

**Fall 2008 ~ WR 90: Writing 90**

- Instructor:** Dr. Martha J. Bianco
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- Phone:** (503) 706-8641
- Class Website:** MyPCC : Courses : WR 90
- Time & Place:** Fridays, 9-11:50 a.m., SE Center/Tabor Rm 144
- Office Hours:** I do not have an office on campus; however, I can make myself available before class in our classroom, from 8-9 a.m., and in the Great Hall from 12:30-1:30 p.m. In general, I suggest you make arrangements to meet me during these times unless you need me for something quick and simple. Expect a fairly prompt response if you contact me by e-mail.

**COURSE DESCRIPTION:**

WR 90 is the bridge between basic writing/reading skills and WR 115; **you must pass this course with at least a C in order to be eligible for WR 115.** This course covers:

- ✓ grammar, punctuation, sentence structure, and paragraph development
- ✓ reading techniques and responding to readings through writing and discussion
- ✓ paper formatting, spell- and grammar-check techniques, proper citation, and use of basic reference materials
- ✓ steps in the writing process and college essay development
- ✓ critical thinking and student success strategies

Students will:

- ✓ work on grammar, punctuation, and spelling exercises
- ✓ maintain a writing journal
- ✓ write & revise a variety of written works, from sentences to paragraphs and two-page essays
- ✓ use writing and participate in classroom discussions to respond thoughtfully to readings
- ✓ practice the steps of the writing process, from prewriting to revision to final essay
- ✓ meet with the professor at least twice a term for individualized, one-on-one sessions
- ✓ produce a college-level, properly formatted and typed two-page college essay, revised and edited to final form, including appropriate citations as needed

**COURSE PREREQUISITES:**

Writing COMPASS score of 42-69 or successful completion of WR 80 with a C or better AND Reading COMPASS score of 66-81 or successful completion of RD 80 with a C or better.

**TEXTS:**

**Required:** *Sentences, Paragraphs, and Beyond: With Integrated Readings, 5<sup>th</sup> Edition*, by Lee Brandon and Kelly Brandon. Published by Cengage Learning, © 2008. ISBN: 0618767835. Note: Text is in the bookstore, but you may be able to find cheaper versions online. Just make sure you get the **5<sup>th</sup> edition**.

**Required:** *Merriam-Webster Collegiate Dictionary, Eleventh Edition*. This will be available in the bookstore. With the purchase of this book (which comes with a CD-ROM), you will get a **free** year of Merriam-Webster's on-line subscription, giving you free access to Merriam-Webster's thesaurus, encyclopedia, medical dictionary, atlas, Spanish and French dictionaries, and style guide. **You may substitute another current collegiate dictionary; I will want to look it over and approve it.**

**Optional:** A good collegiate thesaurus, such as Roget's or Merriam-Webster's.

**OTHER REQUIRED MATERIALS:**

- ✓ Three pocket folders (like Pee-Chees) for turning in class assignments (these usually cost less than \$1)
- ✓ Writing and study supplies:
  - ✓ lined notebook paper for taking notes and writing essays in class
  - ✓ highlighter(s)
  - ✓ presharpener pencils (please do not use class time to sharpen pencils)
  - ✓ blue- or black-inked pens
  - ✓ optional: eraser
  - ✓ optional: "Wite-Out" liquid or tape
- ✓ **Two** lined composition books (black marble type) for journaling
- ✓ A removable or permanent storage disk (e.g., flash drive) for maintaining digital copies of all your work:  
**Always back up your work!**
- ✓ A MyPCC e-mail account (you should automatically receive one when you register)
- ✓ Computer and Internet access (PCC computer lab, at home, at work, library, etc.)

**STUDENT EXPECTATIONS:**

**Academic Honesty: Give credit where credit is due.** Like all institutions of higher learning, PCC has a specific policy regarding academic honesty. We will study plagiarism throughout the term. If you engage in academic dishonesty of any kind, you will receive a verbal warning and, depending on circumstances, any of the following: an "F" on the assignment; an "F" in the course; or even suspension from the College.

**Attendance: Be in class.** Attendance is mandatory. You get a total of one excused absence (a physician's note is required) and one unexcused absence. Your grade decreases by 5 percentage points for each additional absence. **Only students with 0-1 absences may receive an A for the term**, no matter what your grade would otherwise be.

