

I hate about writing

10 things

a writers boot camp

- ❶ I'd rather be Facebooking, or, why I hate reading.
- ❷ I sort of remember Schoolhouse Rock, or, why I hate grammar.
- ❸ I burned my SAT vocab lists, or, why I hate words.
- ❹ It's hard to be specific AND concrete, or, why I hate details.
- ❺ Shakespeare is, like, Ye Olde English, or, why I hate poetry.
- ❻ I'm right because I say so, or, why I hate rhetoric.
- ❼ Google knows everything already, or, why I hate research.
- ❽ I don't play well with others, or, why I hate workshopping.
- ❾ I hit spellcheck already, or, why I hate revising.
- ❿ Just tell me what to put down, or, why I hate thinking.

JOHN MCPHEE, Pulitzer Prize winner and grandmaster of literary nonfiction, said about writing, "The first draft [is] an unreadable thing. And you would not want to show it to anybody because it's just full of entrails hanging out with loose ends...You belch it all out on paper. When you've got something on paper, you then have something to work with...and turn into a piece of writing." Writing is all about guts, gas, gross anatomy, and getting down to business. Writing isn't a check mark, a destination vacation, a graduation requirement. Rather, it's a practice, a process, an extreme sport. This course will take up McPhee's writer's heroic journey—from unreadable thing to polished writing—by engaging what it means to be a good writer and reader, how to recognize and develop the skills and strategies to write, read, and analyze, and why good writing and reading are central to everything you do. Be prepared for a term of high-impact, low-stake, high-risk, creativity-freeing, genre-tripping, word-playing, workshop-intensive writing, reading, and thinking. This will be hard, but it will be fun. You will hate it, but you will grow to love it. We will trek, tromp, jump, crunch, sweat, and swear through academic, expository, persuasive, and creative writing challenges. We will set high goals and meet tough benchmarks. We will hone the tools and muscles you already have and push, stretch, and dream till you're one lean, mean writing machine. Are you ready? Let's do this.

Essential Questions

What is good writing? What makes a good writer? More importantly, how do you develop a strong writing process? Specifically, what is academic writing, expository writing, creative writing? How might different forms and genres of writing overlap and connect?

Outcomes

Students will understand . . .

Different forms and genres of writing, reading, and analytical thinking, particularly academic and expository.

Students will know . . .

How to ask, complicate, and develop meaningful lines of inquiry for the purposes of writing and reading.

Students will be able to . . .

Develop, produce, and revise successful essays and other writings based on personal experience, class texts, contemporary issues, and popular culture.

Requirements & Grading

Your grade should not be the sole exigence or motivation for this class. It is the hope of the course that you walk away from Essay Writing with something more. Find some pleasure and some edification and some knowledge from this class (or any class really) and success is usually not far behind. With that in mind, your grade will be a reflection of engagement, effort, close reading, critical thinking, writing, revision, and participation.

Essay Writing
Section B
MTTh
9 AM-2:20 PM
LOW 219
Summer 2016
Dr. Edmond Y.
Chang
Robinson Center
for Young
Scholars
University of
Washington



"I am going to be rather hard-nosed and say that if you have to find devices to coax yourself to stay focused on writing, perhaps you should not be writing what you're writing. And if this lack of motivation is a constant problem, perhaps writing is not your forte. I mean, what is the problem? If writing bores you, that is pretty fatal. If that is not the case, but you find that it is hard going and it just doesn't flow, well, what did you expect? It is work; art is work."
—Ursula K. Le Guin

"The world I create in writing compensates for what the real world does not give me."
—Gloria Anzaldua

"Read in order to live."
—Gustave Flaubert

"To write is to write is to write is to write is to write is to write is to write."
—Gertrude Stein



Required Course Texts & Materials

- Essay Writing B Course Reader (available via the Robinson Center).
- Composition notebook (Process Journal).
- Web access and an active email account



Course Requirements

- Writing Challenges/
Short Papers
(40%)
- Final Portfolio
(20%)
- Class Participation
(40%)

“Imagination is more important than knowledge.”
—Albert Einstein

“An idea that is not dangerous is unworthy of being called an idea at all.”
—Oscar Wilde

“I always advise children who ask me for tips on being a writer to read as much as they possibly can. Jane Austen gave a young friend the same advice, so I’m in good company there.”
—J.K. Rowling

Writing Challenges/Short Papers (40%)

The majority of the writing you will do for this class is in the form of short, critical, and well-conceived papers. Each week you will be given one or more “writing challenges,” particular writing task to accomplish in 1 to 4 pages. Writing challenges focus on specific skills, forms, genres, and ideas to work out particular writing muscles and habits. From personal narrative to close reading to poetry to exposition to argument, these short papers will be graded on clarity, coherence, analysis, concision, and how well they satisfy the assignment. See each Writing Challenge prompt for more details.

