



Technical Writing  
Forestry 220

# SYLLABUS: SPRING SEMESTER 2009



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Office hours: 2:15-3:15 p.m. Tuesdays and Thursdays and by appointment

## 1) Required materials

*The Elements of Technical Writing*, by Gary Blake and Robert W. Bly  
*Handbook of Technical Writing*, by Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu (*ninth* edition)

*The Write Stuff*: Spring 2009 faculty packet for Forestry 220, available at UC Bookstore

Three-ring notebook for papers and exercises

**STAPLER**

## 2) Course description

Students focus on writing simply, clearly, correctly, precisely, and concisely. They hone those skills through in-class and homework exercises, then put them to use writing and revising short papers. Assignments include a persuasive essay, helpful in preparing for the Writing Proficiency Assessment; a how-to paper; and an application letter. Midterm and final exams, covering lectures, exercises, and readings, include essay questions and correcting, simplifying, and condensing copy.



## 3) Requirements

- a) **Readings**: You must read materials *before* the class for which they're assigned and be ready to discuss them. I'll call on you regularly. Class participation, including familiarity with readings, may affect your grade.

- b) ★ **BRING FAC PAC AND SYLLABUS TO EVERY CLASS.** You will need the fac pac for many in-class exercises and may need to update the syllabus.
- c) ★ **STRICT** deadlines for writing assignments (exercises, papers, and other homework): You must finish writing assignments **by the beginning of class on the due date**. I will *not* accept papers after the start of class on the due date **unless you had a legitimate emergency AND told me about it BEFORE the start of class on the due date.**
- d) *Document preparation*
- ❖ Type *ALL papers*, even the one-paragraph thesis statement, carefully following content and length requirements. (You may *neatly write* your answers to the punctuation, grammar, and clear-writing exercises.)
  - ❖ For every paper *except the application letter*, follow the *manuscript format* on fac pac, p. 230. As it shows:
    - *Double-space.*
    - *Indent each paragraph.*
    - Use *one-inch* margins.
    - Use an easy-to-read roman, not italic, *12-point* type.
    - On the first page, type your name in the upper right-hand corner.
    - *One line* down from your name, type your section number.
    - Beneath your section number, *triple-space* down to your title.
    - Center a creative title covering your *whole* paper.
    - *Double-space* down to your first paragraph.
    - *Number* all pages (e.g., at bottom center).
  - ❖ Always **SAVE YOUR PAPERS ON COMPUTER.**
  - ❖ Spell-check and proofread your papers, using the *Handbook of Technical Writing* or other reference books to help you fix errors in punctuation, grammar, and word usage.
  - ❖ **STAPLE PAGES.**
  - ❖ Be sure to turn in **TWO COPIES** of **EVERY DRAFT** of a **PAPER.**

e) *Drafts*

- ❖ In multiple-draft papers, you ***must revise*** critiqued drafts, incorporating corrections and suggestions, before turning in a new draft. Each time you fail to do so will cost you one grade (e.g., down from a B to a C).
- ❖ In multiple-draft papers, you also ***must staple all critiqued drafts to one copy of your final version.*** For example, when you turn in two copies of your final persuasive essay, staple to one of those copies your critiqued thesis, body-paragraphs, and conclusion drafts. **Failing to submit all critiqued versions will cost you points.**
- ❖ **CERTAIN ERRORS WILL COST YOU POINTS EVEN ON DRAFTS** (e.g., no section number, no page numbers, no title, wrong viewpoint, paper too long or short, no bibliography, wrong bibliography style, no attributed quotes and paraphrases in the *persuasive essay*, footnotes or attributed quotes or paraphrases in the *how-to paper*, not turning in two copies, not turning in critiqued drafts with the latest version). The point is ***you should give every draft your best effort.***

f)  *Automatic deductions applied to assignments* 

- ❖ See the three bulleted items above, in the “Drafts” section.
- ❖ Two letter grades deducted for not doing (*by the start of class on the due date*) all parts of a multiple-draft assignment (e.g., turning in only the first draft of the how-to paper or only the second draft of the application letter).
- ❖ Any assignment including a *sentence fragment* or *run-on* will receive a score no higher than 80 percent.
- ❖ Any form of cheating (e.g., *collaborating on an assignment* or *turning in the work of another person as your own*) will cost you, *at a minimum*, a zero on the assignment PLUS a 25-point deduction from your semester score. If you commit one more breach of ethics, you’ll *at a minimum* receive an F for the semester. See items b and c below.