**Tardiness: Be on time and stay till the end.** Students who come into class late or leave early disrupt the flow of class for everyone. You may arrive up to 15 minutes late or leave up to 15 minutes early a total of two times; your grade decreases by 2.5 percentage points for each additional 15 minutes of late arrival or early departure. For timing purposes, I use my cell phone. Your cell phone should have the same time on it. **Only students with 0-1 late arrivals or early departures may receive an A for the term**, no matter what your grade would otherwise be.

**Cell Phones & MP3 Players:** The use of cell phones (incl. texting), PDAs, mp3 players, or other electronic devices is prohibited in class. Set your phones to vibrate and store all electronics in your backpack. **(1) If you forget to silence your phone at the beginning of class, it will be confiscated for the rest of the class period if it rings. (2) Anyone using a an electronic device in class will be asked to leave, and the time lost from class will count as a full absence, with percentage points deducted as indicated above.** You are allowed one free infraction of either rule.

**Assignment Due Dates:** I cannot accept late work, so unless I specify otherwise, all assignments are due in class at the beginning of the session. No points will be awarded for late assignments. Unless specified as part of an assignment, do not e-mail assignments to me. Please contact me in the case of an excused absence.

**Assignment Format: Take specific instructions seriously and be sure to follow the writing guidelines (below) and grading rubric provided for assignments.** I have a reason for every requirement, and this is always to make your learning experience of the highest quality possible.

**Class E-Mail and Web Site: Read your e-mail** and check the class web site regularly. Be sure to check the MyPCC course web site and your e-mail for this class on **Monday, Thursday, and Friday** evenings, at the least.

**Withdrawing:** You are responsible for **withdrawing** from this class by the appropriate deadline (Oct. 17).

**Contact Me!! When in doubt, ask!** I am very responsive to students' questions, requests, and concerns. You can *always* get a hold of me at [biancom@q7.com](mailto:biancom@q7.com) or e-mail me right from the MyPCC web site for this class. Please feel free to contact me whenever you like. I respond quickly and enjoy e-mailing and chatting electronically with students. You can also call me 24/7 at 503-706-8641. If I am busy or unavailable, *I don't answer the phone, so please don't worry about bothering me!* Leave me a message, and I'll get back to you. I am also available for regular chat sessions on MyPCC; check for times in the **Announcements** section of the MyPCC class web site.

**HOMEWORK, EXERCISES, READINGS & OTHER ASSIGNMENTS:**

Each week, you will be given specific details and instructions regarding your homework and other assignments. That detailed information is provided here in the syllabus for Week 1 only. The rest of the schedule in the syllabus provides a tentative guide primarily to topics we will cover and to major assignments. More detailed information will be handed out at the beginning of each class and will also be available on line at MyPCC. My main reason for not laying out the specifics of all the homework far in advance is so that I can customize and accommodate the assignments to meet the needs of the class. I will not want you to be either bored by having too little work that is not challenging enough or overwhelmed by having too much work that is much too difficult. The work we will do in this class will generally consist of most or all of the following:

- **Readings** out of the textbook, which will include information about the subject matter as well as reading passages specifically designed to provide practice in “reading to write.” **Reading responses** (discussed below) will be based on these reading passages.
- **Textbook exercises** done both in class and at home. For the most part, the exercises are meant to reinforce grammar, punctuation, spelling, and other writing-related skills you will learn about in class and from the text. We will do exercises in class, and some of what we don't finish will be posted as homework on MyPCC, so always be sure to check MyPCC by the end of the day on Friday.
- **On-line exercises** will also be available in order to provide reinforcement of the material covered in the text and in class. Access these from our class's MyPCC site, as well.
- **Writing** (and a lot of it, too!) constitutes by far the bulk of the work you will do in this class. Many students comment that they “hate to write” or “don't know how to write.” As with so many things in life, the more you practice, the better you will become. By the end of this term, writing should be second nature to you, not a dreaded, alien task. The types of writing you will do will include:
  - **Free-write journaling** (discussed below)
  - “**Microthemes**,” a mini-essay assigned at the beginning of each chapter of the text. These mini-writing pieces consist of two parts: (1) writing 80 to 100 words on an easy topic, and then (2) returning to what you wrote *after* you have studied the chapter, applying what you have learned in that lesson (for example, circling all of the adjectives in your mini-essay). This process helps connect your text-studying to your writing. Microtheme work will be done both in class and at home.
  - **Reading responses** will involve reading a short piece of fiction or nonfiction and then summarizing, outlining, reacting to, or otherwise responding to what you have read. Expect to engage in **classroom discussion** of these readings, as well.
  - **Photo responses** will be very much like the reading responses, except you will respond to a photo rather than a reading. This provides you the opportunity to practice writing in response to something other than the printed word.
  - Half of your grade will be based on your developing and polishing **several paragraphs** (about 100 words each) and **short essays** (approximately 500 words each). These pieces must always be prepared using the assignment's grading rubric and following the Writing Guidelines laid out on page 4 of this syllabus; all such assignments will be preceded by “**WG**” to help prevent confusion.