Final Portfolio (20%)

The capstone of your writing boot camp will be your final portfolio, your honed and toned body of work. The final portfolio will include: your selected Writing Challenges, your Major Paper, and a cover letter that explains how the portfolio demonstrates the goals and outcomes for the course. The cover letter, in fact, is the final week’s Writing Challenge. Your portfolio will be graded on completeness, organization, revision, and presentation. **A portfolio that does not include all the above will be considered incomplete and receive a failing grade.**

Participation and Preparedness (40%)

Preparedness and participation forms a large component of your final grade. It is essential that you prepare for class, attend class, and participate. Missing class may seriously compromise your ability to do well in this class. Again, negative participation will hurt your participation grade. Participation is determined by 1) your **respectful** presence in class, 2) your **willingness** to discuss, comment, and ask questions, 3) your **preparation** for class, which includes bringing required materials to class and doing all of the assigned reading for class, 4) your **Process Journal**, 5) your **engagement** in group work, workshopping, and in-class presentations, and 6) your interactions with me and other students.

Attendance

Attendance is required. If you are absent, you miss the explanation of an assignment, the discussion of a reading, the chance to participate, and overall, the class as a community of learning. Also, you are expected to be in class on time. Class will start immediately at the appointed time. In the first minutes of class I may make important announcements, establish the agenda for the day, begin immediately with an important lesson, or field questions. If you come in after we start class, even by only a few minutes, you are late and will be mark as such. Chronic or conspicuous attendance problems will negatively affect your overall participation grade for the class. If you know you are going to or must miss class, please let me know (via email) as soon as possible and make any necessary arrangements. When you do miss class, always find another student to get class notes or see me during in order to make up missed work in a timely manner. You are always responsible for all material covered during your absence.

Assignment Format

All papers must be typed or produced on a word processor. All documents should be saved in Microsoft Word format (or if necessary Rich Text Format). All papers must follow the manuscript format outlined by the assignment. Unless instructed otherwise, **all papers must use MLA citation and documentation conventions.** All papers must be neatly printed (in black), stapled in the top, left-hand corner if necessary, and should not be three-



Late Assignments

All assignments must be done completely and turned in on time. Late assignments will be penalized half a grade for every day that they are late. So, if your essay is late by one day and you received a B- for your work, then your final grade would be a C+. Moreover, I will not comment on late work. However, you still need to complete late work or you will receive a zero. If you miss class on the due date of a paper, you must notify me and make arrangements to get the paper to me as soon as possible. **Unless previously arranged, I DO NOT accept assignments via email.** Remember that a paper has not been officially handed in until it is in my hands. Never turning anything in late is always the best policy.



MLA Paper Formatting

1) 1" margins top, bottom, left, and right on each page.

2) Single-spaced block header on the first page only with your name, date, course, my name:

Student Name
Essay Writing C
June 27, 2016
Chang

3) Appropriate title.

4) Print single-sided. Papers are double-spaced with paper page numbers in the upper right hand corner; no extra space between paragraphs.

5) Standard Times Roman Font, 12 point only.

6) Correct MLA citation and bibliographic format.

A paper turned in without a bibliography automatically fails and will be returned with no comments.

hole punched. Papers that do not follow these format guidelines will not be accepted. They will be returned unread to you. Papers will be regarded as late until they are resubmitted in the proper format.

Always make a backup copy of every paper you turn in, lest you be one of the unhappy people whose paper is eaten by the computer. You may even want to take the precaution of e-mailing your paper to yourself as an attachment at least a couple of times during the drafting process and certainly BEFORE you exit the document for the last time and leave the computer. This way, even if you lose your flash drive or your paper gets mysteriously erased, you still have a copy in your e-mail files.

Evaluation Rubric

Over the course of the quarter, your assignments will receive feedback and comments that will identify what you are doing well and what still needs improvement. Your grades assess your fulfillment of the assignment, the quality of work, detail, analysis, and argumentation, overall effort, and finally, style, polish, and risk taking. Consider the following evaluation rubric as signposts or a kind of legend to your progress and evaluation:

- **Outstanding (A/A+):** Offers a very highly proficient, even memorable demonstration of the trait(s) associated with the course or assignment goal(s), including some appropriate risk-taking and/or creativity.
- **Strong (B+/A-):** Offers a proficient demonstration of the trait(s) associated with the course or assignment goal(s), which could be further enhanced with revision, additional support, and creativity.
- **Good (B-/B):** Effectively demonstrates the trait(s) associate with the course or assignment goal(s), but less proficiently; could use revision to demonstrate more skillful and nuanced command of trait(s).
- **Acceptable (C/C+):** Minimally meets the basic course or assignment requirement, but the demonstrated trait(s) are not fully realized or well-controlled and would benefit from significant revision.
- **Inadequate (D/D+):** Does not meet the course or assignment requirement; the trait(s) are not adequately demonstrated and require substantial revision on multiple levels.