4) **Conduct**

- a) Please don’t disrupt class with private conversations or other distracting behavior such as using a calculator, reading the *Kaimin*, or checking cell phones. Make sure you **turn off your cell phone before class.**
- b) **From the vice president for student affairs:** “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/Index.cfm?page?1321>.”

- c) All work you turn in must be *your own*. UM’s Student Conduct Code forbids:
- ❖ “representing someone else’s words, ideas, data, or materials as your own (plagiarism)”;
  - ❖ ***NOTE***: “*copying from another student’s paper or, without authorization, giving information to another student or collaborating with one or more students on assignments*” (★ i.e., **YOU MAY NOT WORK WITH ANYONE ON ASSIGNMENTS except me or a tutor at the Writing Center**);
  - ❖ “knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation”;
  - ❖ “knowingly helping or trying to help another student commit academic dishonesty”; and
  - ❖ ***NOTE***: **submitting work you – or another student – turned in for another class (including another section of Technical Writing)**.
- d) ***NOTE***: If you’ve taken Technical Writing before, you must choose a different topic in the *warm-up/size-up paper*; take the *opposite stand* in your *persuasive essay* if you’ve written about the topic before; write about a *different topic* in your *how-to paper*; and, in your *application letter*, apply to a *different organization*. Also, please see me after the first class.

5) For information on the Writing Proficiency Assessment: [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter)

6) For tutoring: [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter)

7) **Grading**: I’ll base your semester grade *largely* on this point system:

Exercises (5 at 30 points each)	150
Persuasive essay	155
How-to paper	180
Application letter	140
Midterm exam	155
<u>Final exam</u>	<u>220</u>
<b>Total</b>	<b>1,000 points</b>

## Preliminary Class Schedule\*

### 1) *Tuesday, Jan. 27*

Exhibit A: Technical Writing Doesn't *Have* to Put You to Sleep  
Overview of course

#### Assignments for next class:

- a) Read *The Elements of Technical Writing (Elements)*, Chapter 1.
- b) Read fac pac, pp. 122-130. ***Be ready to discuss these articles.***
- c) **★ Warm-up/Size-up:** Type a *one-page* paper on *one* of the topics below. Paper due **Thursday, Jan. 29**. See student examples, fac pac, pp. 113-115, and follow manuscript format, fac pac, p. 230.
  - What's the biggest challenge you've overcome?
  - If you could redo one decision or moment in your life, which would it be and why?
  - Who's had the most influence on your personality – and how?
  - What bad habit would you most like to break and why?

### 2) *Thursday, Jan. 29*

Turn in *two copies* of one-page paper.

Technical writing: importance, characteristics, and common pitfalls

Good and bad technical writing, including fac pac, pp. 120-130

#### Assignments for next class:

- a) Read *Elements*, Chapter 3.
- b) Read *Handbook of Technical Writing (Handbook)*, pp. 59-62 (“capitalization”); 77-83 (“comma splice” through “Avoiding Unnecessary Commas”); 490 (“run-on sentences”); and 503-505 (“sentence faults” through “sentence fragments”). **★ NOTE: Also become familiar with the proofreaders' marks on p. 410, and use them in exercises, exams, and peer-editing. Mark capitalization, lowercase, and other corrections exactly where they should go, not in the margins. ★NOTE: Unlike what the authors suggest on p. 62, capitalize “president” only when this title precedes the person's name** (e.g., “President Barack Obama”; “Barack Obama, president”; “the president entered the room”).
- c) Read fac pac, pp. 79-80 (“Fix Fragments”).