Please note that as a general rule, college students are expected to do three hours of homework for each one hour of time spent in class each week. Since most students work and/or have families, I will try to keep your homework load as reasonable as possible – but please be forewarned! Be sure to let me know if you become overwhelmed!

**JOURNALING:**

Purpose: We will discuss the purpose of journaling in class, but, briefly, it is to provide you with ongoing practice in expressing yourself in print *and* to give you handwriting practice so that you become more fluent in your penmanship.

Procedure:

- You are expected to engage in free-writing journaling at least four days a week, writing at least one page per day.
- Please use one of the two “black-marble” composition books (see “Other Required Materials” on p. 2).
  - **Always bring the composition book containing the week's journaling to class, because you will be randomly called upon to turn in your journal** (in which case, please continue journaling in your second composition book).
  - If you don't have your journal with you when your name is called, you'll receive an automatic zero.
- Although I am pretty good at reading most students' handwriting, please try to write as legibly as possible while still remaining relaxed (journaling should *not be* a stressful process!).
  - You may journal using pen or pencil.
  - Erase or “wite-out” any errors that you feel could interfere with the readability of your writing.
- You will not be graded on spelling, punctuation, or grammar, although if I am unable to make heads or tails out of what you have written, you will not receive full credit.
- Each week, you will be given a topic or theme to help guide your journaling for that week.
  - Address the theme or topic given for at least 80-100 words; then, after you have done so, you are free to go “off topic” and write about anything you desire.
  - Please express yourself freely; your journaling will remain entirely confidential, and you will never be marked down for your opinions. Don't worry about being “right” or “wrong” in your journal

**Please note that outside of journal writing, unsubstantiated opinions should not constitute the bulk of your college writing, in this class or in others!**

**WRITING GUIDELINES:**

You will do a lot of writing, both in class and outside of class. Unless indicated otherwise, in order to receive full credit, for any assignment marked “**WG**” the assignment must:

- be turned in, in the **appropriate folder**
- be **typed** and **double spaced**, with **1-inch margins**
- be **spell** and **grammar checked** *and*
- be **proofread** by YOU, according to the **grading rubric** for that assignment
- include citations** if you quote, paraphrase, use, or reference any words, thoughts, or ideas not your own
- have a **page header** with the following information:

WR 90 Bianco	Your Name	Due Date	p.#
Assignment or Essay Title			

**QUIZZES:**

- Expect a **mini-quiz at the beginning of each class session** (so be sure to arrive on time!)
- Mini-quizzes are meant to measure how well you have grasped the week's concepts, as presented in class and in your assignments.
- On Wednesdays, I will post a “practice quiz” on MyPCC to help you prepare for the real thing in class.
- After you self-grade your practice mini-quiz, you should review material in the textbook and online.
- You may make **one 8½” x 11” page (front only) “cheat sheet”** to refer to during the in-class quiz.
  - Each cheat sheet must be your own work (not copied from a friend, for instance), and I will approve each student's cheat sheet before handing out the quiz.
  - Keep in mind that you will generally have only about 15 minutes for each quiz, so overreliance on your cheat sheet may not be very helpful.
  - The main purpose of the cheat sheet is to help you organize – and therefore, learn – the information you need; to alleviate test anxiety; and to reduce the amount of time you might spend on useless memorization.