Academic Dishonesty

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing – as long as you cite them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:

- a student failing to cite sources of ideas
- a student failing to cite sources of paraphrased material
- a student failing to site sources of specific language and/or passages
- a student submitting someone else's work as his or her own
- a student submitting his or her own work produced for another class

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review. For further information, please refer to UW's Student Conduct Code at <<http://www.washington.edu/students/handbook/conduct.html>>. **Play it smart, don't plagiarize!**



Contact Ed

Office:
Robinson Center
Guthrie Annex 2
E-mail:
changed@uw.edu
AIM & Google Talk:
EDagogy

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...[a conception of] education as the practice of freedom... education that connects the will to know with the will to become. Learning is a place where paradise can be created."
—bell hooks

"I believe more in the scissors than I do in the pencil."
—Truman Capote

"I'm a rewriter. That's the part I like best...once I have a pile of paper to work with, it's like having the pieces of a puzzle. I just have to put the pieces together to make a picture."
—by Judy Blume

**syl-la-bus: n 1: a summary outline of a discourse, treatise, or course of study or of examination requirements
2: subject to change**

Chang / Essay Writing B / Summer Stretch 2016 / University of Washington

Week 1: PERSONAL

Mon 6/29
First Day of Classes

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

M 6/27 Introduction to the Course
Ed's 10 Rules of Writing, Taking Notes & Close Reading
John McPhee, "The 'Unreadable' Thing"
Genre
How to Workshop & Peer Review
To Do: Personal Essay/Literacy Narrative Brainstorming
Read Anne Lamott & Stephen King

T 6/28 Discuss Lamott & King
Audience
Workshop Brainstorming
To Do: Personal Essay/Literacy Narrative Draft
Read Frederick Douglass, Sherman Alexie, & Amy Tan

Literacy Narrative
Brainstorming Due

Th 6/30 Discuss Douglass, Alexie, & Tan
Rhetoric & Exigence
Workshop Literacy Narrative Draft
To Do: Personal Essay/Literacy Narrative Final
Read Michael Ruhlman, "Steamed Cheesburger," & J. Kenji Lopez-Alt

Literacy Narrative
Draft Due

Week 2: EXPOSITION

Literacy Narrative
Final Due

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

T 7/5 Telling Details, Evidence, Extra Sensory Communication
Discuss Ruhlman, "Steamed Cheeseburger," & Lopez-Alt
Food Writing
To Do: Food Writing Challenge
Read John McPhee

W 7/6 Exposition vs. Description, Telling Details (cont.)
Discuss McPhee
Sports Writing
To Do: Sports Writing Challenge

Food Writing Draft
Due

Th 7/7 Sentence Length, Pace, Action
Discuss McPhee (cont.)
Workshop Food or Sports Writing Draft
To Do: Food or Sports Writing Final
Read Hughes, Brooks, Williams, Bukowski

Sport Writing Draft
Due

Week 3: CREATIVE WRITING

Food or Sports
Writing Final Due

M 7/11 Playing With Language, Rhythm, Vocabulary
Close Reading Poetry
Discuss Langston Hughes, Gwendolyn Brooks, William Carlos Williams, and Charles Bukowski
To Do: Poetry Challenge
Read Bradbury, Jackson, and Liu

	<p>T 7/12 Precision, Concision, Decisions Close Reading Fiction Discuss Ray Bradbury, Shirley Jackson, and Ken Liu To Do: Short-Short Story Challenge</p>	Poetry Draft Due
	<p>Th 7/14 In-Class Presentations Workshop: Poetry or Short-Short Story Draft To Do: Poetry or Short-Short Story Final Read Olmert, Somerville, and Frederick</p>	Short-Story Draft Due
	Week 4: ARGUMENT	
Poetry or Short-Short Story Draft Due	<p>M 7/18 Definition Discuss Michael Olmert, Siobhan Somerville, Jim Frederick To Do: Definition Challenge Read Le Guin and McGonigal</p>	
	<p>T 7/19 Claim, Research, Argument Three Rhetorical Appeals Discuss Ursula K. Le Guin and Jane McGonigal To Do: Editorial Draft Read Kingsbury</p>	Definition Due
	<p>Th 7/20 Three Rhetorical Appeals (cont.) Discuss Kathleen Kingsbury Workshop: Editorial Draft To Do: Editorial Final Read Bartholomae, Orwell, and Freire</p>	Editorial Draft Due
	Week 5: METACOGNITION	
Definition or Editorial Final Due	<p>M 7/25 What is Metacognition? Course Goals Revisited, Final Portfolio Discuss David Bartholomae, George Orwell Workshop: Sample Cover Letters To Do: Cover Letter Draft Select Revisions for Portfolio</p>	
	<p>T 7/26 Final Portfolio (cont.) Revision Discuss Paolo Freire Workshop: Cover Letter Draft To Do: Final Portfolio Revisions</p>	Cover Letter Draft Due
Final Portfolio Due	<p>Th 7/28 Final Portfolio (cont.) Revision (cont.) Workshop: Final Portfolio Last Day of Class</p>	