

# ENL 131.10: Academic Writing

UDM Fall 2006-7 3 cr.

Office: Briggs 227

## Course Description / Objectives:

ENL 131 immerses students in college-level researched writing. Students refine their writing process strategies by writing a variety of essays for several rhetorical contexts that require responses to texts, broadly defined, with a special emphasis on decoding the unseen cultural assumptions underlying both written and visual texts. This semester you will learn to:

1. Develop a sound writing process appropriate to the argumentative and analytic nature of most academic writing;
2. Apply critical thinking skills within the conventions of the academic discourse community;
3. Determine the rhetorical situations and contexts for our writing;
4. Further develop awareness and mastery of the standards, conventions, and grammars of English;
5. Cultivate strong academic reading skills for both textual and visual literacy;
6. Conduct research to gather outside sources in support of your own arguments and analyses;
7. Cite from, integrate, and document those sources to avoid plagiarism and be able to employ these skills in English and other disciplines.

## Required Texts/Supplies:

*Writing Arguments: A Rhetoric with Readings, Concise Edition* Third edition, Ramage, Bean, Johnson, eds.  
*A Writer's Reference*, Diana Hacker  
An email account  
A sturdy two-pocket folder  
A PC formatted disc  
Handouts

## Course Web Sites:

In an effort to provide easy access to resources and to facilitate communication between all of its members, this course has a web site: <http://weatherr.faculty.udmercy.edu/ENL131/Home.html>. In addition to information about the course, the web site includes links to online writing resources and exercises. Our textbook also has a very useful web site at [http://wps.ablongman.com/long\\_ramage\\_wa\\_6](http://wps.ablongman.com/long_ramage_wa_6)

## Assignments

### A. 3 Essays (450 points total, 45% of final grade)

You will be required to write 3 out-of-class essays over the course of the term. A sample of proper essay format is included in this syllabus. Only papers written in the proper format will be accepted.

Essay 1: 4 to 5 pages / 100 points  
Essay 2: 5 to 6 pages / 150 points  
Essay 3: 6 to 8 pages / 200 points

**All your prewriting and drafts, and 2 copies of each essay** must be placed in your two pocket folder and turned into me **at the beginning of class on the due date**. Papers turned in during the middle or at the end of a due-date class will be considered late.

### B. In-Class Participation (100 points / 10% of final grade)

This course is designed to be discussion- and student-driven; it is not, primarily, a lecture-based course. Therefore, your individual participation in the class is directly linked to the value you will get out of the class. Baseline ("C" level) in-class participation requirements include coming on time to each class session having completed all readings and assignments.

Contributing interesting and thoughtful comments during most classes will raise your participation grade to a "B." Consistent contribution of interesting and thoughtful comments and providing leadership in class discussions and activities will raise your participation grade to an "A." You also will be required to attend three, individual, out-of-class paper conferences with me. Any absences for official UDM activities (fine arts performances, athletic events, etc.) must be pre-arranged with me prior to the day(s) you will be gone. After **6 excused or unexcused** absences, you will be asked to drop the class.

Because I expect a great deal of participation from you as a student, you may expect a great deal of participation from me as a teacher. This includes holding regularly scheduled office hours and being available outside those office hours for additional appointments, providing extended office hours for conferences about your papers, and access to me via email and telephone. I very much welcome the opportunity to get to know and to work with you on an individual basis.

### C. Homework, In-Class Assignments and Quizzes (150 points / 15% of final grade)

Throughout the term, homework exercises, in-class assignments and quizzes will be given. If you have an excused absence, you have one week to make up all missed work. No make ups are allowed for unexcused absences.