### 3) *Tuesday, Feb. 3 (continued on next page)*

Discuss one-page papers.

Grammatical surgical strike, Part I → Sentence fragments and run-ons (fac pac, p.

131); comma uses and abuses (fac pac, p. 132); and capitalization (fac pac, p. 133)

In-class practice: fac pac, pp. 134-139

**Assignments for next class:**

- a) Read fac pac, pp. 2 (“agreement of subject and verb: some tricky cases”); 80-82 (“Pay Attention to Word Order”); 119 (**★ NOTE: Become familiar with these symbols and abbreviations, which I’ll use on your papers**); 140 (“The Truth About ‘Lie’ vs. ‘Lay’”); and 143-146 (parallel structure).
- b) Read *Handbook*, pp. 23-29 (“agreement”); 113 (“dangling modifiers”); 334-336 (“modifiers” through “Squinting Modifiers”); and 370-372 (“parallel structure”).
- c) **Punctuation exercise** (fac pac, pp. 209-210) **due Thursday, Feb. 5.**

4) **Thursday, Feb. 5**

Turn in punctuation exercise.

Grammatical surgical strike, Part II → parallel structure (fac pac, pp. 141-142); agreement (fac pac, p. 148); and dangling and misplaced modifiers (fac pac, p. 148). Briefly review “lie” vs. “lay” (fac pac, p. 140).

In-class practice: fac pac, pp. 147 and 149-152.

**Assignments for next class:**

- a) Read *Handbook*, pp. 71 (“ clichés”) and 405 (“pronoun reference”).
- b) Read fac pac, pp. 30 (“Writing Tips”); 32-34 (“Simplicity”); 75-79 (“Effective Sentences” through “Avoid Overpacking Your Sentences”); 86 (“Avoid Pretentiousness”); 91-97 (“Selecting the Best Words” through “Do call things by their proper names”); 116-118 (“Helpful Hints”); 306-307 (“Living precariously with wolves and cattle”); 312-317 (“Cells”); and 318-321 (“With Lasers and Daring, Doctors Race to Save a Young Man’s Brain”). **★ NOTE: You must be ready to discuss these articles.**

5) **Tuesday, Feb. 10**

Writing simply and clearly

In-class practice: fac pac, pp. 306-321

**Assignments for next class:**

- a) Read *Handbook*, pp. 57-58 (“buzzwords”) and 233 (“gobbledygook”).
- b) Read *Elements*, Chapter 5, and review pp. 53-56 (Rules 32-34).
- c) Read fac pac, pp. 38-44 (“Business Writing”) and 189-196 (“Write to reach your readers”).
- d) **Grammar exercises, both due Thursday, Feb. 12:**
  - ✓ **Fac pac, pp. 211-212.** (**★ For significant help, be sure to refer to fac pac, p. 2, “agreement of subject and verb: some tricky cases.”**)
  - ✓ **Fac pac, p. 213: “Correct or Incorrect?”** Retype each sentence, using the correct form of “lie” or “lay.” *Even if a*

*sentence is already correct, retype it as is. Be sure to keep original tense and meaning.*

6) **Thursday, Feb. 12**

Turn in grammar exercises (fac pac, pp. 211-212 and 213)

Writing simply and clearly in general, avoiding gobbledygook and alphabet soup in specific

In-class practice: fac pac, pp. 153-155

**Assignments for next class:**

- a) Read fac pac, pp. 308-311 (“Our Cell Phones, Ourselves”), the *basis of a persuasive essay you’ll write in three parts* (fac pac, pp. 234-238), worth 155 points TOTAL.
- b) **Pick which side of the argument you’ll take in your persuasive essay, and type at least three reasons Christine Rosen *is* or *isn’t* justified in her alarm over cell phones’ negative impact on society. Write one sentence for each reason. Print three copies. Due Tuesday, Feb.17.**
- c) **Clear-writing exercise** (fac pac, pp. 214-215) **due Tuesday, Feb. 17.**

7) **Tuesday, Feb. 17**

Turn in two copies of the reasons Christine Rosen *is* or *isn’t* justified in her alarm over cell phones’ negative impact on society. Keep the other copy for reference during class discussion.

