Integrity: Must be original material written since the beginning of the course.
- Grading: See Completion Rubric posted on course site.

Tips: Remember that you are not locked in to the position you choose! Your philosophy of and approach to ethics in creative nonfiction may change as your experience changes. Consider what undergirds your position and offer not only the surface but also the “roots” of your position.

Revision Reflection Analysis

Your goal in the final assignment of the course is to notice what you have done in each revision and briefly reflect on any significance or potential impact of your stylistic decisions. You should choose to highlight conscious decisions—deliberate choices that you made to alter style and thereby impact reader experience of the text.

Purpose: The purpose of the assignment is to strengthen your awareness of how intentional stylistic choices during revision can make your writing more effective.

Parameters:

- Choose 3 paragraphs or sections (roughly 100- to 150-words) from each of your revised topical and personal essays in which you feel you’ve made effective stylistic changes (6 sections total).
- Then complete a side-by-side comparison of each with the original draft and offer commentary using tracked changes to include at least three annotations (18 annotations total).

Tips: You may, during the course of your analysis, change your mind about a stylistic decision or realize there are more changes you’d like to make! That’s fine (and normal). Go ahead and do so, but be sure to track the changes so that your instructor can see any further adjustments that you’ve made.

Grading: See Completion Rubric posted on course site.

COURSE SCHEDULE

Format

Everything needed to successfully complete this course in fifteen weeks is explained on the course site. Each assignment has been designed to work together during each week. When studying, be sure to follow the suggested format explained for each lesson.

For this course, students will receive access to each week’s work as the semester progresses. There will be due dates during the week, but most weekly assignments will be due by 11:59 p.m. on Friday. Please refer to the schedule for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 5 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.

Due Dates

All written assignments (outlined below) are to be submitted on the course site by 11:59 p.m. CT on Sundays at the end of each week in which they are assigned, unless otherwise noted.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Unit 1: Introduction to Style

Week 1: What is "style" in relation to the writing situation?

- Read Glaser, Ch 1: 3-18 (WO-1, 2)
 - Complete Style Exercises: Chapter 1 (Exercises 1, 2, 3, & 5) (WO-2)
- Read Glaser, Ch 2: 19-34 (WO-1, 2)
 - Complete Style Exercises: Chapter 2 (Exercise 5: #s 2 & 3 only) (WO-2)
- Read Annie Dillard, "Living Like Weasels" (in Touchstone pp. 148-151) (WO-1)

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Participate in Wk1 Discussion Forum (WO-1)
- Submit Style Exercises: Ch1 (WO-2)
- Submit Style Exercises: Ch2 (WO-2)

Week 2: How does the manipulation of style impact voice in various writing situations?

- Read Glaser, Ch 3: 36-58 (WO-1)
 - Complete Style Exercises: Chapter 3 (Exercises 1, 2, 3, 5, 7, & 9) (WO-1)

Assignments Due Friday

- Submit Self-Analysis of Existing Text (WO-2)
- Submit Style Exercises: Ch3 (WO-1)

Unit 2: Introduction to Creative Nonfiction

Week 3: What is it like to compose a (brief) creative nonfiction text?

- Read Glaser, Ch 4: 59-75 (WO-1)
 - Complete Style Exercises: Chapter 4 (Exercises 1, 4, 6, 7, & 9) (WO-1)
- Read Sample Micro Essays (linked on course site): (WO-2)
 - Yusef Komunyakaa, "The Deck"
 - Li-Young Lee, "One Human Hand"
 - Jamila Osman, "Fluency"

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Participate in Wk3 Discussion Forum (WO-2)
- Submit Style Exercises: Ch4 (WO-1)
- Submit Micro Essay 1 (WO-1, 3)

Week 4: What are the characteristics of creative nonfiction?