### D. Peer and Group Work (100 points / 10% of final grade)

ENL 131 is taught using peer and group critiques in which students read and respond to their classmates' writing. The reason for this is two fold: first, the academic discourse community, of which you are now a part, is one in which writers use and respond to their peers' writing by means of research, debate, publishing, and so forth. In academia, work is considered most valuable when it is shared with readers. Second, feedback on your writing at all stages of the writing process from readers who know what you are trying to accomplish is extremely helpful. Your peers can be a source of ideas, clarification, advice, and knowledge. Similarly, by reading other students' work, you frequently see things about the assignment or about your own ideas and writing that you otherwise might miss. Writing also is a process that involves revision—your ideas, organization, support, and style will develop as you receive feedback from others who are interested in your work (**short translation: feedback = better papers = better grades**).

During peer and group critiques you are expected to have your own work completed and ready to distribute, to read your classmates' writing thoughtfully and thoroughly, to provide your classmates with verbal and written analyses and suggestions, and to receive, evaluate and use their feedback. All critique should be given and taken with the intention of helping one another write better essays. To critique is not the same thing as to criticize: criticism finds fault; critique both brings to light the strengths of a piece of writing, and identifies and provides solutions for its problems.

### E. Portfolios (200 points / 20% of final grade)

At the end of the term you will choose two of the essays you have written over the semester to revise. These revised essays will be submitted as your Final Portfolio to my mailbox in the CLAE office no later than 11:00 am on Tuesday, 12/12/06. No prewriting or drafts need be included in the portfolio, and only one copy of each essay is required. There is no final exam in this course.

## Course Policies

### A. Grading Scale

925-1000 points	A	725-774 points	C
895-924 points	A-	695-724 points	C-
875-894 points	B+	675-694 points	D+
825-874 points	B	625-674 points	D
795-824 points	B-	< 625 points	F
775-794 points	C+		

Final grades are determined using a point system. There are 1000 potential points to earn over the course of the semester. Your total earned points are divided by 1000 resulting in a percentage that equals your final grade. For example, if your total points earned are 900/1000, your final percentage is 90% which is an "A-". If your final points end in a number equal to or greater than "5", your percentage will be rounded up (e.g., if your final points are 825/1000, your percentage will be rounded up to 83% which is a "B"). On the other hand, if your final points are 824/1000, your percentage will be rounded down. It will be 82%, which is a "B-".

## B. Late Papers Policy:

Papers drop one grade step (e.g., from an A to an A-) for every day they are late. If you are having difficulty with an assignment, please contact me BEFORE the due date to receive assistance.

## C. Plagiarism Policy:

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts. Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation. Students are advised always to set off another writer's exact words by quotation marks, with appropriate citations. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when using them in one's own writing. Whenever in doubt, cite the source. Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. Any student caught plagiarizing material in this class—**intentionally or unintentionally**—will receive an automatic "F" for the assignment. A second episode of plagiarism and that student will receive an "F" for the course and his or her case will be referred to the appropriate dean. Plagiarism, or any act of academic dishonesty, can result in dismissal from the University. If you have any questions about what constitutes the proper or improper use of outside sources, please see me for clarification.

## D. Racist/Sexist/Homophobic Language Policy

While no subjects are off limits for discussion in this course, the abusive use of racist, sexist, or homophobic language has no place in ENL 131.

## E. Writing Center

The McNichols campus Writing Center is located in Briggs 225. It is open Monday through Friday. Writing Center tutors can provide students with free assistance in generating ideas, organizing a paper, developing support, writing clearly, and a host of other useful activities. To schedule a session with the WC tutors, visit the web site <http://ids.udmercy.edu/twc/>.

## F. English Major Senior Portfolio

Upon declaring the major, English majors begin keeping a portfolio of their writings completed in English courses. The portfolio is to be kept by each student's adviser and is submitted to the Department the eighth week of his or her last semester, senior year. The portfolio is required for graduation. **All current and potential English majors in this class should keep essay assignment sheets and the copies of their essays with my written comments on it to give to their advisors.** More information about the English Major Senior Portfolio can be found at: <http://liberalarts.udmercy.edu/english/portfolioguidelines.htm>

## G. Course evaluations

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete an online course evaluation. You will receive e-mails explaining how to complete the evaluation online. In addition, I will remind you of the deadline for completing this course requirement. After each semester the English Department and I carefully review your comments re: what works well and what can be improved in my courses. Past student comments in ENL 131 have led to changes in paper due dates, texts taught, types of assignments, etc. The bottom line: although it might take a bit of effort to complete evaluations, I and the Department very much appreciate your willingness to do so and the time you put into the process.