Turn in clear-writing exercise.

Discuss “Our Cell Phones, Ourselves” (fac pac, pp. 308-311).

**Assignment for next class:**

- a) Read fac pac, pp. 45-51 (“How to Write a Good Title” through “Avoiding Common Errors in Thesis Statements”) and 234-244 (instructions and student examples).
- b) Read *Handbook*, pp. 530-532 (“Formatting Titles”). ★**NOTE:** Unlike what the authors suggest on p. 530, **capitalize prepositions of FOUR or more letters (e.g., “From”).**

8) **Thursday, Feb. 19**

Thesis statements

Discuss thesis-statement exercise (instructions for whole paper: fac pac, pp. 234-238; for thesis only: fac pac, pp. 236-237).

In-class practice: fac pac, pp. 156-160; another option: fac pac, p. 218

**Assignments for next class:**

- a) Read fac pac, pp. 52-67 (“The Topic Sentence” through “Inductive order”) and 89-90 (“Vary your sentence style” through “Avoid overuse of any one kind of construction in the same sentence”).
- b) Read *Handbook*, pp. 367-370 (“paragraphs” through “Paragraph Unity and Coherence”) and 505-506 (“sentence variety” through “Word Order”).

- c) **Cell-phone thesis statement** (fac pac, pp. 236-237) **due Tuesday, Feb. 24.**

9) **Tuesday, Feb. 24**

Turn in *two copies* of thesis statement.

Topic sentences; sentence variety; paragraph focus, flow, and length

In-class practice: fac pac, pp. 161-162

**Assignments for next class:**

- a) Read *Handbook*, p. 546 (“vague words”).
- b) Read fac pac, pp. 87-89 (“Developing a Lively Style” through “Emphasize people when possible”); 101-105 (“Strategy One: Development by Example”); 106 (“Describe clearly, using specific details”); 163-167 (student showing-vs.-telling examples; ***you must be ready to discuss them***); and 168 (excellent student example of *National Geographic* moment).
- c) **Type maximum one page about a *National Geographic* moment you’ve experienced – a moment *full of crisp details*, indelibly etched in your memory. Bring *three copies*, and be ready to read one aloud.**

10) **Thursday, Feb. 26**

Turn in *two copies* of *National Geographic* moment. Keep one to read aloud.

Supporting evidence, showing vs. telling

In-class practice: Discuss fac pac, pp. 163-168, and read aloud *National Geographic* moments.

**Assignments for next class:**

- a) Read *Handbook*, pp. 372 (“paraphrasing”) and 443-447 (“quotation marks” through “Incorporating Quotations into Text”).
- b) Read fac pac, pp. 4 (“attribution dos and don’ts”) and 107-109 (“Incorporating Your Source Material” through “Don’t let reference material dominate your essay”); reread 235-236 (“Citing Sources” and “Revisions”).

11) **Tuesday, March 3**

Discuss cell-phone thesis statements.

Quoting and paraphrasing

In-class practice: fac pac, pp. 169-176

**Assignments for next class:**

- a) *Handbook*: Look through pp. 129-153 (“documentation”), and **read** pp. 383-384 (“plagiarism”).
- b) Read fac pac, pp. 109-110 (“Avoiding Plagiarism”), and look through pp. 231-233 (*documentation style you’ll use in how-to paper*).