**GRADE DISTRIBUTION IN THIS CLASS:**

<u>Main Assignments</u>		<u>Paragraph and Essay Steps</u> (contribution toward percentage)	
reading responses & classroom discussion:	10%	topic selection & narrowing	3%
microtheme writing & follow-up exercises:	10%	prewriting	3%
writing journal:	10%	organizing	3%
exercises & quizzes:	20%	first draft	6%
paragraph writing (all steps):	25%	revision & editing	5%
essay writing (all steps)	25%	polished final version	5%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>25%</b>

**GRADING POLICY:**

91-100%	<b>A</b>	<b>Superior:</b> Honor grade indicating excellence: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of skills, and excellent attendance.
80-90%	<b>B</b>	<b>Above average:</b> Honor grade indicating high competence: high examination scores, accurate and prompt completion of assignments; ability to deal well with abstract ideas, commendable mastery of skills, and excellent attendance.
70-79%	<b>C</b>	<b>Standard college grade</b> indicating successful performance: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of skills, and regular attendance.
60-69%	<b>D</b>	<b>Substandard grade</b> indicating only minimally acceptable performance: low examination scores; generally inaccurate, incomplete, or late assignments; inadequate grasp of abstract ideas; barely acceptable mastery of skills; irregular attendance.
< 59%	<b>F</b>	<b>Nonpassing grade</b> indicating failure to meet minimum requirements: nonpassing exam scores; inaccurate, incomplete, or late assignments; failure to cope with abstract ideas; inadequate mastery of skills; repeated absence from class.

Please be advised that as a general rule of thumb, during their first year of college, students will receive receive grades **up to two full levels below their high school average**. For example, “A” students in high school may begin their college career with “C”-range grades.

**HELP!!**

I have been teaching for over 30 years, and this is because teaching is my great passion. I am completely dedicated to helping you learn and succeed. My homework and grading expectations may seem overwhelming, but every aspect of what is covered in this syllabus is meant to provide you with the highest quality learning experience possible. You are paying a lot for your education, so you should expect a lot.

I fully recognize that college students today come from all walks of life. Some of you may be moms or dads returning to school after a very long absence. Others of you may have struggled in our public school system for one reason or another; you may even have hated school enough to have dropped out. Students in this class may come from a variety of cultural background – with different nationalities, ethnicities, religions, and primary language. Many, if not most, of you also work one or even two jobs and have a family on top of that! Some of you may have struggled with financial or emotional challenges, and yet others of you may have had a brush or two with the legal system. And some of you may even be “traditional freshmen,” right out of high school! You are all welcome in my class, and you can expect my strong commitment to you, as an individual and as a student.

The No. 1 thing I can say is that if you have any needs, questions, or concerns, **please contact me**. I am extremely available and helpful to students, but I prefer *not* to be contacted about a problem at the very last minute. Be sure to access the contact information at the very beginning of this syllabus.

There are times, however, when you may need or just plain prefer help from someone other than me. Here is a list of **helpful resources at PCC**. I urge you to take the time now to become familiar with this alphabetical list. All phone numbers are campus numbers (although their offices may be located at another PCC campus), unless you see “**oc**” for “off campus.”

- Emergency campus safety phone number: **x 4444** from any campus phone, or **503-977-4444** from an off-campus phone.
  - Nonemergency campus safety phone number: 503-977-4902.
- Academic Advising (SE Center): MTH 152, 503-788-6240
- Computer Lab (SE Center): MTH 147, 503-788-6251; see <http://www.pcc.edu/resources/computer-labs/southeast/> for hours
  - Student Help Desk: [shd@pcc.edu](mailto:shd@pcc.edu) or 503-977-8200
- Counseling & Special Needs
  - Office for Students with Disabilities (OSD), including special needs and counseling concerns
    - Contact this office if you want an intake appointment to apply for special accommodations
    - Contact Bret Westwood, [bret.westwood15@pcc.edu](mailto:bret.westwood15@pcc.edu), MTH 152B, 503-788-6250 (msg); 503-977-4341 (appts.)
    - Also see: <http://www.pcc.edu/resources/disability/contacts.html>
    - <http://www.pcc.edu/resources/disability/services/>
  - Counselors at SE Center: Shannon Fasold and Catha Loomis, MTH 152, 503-788-6256
- Crisis Lines
  - Multnomah County Crisis Line: 503-988-4888 (**oc**) or 1-800-716-9769 (**oc**)
  - Washington County Crisis Line: 503-291-9111 (**oc**)
  - Portland Women’s Crisis Line: 503-235-5333 (**oc**)
  - Youth Services -- Outside-In Streetlight Shelter: 503-223-4121 (**oc**)
- Discrimination or harassment concerns: PCC's Affirmative Action Office: 503-978-5841
- Jobs and Careers: see <http://www.pcc.edu/resources/careers/>
- Student Rights and Responsibilities Handbook (includes plagiarism section): <http://www.pcc.edu/about/policy/student-rights/student-rights.pdf>
- Tutoring Center & Library Services (SE Campus): MT 123, 503-788-6159 (Chris Shea, [chris.shea@pcc.edu](mailto:chris.shea@pcc.edu))
- Women's Resource Center (SE Center): Dana Jean Maginn, MTH 152, 503-788-6198
- Writing Center (SE Campus): MSH 103, 503-788-6147
  - OnlineWriting Lab: <http://www.pcc.edu/services/index.cfm/197.htm>