## H. Students With Disabilities

If you need accommodations because of a documented disability, and/or if you have medical information to share with me, please discuss this with me before our second class meeting. Please feel free to e-mail me as well. Students with disabilities who are seeking accommodations must contact the UAS/Disability Support Services Office to register for services, and to request accommodations each semester. Every effort is made to ensure equal access to programs and activities, both academic and extra-curricular. If you have not already obtained proper documentation from UAS/Disability

Support Services, please contact Emilie Gallegos, Director of University Academic Services/Disability Support Services, at (313) 578-0310 or [gallegem@udmercy.edu](mailto:gallegem@udmercy.edu).

## I. Extra Credit

Throughout the semester we will be working together on the clarity and grammatical correctness of your writing. You may earn extra credit in this class by completing online grammar and sentence structure exercises located at <http://owl.english.purdue.edu/handouts/grammar/>, <http://www.bedfordstmartins.com/hacker/exercises/> and <http://grammar.ccc.commnet.edu/grammar/>. After you have completed several exercises, print out your results and turn them in for up to 20 points extra credit.

## Course Schedule

Below is a detailed course schedule for the semester. Unless otherwise indicated, all course readings will from *Writing Arguments* (WA) and handouts. Unless otherwise stated, assigned homework should be completed by the beginning of the next class period. Homework exercises should be typed and saved on your disc, as well as handed in.

- T 9/5 Introduction: Syllabus and Course description  
Your goals for the course  
Skills lecture: Rhetorical Triangle, Discourse Communities
- HW:** 1. Read Ch. 1 of WA, pp.3-18  
2. Identify at least 5 different discourse communities to which you belong. Write one-paragraph (75-100 words) about EACH community and how it uses language
- Th 9/7 Discuss Discourse Communities  
Skills lecture: Academic Discourse community, Writing Process
- HW:** 1. In at least 150 words, describe your current writing process, please be honest  
2. Read Ch. 4 and Appendix 1 of WA, pp. 65-75, 272-277
- T 9/12 Skills Lecture: The Appeals—Logos, Pathos, and Ethos
- HW:** 1. Find an example from current print media (articles, advertisements, etc.) in which you feel the creator is using one of the appeals successfully.  
2. Find an example from print media of a logos fallacy
- Th 9/14 Discuss examples of logos, pathos, and ethos; usage exercises; subject verb agreement
- HW:** Read pp.43-54 of WA
- T 9/19 Introduce Assignment #1  
Skills Lecture: Prewriting / Invention
- HW:** Read Chapter 2 of WA, pp. 19-42
- Th 9/21 Skills Lecture: Critical Reading – Reading as Believing and Doubting  
In-class analysis of an article (to be provided) using Believing and Doubting
- HW:** 1. Read pp. 288-295 and 264-269 of WA  
2. Read all articles for Assignment #1 (handouts)  
3. Write a one-paragraph (150-250 words) summary of selected articles (tba; use model on p. 26 WA)  
4. Read selected articles as a doubter, come up with at least 5 objections / questions for each select article (see pages 28 and 33-34 for sample objections/questions)
- T 9/26 Discuss articles  
Discuss sentence mechanics; active versus passive voice; pronouns  
Skills Lecture: Developing a Thesis, Outlining, Moving beyond the 5-paragraph essay
- HW:** Do 3 forms of prewriting for Ass #1 (to be turned in, so make a copy for yourself)