12) **Thursday, March 5 (continued on next page)**

Documentation and plagiarism

In-class practice: fac pac, pp. 177-181

**Assignments for next class:**

- a) Read *Handbook*, pp. 93-95 (“conclusions”); 453-454 (“repetition”); and 537-539 (“transition”).
- b) Read fac pac, pp. 67-74 (“Transitional Words and Phrases” through “Avoiding Errors in Conclusions”); and 184-186 (“Strategies for Writing a Conclusion”). **Reread great conclusion on fac pac, p. 240.**
- c) **Cell-phone body paragraphs** (fac pac, pp. 237), **added to REVISED thesis** (*making a single draft*), **due Tuesday, March 10**. Turn in *two* copies, and staple your critiqued thesis to one of them.

13) ***Tuesday, March 10***

Turn in *two copies* of cell-phone body paragraphs, ***added to REVISED thesis statement*** (*making a single draft*). Staple to one copy your ***critiqued thesis statement***.

Transitions and conclusions

In-class practice: fac pac, pp. 182-183 (Boone and Crockett Club); 184-185 (“Echoing the introduction”); and 216-217 (“Building Bridges: Transitions”)

**Assignments for next class:**

- a) Read Elements, Chapter 9.
- b) Read *Handbook*, pp. 258-263 (“instructions”).
- c) Read fac pac, pp. 245-263 (instructions and student examples). ***Jot down notes about every student example of how-to writing*** (fac pac, pp. 247-263). **★NOTE: You must be ready to discuss these examples.**
- d) ***Highly recommended: Between now and midterm, complete Midterm Prep*** (fac pac, pp. 206-207). ***Instructor will post key outside office door.***  
**★★★PLEASE BE CONSIDERATE OF YOUR FELLOW STUDENTS, AND DON'T REMOVE KEY!!!**

14) ***Thursday, March 12***

How to write instructions ✂

Discuss how-to paper (fac pac, pp. 245-246); **first draft due Tuesday, April 14.**

**(NOTE: Final, REVISED draft due Tuesday, April 28. Both copies of both drafts must include a Chicago-style bibliography; see fac pac, pp. 231-233. Also say, at the bottom of the bibliography, which kinds of CMS examples you followed on which pages of fac pac. Example: “First source: Books: Single Author, fac pac, p. 231.”)**

In-class practice: Discuss fac pac, pp. 247-263.

What to study for midterm 📖

**Assignment for next class:**

- a) Review readings, exercises, and lecture notes for ***detailed*** midterm.

15) ***Tuesday, March 17 (continued on next page)***

☠ **MIDTERM EXAM**

★ **BE SURE to pick up critiqued body-paragraphs draft of cell-phone essay.**

**Assignments for next class:**

- a) Read *Handbook*, pp. 90-92 (“conciseness”).
- b) Read fac pac, pp. 35-37 (“Clutter”); 83-85 (“Developing a Concise Style” through “Avoid Redundancy”); and 187-188 (“Wordy Phrases” and “Redundancy”).
- c) **Cell-phone conclusion** (fac pac, pp. 237-238), ***added to REVISED thesis and body paragraphs*** (*making a single draft*), **due Thursday, March 19.**  
Turn in two copies, and staple to one of them your *critiqued* thesis and body-paragraphs drafts. (**NOTE: Final draft due Tuesday, April 7.**)

16) **Thursday, March 19**

Turn in *two copies* of cell-phone conclusion, ***added to REVISED thesis and body paragraphs*** (= *first full draft*). Staple to one copy your *critiqued* thesis and body-paragraphs drafts.

Cutting deadwood (needless words) ✂

In-class practice: fac pac, pp. 220-221

**Assignments for next class:**

- a) Read *Handbook*, pp. 385-386 (“point of view”); 513-515 (“style”); and 532-533 (“tone”).
- b) Read fac pac, pp. 90 (“Don’t change your point of view between or within sentences”) and 111 (“Questions to Consider Before Writing to a Discourse Community”).
- c) Review *Elements*, pp. 13-16 (“Targeted”).
- d) **Deadwood exercise** (fac pac, pp. 222-223) **due Tuesday, March 24.**

17) **Tuesday, March 24**

Turn in deadwood exercise.