<b>FIRST-DAY AGENDA</b>
September 26, 2008
<b>TOPICS</b>
Introduction and Welcome Syllabus Review
What is Reading-Based Writing What is Reading to Write?
5-Minute Break
Grammar Assessment (40 minutes)
10-Minute Break
Lecture & Discussion: “Skim-and-Scan” Reading Techniques Reading-to-Write Techniques
You Try It: Reading-to-Write Activity - “The Jacket,” by Jack Soto
Lecture & Discussion: Plagiarism & Documentation (A Preview)
Some Words About Journaling
<b>Have a Good Weekend!</b>

<b>WEEK 1 HOMEWORK</b> (see MyPCC for more homework information)	<b>DUE DATE</b>
Respond to instructor e-mail	Mon., Sept. 29
Skim and scan Chapters 1 & 2 and do exercises you find posted on MyPCC toward the end of today (Friday)	Fri., Oct. 3
<b>WG:</b> Write a <b>summary</b> and <b>outline</b> of Yi-Fu Tuan's “American Space, Chinese Place” and Hadley McGraw's “Everyone Pays the Price” in Chapter 1. Be sure to pay attention to the Writing Guidelines in this syllabus and to complete the Grading Rubric for this assignment (it's online at MyPCC). <b>BRING BOTH PAIRS OF SUMMARIES, OUTLINES, AND GRADING RUBRICS TO CLASS next Friday.</b>	Fri., Oct. 3
Plagiarism Exercises 1 and 2 on MyPCC (part of an ongoing tutorial)	Fri., Oct. 3
Free write in your journal on the following topic: “How I Feel About the Term So Far.”	Fri., Oct. 3
Skim and scan Chapters 3, 4, and 14	Fri., Oct. 3

**TENTATIVE SCHEDULE (WEEKS 2-12)**

Note: Class Agendas and Homework Assignments will be provided on a week-by-week basis, as they depend on student & class needs. This schedule is meant to give you just a rough idea of what we'll be covering.