- Th 9/28      **Class meets from 10:30-11:20 due to Celebrate Spirit**  
 Skills Lecture: Developing a Thesis, Outlining, Moving beyond the 5-paragraph essay, continued
- HW:**      Generate thesis statement and outline for your first essay. Make 4 copies (one for you, one for me, two for your classmates).
- T 10/3      In-class peer critique thesii and outlines  
 Topic sentences; developing paragraphs; commas
- Th 10/5      Introduction to Using and Documenting Sources--Summary, Paraphrasing, Quoting, MLA Citation  
**Sign up for individual conferences for Tuesday, Wednesday, or Thursday**
- HW:**      1. Have 2-3-page rough draft for individual conference  
 2. Have 3-page rough draft for in-class peer critique on **Thursday**
- T 10/10      Using and Documenting Sources--Summary, Paraphrasing, Quoting, MLA Citation, continued  
**MLA Documentation Quiz, open book (so bring WA with you!)**
- Th 10/12      In-class peer critique of Ass #1  
 Grammar review (1970s flashback☺)
- HW:**      Read pp. 282-288 WA
- T 10/17      Complete Writing Process Report in class  
 Turn in Ass #1 (be sure to include all prewriting and drafts, as well as **2 copies** of the final essay in a 2-pocket folder with your name and phone number printed on its front cover. **Please STAPLE all individual drafts and essays separately**)  
 Introduce Ass #2  
 Skills Lecture: Evaluating Outside Sources
- HW:**      Find 3 online and/or print sources that would NOT be acceptable support for an argument written for the academic discourse community. List the main reasons why each source would be unacceptable. Each analysis should be at least 100 words long. Bring the print sources and/or online urls and reasons to class to turn in
- Th 10/19      Discuss bad outside sources  
 Consistent use of verb tenses; prepositional phrases
- HW:**      1. Select and bring your magazine to class on Tuesday  
 2. Read articles for Assignment #2 (handouts)
- T 10/24      Discuss articles and magazines  
**Sign up for individual conferences for Thursday, next Tuesday or next Wednesday**
- Th 10/26      Skills Lecture: Paragraphing, Introductions and Conclusions
- HW:**      1. Bring outline 3-page rough draft to your conference Thursday, next Tuesday or next Wednesday; draft should include an introduction.  
 2. Bring 3-page rough draft to class on Tuesday for in-class peer critique
- T 10/31      In-class peer critique of Ass #2 (including chain analysis of paragraphs, intros and conclusions)
- Th 11/2      Complete Writing Process Report in class  
 Turn in Ass #2 (be sure to include all prewriting and drafts, as well as **2 copies** of the final essay in a 2-pocket folder with your name and phone number printed on its front cover. **Please STAPLE all individual drafts and essays separately. PLEASE INCLUDE MAGAZINE AS WELL!!**)  
 Introduce Ass #3  
 Skills Lecture: Researched Arguments vs. Research Papers, Annotated Bibliography
- HW:**      1. Review annotated bibliography web site <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

