

English 1213.A1 – BAC 204 – T, Th 12:00 – 1:30

Professor: Dr. Richard Cunningham

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COURSE DESCRIPTION

The goal of 1213.A1 for both student and professor is to ensure the student gets a good deal of practice writing. Writing **is** a practice, as opposed to being a body of knowledge such as one would study in a Chemistry, English, or Psychology class. Like learning to ride a bike or play a piano, learning to write requires time and effort spent in practice. And like riding a bike or playing the piano, no writer ever becomes so accomplished in the practice as to render the need to continue practicing unnecessary. ENGL 1213.A1 is designed to get you started in developing some habits of good writing practice. Everyone should leave the course a better writer than she or he was when s/he started. But do not deceive yourself: neither I nor any other professor can make you a good writer. That part is up to you. You can succeed in that goal only if you are willing to learn, and to apply yourself.

Use the menu on your left to access that part of the course about which you seek information, or the date on which a class will occur. You will be responsible for having done the reading linked from a particular date. You must come to class with a copy of the day's reading. So bring your iPad, iTouch, computer, or a printed copy of the poem, prose, or play to class every day. Failure to have a copy of the text with you will adversely affect your participation grade.

REQUIREMENTS

Attendance

Ask not what you can get from the class, ask what you can bring to the class. Get it?

Short Assignments	As assigned	10%
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You will be given short assignments at unannounced moments during the term. There will be no opportunity for making up the marks available in any of these assignments, so if you are not in class on the day one is given out, you need not ask for a chance to do the assignment for grade. The assignments will be designed to test your attention as a reader, your knowledge, your ability to research a topic, and / or your ability to follow instructions.

Narrative	September 23	10%
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Write a short story. Exercise your creativity. Demonstrate your understanding of Aristotle's dictum that every story needs a beginning, a middle, and an end. Demonstrate your ability to anticipate your reader's needs. Demonstrate your ability to interest someone who is not already personally involved in your life and world. Demonstrate your understanding of the English language, and your understanding of the what and the why of this opportunity. Choose any topic you like. Ideally, your story will convince your reader of something (the dangers of . . .? the value of . . .? to be adventurous, cautious, thoughtful, considerate), but this is not a requirement of this assignment.

Research September 30 10%

Find three published articles that can stand as exemplars of writing in your academic major (in other words, your discipline). Explain what makes them exemplary, and do so in a way that communicates your understanding of what is important to your discipline. What do people in your discipline discuss? What methodology or methodologies do they consider most effective? What methodologies do they consider legitimate? Do they use a form of English that is specialized or in some way distinct from the language you would find in a newspaper?

Summary October 12 10%

You will be given a non-fiction and a fiction text to read. As a class we will decide what is important enough to include in a summary of each, and you will then compose the shortest possible summary for each. Your summary will be written in complete, well-formed sentences, and it must communicate **all** of the important elements identified by the class.

Bibliography October 19 10%

You will be given a number of various source text references which you will be expected to turn collectively into a correctly formatted list of bibliographical citations.

Description November 2 10%

When the time comes, I will provide you with an object or a process to describe in detail.

Definition November 16 10%

For this paper you will be required to define a complex, abstract concept.

Proposal November 30 10%

You will format this paper as a formal letter addressed to the appropriate recipient. In it, you will propose a course of action, and it must include the most important element of any proposal: a reasonable, easily understood first step. It can be no more than two pages long.

WebfolioOctober 26 and
December 2

10%

You should start working on this assignment well before the end of term. You will receive instruction on writing on-line as the term and the course progress, and you should act on these instructions as you receive them. As always, this may only be possible if you attend class. The goal of this assignment is to produce a site on which resides all the papers you complete for this course. It will function as a portfolio of your writing, and creating it will afford you opportunities to correct mistakes and respond to the comments you receive on the assignments you submit.

Day & Date	In class	Assignment
Th, Sept. 9	Short assignment distributed	
T, Sept. 14	Course & student introductions	
Th, Sept. 16	Student Introductions; "In Country"; Introducing Narrative	
T, Sept. 21	Narrative; "The Orbital Road"; formatting assignments for 1213.A1; HTML instruction	
Th, Sept. 23	Peer Review	Narrative
T, Sept. 28	Choosing a topic & finding sources	
Th, Sept. 30	Interpreting and citing sources; HTML instruction	
T, Oct. 5	What makes a good summary; reviewing mistakes from Narrative assignment	Research
Th, Oct. 7	Summarizing non-fiction; summarizing fiction	
T, Oct. 12	Peer Review	Summary
Th, Oct. 14	Good practices in formatting on-line documents; software for formatting bibliography citations	
T, Oct. 19	PHP instruction	Bibliography
Th, Oct. 21	Arrangement	
T, Oct. 26	Peer Review	Webfolio
Th, Oct. 28	Describing	
T, Nov. 2	Describing in context	
Th, Nov. 4	Peer Review	Description
T, Nov. 9	Introducing the definition	
Th, Nov. 11	Remembrance Day – no class	
T, Nov. 16	Definition in context	
Th, Nov. 18	Peer Review	Definition
T, Nov. 23	Introducing the proposal	
Th, Nov. 25	Choosing the right reader	

T, Nov. 30	Reading & critiquing proposals	Proposal
Th, Dec. 2	Review and Evaluations	Webfolio