- Read and view resources linked on the course site (WO-1)
 - Read Barrie Jean Borich, "What Is Creative Nonfiction?"
 - Read Lee Gutkind, "What Is Creative Nonfiction?"
 - Read Lee Gutkind "The Five Rs of Creative Nonfiction"
 - View Creative Nonfiction PowerPoint Presentation
 - Read Tim Bascom, "Picturing the Personal Essay: A Visual Guide"
- Read style examples (WO-1)
 - Read Brian Doyle, "Joyas Voladoras" (linked on course site)
 - Read Brian Doyle, "Leap" (*Touchstone* pp. 165-166)

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Participate in Wk4 Discussion Forum (WO-1)
- Complete Wk4 Quiz: Creative Nonfiction (WO-1)

Week 5: What does it take to compose and critique a (brief) creative nonfiction text?

- Read Glaser, Ch 5–6: 77-113 (WO-1)
 - Complete Style Exercises: Chapter 5 (Exercises 2 (#2 only), 3, 5, 6, 7 (#2 only) (WO-1)
 - Complete Style Exercises: Chapter 6 (Exercises 1, 2, 4, 6 (#1 only), 7, & 9 (#2 only)) (WO-1)

Assignments Due Friday

- Submit Style Exercises: Ch5 (WO-1)
- Submit Style Exercises: Ch6 (WO-1)
- Submit Micro Essay 2 (WO-2)
- Post essay in Wk5 Peer Critique Forum: Micro Essay 2 (WO-2)

Unit 3: The Topical Essay**Week 6: What is a topical essay, and what are some stylistic techniques useful in this type of text?**

- Read and view resources on the course site
 - Read Philip Gerard, "Taking Yourself Out of the Story: Narrative Stance and the Upright Pronoun" (WO-1)
- Read style examples
 - Read Richard Rhodes, "Watching the Animals" (*Touchstone* pp. 411-419) (WO-2)
 - Read David Foster Wallace, "Consider the Lobster" (*Touchstone* pp. 525-541) (WO-2)

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Post completed critiques and annotated essays for your group peers in Wk5 Peer Critique Forum: Micro Essay 2 (WO-2)

- Participate in Wk6 Discussion Forum (WO-2)
- Complete Wk6 Quiz: Topical Essay (WO-1)

Week 7: What does it take to compose and critique a topical essay?

- Review previously assigned resources

Assignments Due Friday

- Submit Topical Essay (WO-1)
- Post essay in Wk7 Peer Critique Forum: Topical Essay (WO-1)

Unit 4: The Personal Essay

Week 8: What is a personal essay, and what are some stylistic techniques useful in this type of text?

- Read Glaser, Ch 7: 115-130 (WO-2)
 - Complete Style Exercises: Chapter 7 (Exercises 1 (choose four), 2, 4, & 5 (WO-2))
- Read and view resources on the course site
 - Read Philip Lopate, "Writing Personal Essays: On the Necessity of Turning Oneself into a Character" (WO-1)
 - Read Leslie Jamison, "How to Write a Personal Essay" (WO-1)
- Read style example (WO-3)
 - Read Amy Tan, "Mother Tongue" (*Touchstone* pp. 514-519) (WO-3)

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Post completed critiques and annotated essays for your group peers in Wk7 Peer Critique Forum: Topical Essay (WO-2)
- Complete Wk8 Quiz: Personal Essay (WO-1)
- Participate in Wk8 Discussion Forum (WO-3)
- Submit Style Exercises: Ch7 (WO-2)

(Revision Interlude 1)

Week 9: How can revision of content and style strengthen and transform texts? (Part 1)

- Read Glaser, Ch 8: 131-146 (WO-2)
 - Complete Style Exercises: Chapter 8 (Exercises 1 (#2 only), 2, 3 (#2 only), 4 (#3 only), 5, 6, & 7 (#3 only) (WO-2))

Assignments Due Friday

- Submit Style Exercises: Ch8 (WO-2)

Week 10: What does it take to compose and critique a personal essay?