2. Read Ch 11 of WA VERY THOROUGHLY, pp.174-192

- T 11/7 Skills lecture: Definition Papers; Effective Word Choice
- Th 11/9 Library Research and SearchQuest Workshop (meet in McNichols Library, first floor)  
<http://image.udmercy.edu/library/searchquest/>
- HW:** 1. Produce an annotated bibliography for Ass #3 of 10 or more sources. Your bibliography must contain at least 6 print sources (books, journal articles, newspapers, etc.) You may find these hard sources online, but they cannot be web sites in and of themselves. The other four sources, however, maybe web sites. Make 3 copies, one for you, one for me, one for classmates. **Due Tuesday, 11/21**  
2. Read first assigned of articles (tba, handouts)
- T 11/14 Discuss first group of readings
- HW:** 1. Read remaining assigned articles  
2. Write a 2 paragraph (at least 300 words) first draft of your definition that includes all necessary and sufficient criteria
- Th 11/16 Discuss remaining readings, definitions  
**Sign up for individual conferences for Tuesday or Wednesday**
- HW:** 1. Read "Revision Strategies of Student Writers and Experienced Adult Writers" by Nancy Sommers (handout)  
2. Bring revised definition paragraphs, a thesis and an outline of your essay to class on Tuesday. **If you are meeting with me before class, bring them to your meeting first.** Use one of the organizational plans on pp. 188-189 of WA for your outline. Be sure to keep a copy of all materials for yourself
- T 11/21 Discuss annotated bibliographies  
**Quiz on Sommers's article (closed book)**  
Discuss Sommers's article  
Skills Lecture: Global Revision
- HW:** Bring 6-page rough draft of Ass #3 to class on Tuesday
- Th 11/23 Class canceled, Thanksgiving break
- T 11/28 In-class peer critique of Ass #3
- HW:** 1. Bring copies of Ass #1 and Ass #2 with your to class on Thursday 11/30
- Th 11/30 Complete Writing Process Report in class  
Turn in Ass #3 (be sure to include all prewriting and drafts, as well as 2 copies of the final essay in a 2-pocket folder with your name and phone number printed on its front cover)  
Skills Lecture: Diagnosing 131 essays  
In-class diagnosis your Ass #1 and Ass #2
- T 12/5 In-class Peer Review Portfolio Essay choice #1 (be sure to bring a clean copy of this essay to class)
- Th 12/7 Last day of class, Complete course evaluations  
In-class Peer Review Portfolio Essay choice #2 (be sure to bring a clean copy of this essay to class)
- T 12/12 Final Portfolio due in my mailbox in the CLAE office no later than 11:00 a.m. on Tuesday, 12/12

## Grading Categories and Standards:

In order to explain both the strengths of your papers as well as what you may do to improve your writing, it is helpful for us to share a set of analytical or descriptive terms that can be used to discuss important dimensions of a text. These terms describe important characteristics of all university-level writing.

**COGENCY:** The insight and vitality of the paper's argument or analysis

Strong: Paper's argument or analysis is insightful, vigorous, and potentially compelling.

Acceptable: Paper's argument or analysis is plausible, clear, and consistent.

Weak: Paper's argument or analysis is implausible, unclear, incomplete, or inconsistent.

**SUPPORT:** The extent to which the paper's assertions are supported with examples, evidence, or reasoning which are appropriate for an academic audience

Strong: The paper's argument or analysis receives full and convincing support.

Acceptable: The argument or analysis receives credible support.

Weak: The argument or analysis receives inadequate, unconvincing, or irrelevant support.

**CONTROL:** The organizational quality of the paper, both in terms of its overall structure and of its individual paragraphs

Strong: The paper is well-structured; its form at all levels contributes to its purpose.

Acceptable: The paper is generally well-structured, with few flaws in its overall organization or its paragraphing,

Weak: The paper is poorly structured; organizational flaws undermine its effectiveness.

**ADDRESSING THE ISSUE(S):** The extent to which the paper explores the issue(s) set forth in the assignment and addresses all aspects of the writing task

Strong: The paper addresses the assignment in depth, thoroughly exploring the complexities of the issue(s).

Acceptable: The paper addresses the assignment and recognizes the complexities of the issue(s).

Weak: The paper treats the assignment in a superficial, simplistic, or disjointed manner.

**STYLE:** The effectiveness of the paper's sentence-structure, word choice, fluency, and tone in terms of its purpose and intended audience

Strong: The sentence-structure, word-choice, fluency, and tone of the paper enhance its effectiveness and reinforce its purpose.

Acceptable: The sentence-structure, word-choice, fluency, and tone of the paper contribute to its effectiveness and adequately support its purpose.

Weak: The sentence-structure, word-choice, fluency, and tone of the paper detract from its effectiveness or are inappropriate to its purpose.

**GRAMMAR & MECHANICS:** The quality of the paper at the surface-level: syntax, grammar, spelling, punctuation, and format

Strong: The paper is nearly impeccable in its syntax, grammar, spelling, punctuation, and format.