<b>DATE</b>	<b>GRAMMAR TOPICS</b>	<b>WRITING &amp; READING TOPICS</b>
10/03/2008	<ul style="list-style-type: none"> <li>● Ch. 3: Subject &amp; verb</li> <li>● Ch. 4: Kinds of sentences</li> <li>● Ch. 11: End Punctuation</li> <li>● Preview of <b>CLUCESS &amp; COPS</b></li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 14: <u>Focus on Paragraphs</u>: <ul style="list-style-type: none"> <li>● Writing Stage One: Explore &amp; Gather Information</li> <li>● The Writing Process: Prewriting</li> </ul> </li> <li>● Ch. 18: John Updike, "A &amp; P"</li> </ul>
10/10/2008	<ul style="list-style-type: none"> <li>● Ch. 5: Combining Sentences</li> <li>● Ch. 11: Commas</li> <li>● Ch. 12: Steps to Efficient Spelling</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 15: Writing Stage Two: Topic &amp; Support <ul style="list-style-type: none"> <li>● The Writing Process: Organizing</li> </ul> </li> <li>● Ch. 19: Peter Carlson, "When Those Tattoos Really Get Under the Skin"</li> </ul>
10/17/2008	<ul style="list-style-type: none"> <li>● Ch. 6: Fragments</li> <li>● Ch. 6: Comma Splices</li> <li>● Ch. 6: Run-On Sentences</li> <li>● Ch. 11: Semicolons</li> <li>● Ch. 12: Using the Spelling and Grammar Checker</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 16: Stage Three: From First to Final Draft <ul style="list-style-type: none"> <li>● The Writing Process: Revision &amp; Editing</li> <li>● CLUESS &amp; COPS</li> </ul> </li> <li>● Ch. 20: Preston Gralla, "Fast, Sleek, and Shiny: Using the Internet to Help Buy New Cars"</li> </ul> <p><b>SIGN UP FOR FIRST CONFERENCES</b></p>
10/24/2008	<ul style="list-style-type: none"> <li>● Ch. 6: Fragments (cont'd)</li> <li>● Ch. 6: Comma Splices (cont'd)</li> <li>● Ch. 6: Run-On Sentences (cont'd)</li> <li>● Ch. 11: Quotation Marks and Punctuation with Quotation Marks</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 17: <u>Introduction to the Essay</u>: <ul style="list-style-type: none"> <li>● Types of Essay</li> <li>● Overview of Essay-Writing Process</li> </ul> </li> <li>● Ch. 21: Del Jones, "Study Says Flirtatious Women Get Fewer Raises"</li> </ul> <p><b>SIGN UP FOR FIRST CONFERENCES</b></p>
10/31/2008	<ul style="list-style-type: none"> <li>● Ch. 7: Verbs</li> <li>● Ch. 11: Italics</li> <li>● Ch. 11: Dashes</li> <li>● Ch. 12: Spelling Tips</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 18: Narration <ul style="list-style-type: none"> <li>● Prewriting &amp; Organizing the Narrative Essay</li> </ul> </li> <li>● Ch. 22: José Antonio Burciaga, "A Mixed Tex-Cal Marriage"</li> </ul> <p><b>SIGN UP FOR FIRST CONFERENCES</b></p>
11/07/2008	<ul style="list-style-type: none"> <li>● Ch. 7: Verbs (cont'd)</li> <li>● Ch. 11: Brackets</li> <li>● Ch. 11: Apostrophes</li> <li>● Ch. 11: Hyphens</li> <li>● Ch. 12: Frequently Misspelled Words</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 18: Narration (cont'd) <ul style="list-style-type: none"> <li>● Revising, Editing &amp; Polishing the Narrative Essay</li> </ul> </li> <li>● Ch. 22: Ryan J. Smith, "From B'wood to the 'Hood"</li> </ul> <p><b>SIGN UP FOR FIRST CONFERENCES</b></p>
11/14/2008	<ul style="list-style-type: none"> <li>● Ch. 8: Pronouns</li> <li>● Ch. 11: Capitalization</li> <li>● Ch. 12: Confused Spelling &amp; Words</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 18: Description <ul style="list-style-type: none"> <li>● Prewriting &amp; Organizing the Descriptive Essay</li> </ul> </li> <li>● Ch. 23: John Gray, "Men Are from Mars, Women Are from Venus"</li> </ul>
11/21/2008	<ul style="list-style-type: none"> <li>● Ch. 9: Adjectives &amp; Adverbs</li> <li>● Ch. 10: Balancing Sentence Parts</li> <li>● Ch. 11: Capitalization (cont'd)</li> <li>● Ch. 12: Wordiness</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 18: Description (cont'd) <ul style="list-style-type: none"> <li>● Revising, Editing &amp; Polishing the Descriptive Essay</li> </ul> </li> <li>● Ch. 24: Patricia Volk, "The Most Underrated Candy Bar"</li> </ul>
11/28/2008	<b>THANKSGIVING BREAK: NO CLASS</b>	
12/05/2008	<ul style="list-style-type: none"> <li>● Ch. 10: Parallelism</li> <li>● Ch. 12: Wordiness (cont'd)</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Review</u>: The Essay, from Start to Finish</li> <li>● Ch. 24: Julie Barlow, "Should Teachers Let Students Pass by Doing an 'Extra Credit' Assignment?"</li> </ul>
12/12/2008	Last Day of Class: <b>SECOND CONFERENCES HELD THIS DAY</b>	