- View Personal Essay PowerPoint Presentation (on course site) (WO-1)
- (Optional) Read Phillip Lopate, "Introduction" to *The Art of the Personal Essay An Anthology from the Classical Era to the Present*

Assignments Due Friday

- Submit Personal Essay (WO-1)
- Post essay in Wk10 Peer Critique Forum: Personal Essay (WO-1)

Unit 5: Ethics in Creative Nonfiction

Week 11: What are some common ethical concerns for writers of creative nonfiction, and how might one approach reading or writing a text in light of these issues?

- Read and view resources on the course site (WO-1)
 - Read Lynn Bloom, “Living to Tell the Tale: The Complicated Ethics of Creative Nonfiction” (linked on course site from *College English* 65.3)
 - Read Sarah Einstein, “The Self-ish Genre” (linked on course site from *Assay* 3.1)

Assignments Due Friday

- Post completed critiques and annotated essays for your group peers in Wk10 Peer Critique Forum: Personal Essay (WO-2)
- Submit Ethics Manifesto (WO-1, 2)
- Submit Topical Essay Revision (WO-3)

Unit 6: Style in Other Genres

Week 12: How does style manifest in other genres (journalism, professional writing, fiction, poetry, lyric/hybrid/experimental forms, etc.)?

- Read and view resources on the course site (WO-2)
 - Read Ander Monson, “Essay as Hack”
- Read Style Examples on the course site (or in Touchstone if noted) (WO-2)
 - Read Diane Ackerman, “Mute dancers: How to Watch a Hummingbird”
 - Read Kathryn Boice, “Miracle Made Manifest”
 - Read Kawlewski, “Black Hole Lullaby”
 - Read Dinty W. Moore, “Son of Mr. Green Jeans” (*Touchstone* pp. 389-395)
 - (Optional): Read Eula Biss, “The Pain Scale” (*Touchstone* pp. 28-42)
- Read Glaser, Ch 9–10: 149-185 (WO-1)
 - Complete Style Exercises: Chapter 9 (Exercises 1 (#2 only), 2 (#2 only), 3 (#3 only), 4 (#3 only), 5, 7 (WO-1))
 - Complete Style Exercises: Chapter 10 (Exercises 1, 2, 4, 6 (#2 only), 7 (#3 only), 8 (#2 only) (WO-1))

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Participate in Wk12 Discussion Forum (WO-2)
- Submit Style Exercises: Ch9 (WO-1)
- Submit Style Exercises: Ch10 (WO-1)

Week 13: What does it take to compose and critique a lyric essay?

- Read Glaser, Ch 11–12: 187-226 (WO-1)
 - Complete Style Exercises: Chapter 11 (Exercises 1 (#2 only), 4 (#2 only), 5, 6 (#1 and #5 only), 7) (WO-1)
 - Complete Style Exercises: Chapter 12 (Exercises 2, 4, 6, 7, 8) (WO-1)

Assignments Due Friday

- Submit Style Exercises: Ch11 (WO-2)

- Submit Style Exercises: Ch12 (WO-2)
- Submit Lyric Essay (WO-1)
- Post essay in Wk13 Peer Critique Forum: Lyric Essay (WO-1)

(Revision Interlude 2)

Week 14: How can revision of content and style *further* strengthen and transform texts?

- Read Jo Ann Beard, “The Fourth State of Matter” (*Touchstone* pp. 1-16) (WO-1)

Assignments Due Wednesday

- Last day to earn bonus points for early posting in the forum.

Assignments Due Friday

- Participate in Wk14 Discussion Forum (WO-1)
- Post completed critiques and annotated essays for your group peers in Wk13 Peer Critique Forum: Lyric Essay
- Submit Personal Essay Revision (WO-2)

Week 15: How can reflection and self-analysis strengthen style?

The final week varies in length based on the semester. Please refer to the Semester Calendars found in the Academic Information section at the top of the course site for details.

- Review previously assigned resources
- Conduct side-by-side comparison of original and revised versions of topical and personal essays

Assignments Due Last Day of Class (check the course site for specific day/date)

- Submit Revision Reflection Analysis (WO-1)