Acceptable: Sentence-level errors do not seriously detract from the paper's effectiveness.

Weak: Sentence-level errors are so frequent and disruptive as to detract from the paper's effectiveness.

#### **“A” WRITING:**

The author responds to the assigned topic in a consistently forceful manner that is not only thoughtful but original and thought-provoking. The author addresses the issue(s) raised in the assignment in a provocative, controlled manner. The author fully responds to the writing task, demonstrating a mature knowledge about the subject and a astute sense of its impact on the reader. The argument receives full (and fully convincing) support. When the author employs outside sources, he or she is critical and confident concerning their use, and employs them to further his or her own authority and point of view. All sources are documented properly. He or she employs a style that reinforces the paper's effectiveness and advances its purpose within the context of the academic discourse community. Surface errors do not exist; the reader is left free to enjoy the author's ideas and the intellectual force of the writing.

#### **“B” WRITING:**

The author responds to the assigned topic in a thoughtful and direct manner; the paper demonstrates a strong and consistent point of view. The paper fully responds to the writing task and explores the complexities of the issue(s) raised. The author demonstrates reliable knowledge about the subject and good sense about its impact on the reader. The

argument or analysis receives relevant support; the author includes enough well-chosen materials or details to convincingly support what he or she is trying to do. If sources are used, the author incorporates them to further his or her own authority and point of view. All sources are documented properly. The author demonstrates a good sense of organizational control: the paper's form directly contributes to its purpose; transitions are purposeful. The author directs the reader's attention through the unfolding work. He or she employs a style that is appropriate and furthers the purpose of the paper. Surface errors are infrequent and inconsequential: the reader is left free to consider global matters, hardly ever distracted by surface matters. The author's meaning is always clear.

#### **“C” WRITING:**

Offers a competent if occasionally limited argument/analysis in a direct response to the assignment topic. The argument or analysis is plausible, clear, and generally consistent. The paper responds to the writing task and recognizes the complexities of the issue(s) raised in the assignment. The author does not just go through the motions, but cares about his or her subject and its impact on the reader. The argument or analysis receives credible support; the author includes enough material or detail to support what he or she is trying to do. When used, sources are reasonably well-subordinated to the author's purpose and usually documented properly. The author displays competence in overall organization, paragraph development, and logical transition, even if it occasionally exhibits organizational or argumentative/analytical weaknesses. The author demonstrates structural control (the readers know where they're being taken and why). The language used supports the author's purpose and is appropriate within the academic community. Occasional surface errors don't seriously detract from the paper's purpose or significantly interfere with the reader's comprehension of the essay.

#### **“D” (No PASS) WRITING**

Will offer a limited argument/analysis in response to the assignment, marked by several of the following weaknesses: The paper lacks the cogency and purpose necessary for competent college-level writing; it has an implausible, unclear, incomplete, or inconsistent argument, or analysis and fails to exhibit careful thinking. The paper treats the issue(s) simplistically; the argument/analysis generally overlooks the complexity of the issue(s) raised. The author doesn't care enough about the subject or the reader's expectations, and may fail to respond to all aspects of the writing task. The paper has inadequate, unconvincing, irrelevant, or derivative support--it accumulates (often paragraph by paragraph) derivative and/or anecdotal examples without integrating them into a focused argument/analysis. The author relies on inappropriate or weak examples or reasoning to support the overall discussion. The author pieces together writing from secondary sources without using it in the service of his or her own argument or point of view. Alternatively, the author may not include enough material or detail to support the purpose of the paper. The paper lacks structural fluency: organizational flaws cause a lack of overall coherence, undermining the paper's purpose. The reader is often puzzled by the course the paper takes, or the paper relies too exclusively on formulaic organization, thereby becoming stilted and predictable. The essay exhibits an inappropriate style or tone that detract from the purpose and are inappropriate in terms of the academic discourse community. Mechanical errors detract from the paper's purpose or interfere with the reader's comprehension. Significant problems in wording or syntax make the writing unclear or confusing.

#### **“F” WRITING:**

Compounds the weaknesses of D writing, to the point that the paper seems beyond the scope of the normal revision process: an author who has otherwise demonstrated some capability would do well to reconsider the whole enterprise from scratch. Specifically, F writing will: Fail to recognize or adequately respond to the writing task; be far too general or present a careless, simplistic discussion of the issue/s; rely on remarkably weak or inappropriate examples; have little controlling organization or logical coherence; and have serious and extensive flaws in syntax, grammar, or usage.

OFFICE OF THE REGISTRAR  
**Important Dates - Fall 2006-2007**

March 13	Advising Begins For Term I Fall 2006-2007
March 20	Registration Begins For Term I Fall 2006-2007
July 24	Account Statements Mailed to All Students Registered By July 24
August 22	Fall Tuition Payment Due - Last day for mail-in payments
August 23 - September 1	In-person Registration (Payment Required)
September 1	Registration Ends* (Web closes at 5:00 p.m.)
September 1	Last Day to Make Payment For Term I Fall 2006-2007 Without a Late Fee Assessment
September 1	Drops for Non-Payment at Close of Business
September 2 - September 4	Labor Day Holiday (UNIVERSITY CLOSED)
September 5	CLASSES BEGIN*
September 8	Registration Ends For Weekend College Classes
September 8	Last Day to Declare Audit or Pass/Fail Option
September 8 - 9	Weekend College Classes Begin (11 Week)
September 12	Last Day to Add a Class**
September 12	Last Day For 100% Refund *(NON-WEEKEND)
September 13 - 19	75% Refund Period*
September 20 - 26	50% Refund Period*
September 27 - October 3	25% Refund Period*
September 29	Last Day to Drop a Course Without a "W"*
September 29	Deadline For December 2006 Graduation Applications
October 6	Deadline For "I" Grades From Term III Summer 2006-2007
October 24	Mid-term Grades Due From Faculty
October 30	Advising For Term II Winter and Summer 2006-2007 Begins
November 6	Registration For Term II Winter and Summer 2006-2007 Begins
November 17 - 18	Weekend College Final Exams (11 Week)
November 20	Last Day to Withdraw From Class*
November 23 - 26	Thanksgiving Recess (UNIVERSITY CLOSED)
December 1	Weekend College Intensive Courses Begin
December 11 - 16	Final Exam Week*
December 16	Official End of Term I Fall 2006-2007
December 18	Grades Due For Term I Fall 2006-2007

Chris Detroit  
ENL 131.10: Assignment #1  
Weatherston  
September 16, 2005

### 131 Essay Format

Please use the format illustrated by this page for each of your out-of-class essays.

Heading information is to be single-spaced and include your name, the assignment number, "ENL 131.10," my name, and the date. The rest of your paper should be double-spaced. Your title should relate to the topic or point of the paper, and should be underlined or italicized—please do not simply restate the writing prompt! Note that there is no page number needed on the first page, but please put your last name and the page number in the upper right hand corner of each following page like this: Detroit 2, Detroit 3, and so on.

All margins (top, bottom, right and left) should be set at one inch. While you are not required to use this particular font, you are required to make sure your preferred font does not exceed this point size. Remember, 4-6 pages means 1000-1500 words, minimum. 2 copies of each assignment must be turned in inside of a two-pocket folder with your section number, name and phone number printed on the outside cover. **Please be sure to staple all drafts separately and ahead of time**, and always keep at least one extra hard copy of your papers for yourself.

After each essay is turned in, I will ask students who completed the assignment most successfully to share their papers with the rest of the class. I will post the best essays from each assignment online. While "Best Of" essays are not intended to be lock-step models for you to try and copy exactly, they will provide examples of arguments that address the issues in each assignment in articulate thoughtful ways. They should also assist you as you consider revisions strategies for your end of semester portfolios.