Audience, tone, style, and point of view

In-class practice: fac pac, pp. 201-202

**Assignments for next class:**

- a) Read *Elements*, Chapter 4.
- b) Read fac pac, p. 86 (“Carefully Consider Your Passive Verbs”).
- c) **Deadline for application-letter *idea*** (fac pac, pp. 264-265) is **Thursday, March 26. Type the kind of opening and the name, title, and address of the person to whom you’d write. Missing information will cost you points.**

18) **Thursday, March 26 (continued on next page)**

Turn in *all* required **application-letter information** (see **assignment c** above).



Discuss cell-phone conclusions plus any remaining points about body paragraphs.

Active vs. passive voice  
In-class practice: fac pac, pp. 197-200

**Assignments for next class:**



- a) Read *Elements*, Chapter 8.
- b) Read *Handbook*, pp. 35-39 (“application letters”). ★ **NOTE:** Unlike what the authors suggest on p. 39, **DO NOT** ask for an interview.
- c) Read fac pac, pp. 264-275 (instructions and student examples).  
★ **NOTE:** You must be ready to discuss these examples.
- d) **Final draft of cell-phone essay (REVISED thesis, body paragraphs, and conclusion) due Tuesday, April 7. Turn in *two copies*, and staple to one of them your *critiqued* thesis, body, and conclusion drafts.**  
★ **NOTE:** If you want to enjoy spring break, finish your final draft of the persuasive essay BEFORE vacation starts. Also have the first draft of the how-to paper – research and writing – well under way.

*Tuesday, March 31, and Thursday, April 2*

 **NO CLASS: Spring break** 

19) *Tuesday, April 7*

Turn in *two copies* of final, **REVISED** draft of cell-phone essay. Staple to one copy your *critiqued* thesis, body, and conclusion drafts.

Writing application letters  

**Assignment for next class:**

- a) **Passives exercise** (fac pac, pp. 224-225) **due Thursday, April 9.** *Follow instructions carefully.*

20) *Thursday, April 9*

Turn in *both parts* of passives exercise.

Application letters, *continued*

Discuss application-letter assignment (fac pac, pp. 264-265); **first draft due**

**Tuesday, May 5.** (**NOTE:** *Final, REVISED draft due Thursday, May 7.*)

In-class practice: Discuss fac pac, pp. 266-275.

**Assignments for next class:**

- a) **Reminder:** **First draft of how-to paper, with separate page for Chicago-style bibliography** (fac pac, pp. 231-233), **due Tuesday, April 14.** ★ **NOTE:** Remember to type, at *bottom* of bibliography, *which* Chicago-style examples you followed on *which* pages of fac pac, (e.g., “First source: Books – Single Author, fac pac, p. 231”).
- b) Read *Handbook*, pp. 471-488 (résumés).

21) *Tuesday, April 14 (continued on next page)*

Turn in *two copies* of first draft of how-to paper, *both* with a Chicago-style bibliography (see NOTE above, in assignment a).  
How to write a résumé

**Assignment for next class:**

- a) Read *Handbook*, pp. 410-412 (“proofreaders’ marks” and “proofreading”) and 488-489 (“revision”).

22) *Thursday, April 16*

Proofreading

In-class practice: fac pac, pp. 226-227

**Assignments for next class:**

- a) Read fac pac, pp. 31 (“Avoid Sexist Language”); 97-98 (“Avoid sexist language”); and 112 (“advice on how to make your writing more gender-neutral”).
- b) Read *Handbook*, pp. 46-48 (“biased language”).

23) *Tuesday, April 21*

Discuss first draft of how-to papers.

Avoiding discriminatory writing

In-class practice: fac pac, p. 205

**Assignments for next class:**

- a) ***NOTE: You’re excused from class Tuesday, April 28, if you’ve PASSED the Writing Proficiency Assessment or are SURE you don’t have to take it. Let me know by the end of class Thursday, April 23, if you fall into either category.***
- b) **Review notes, readings, exercises, and midterm to prepare for Thursday, April 23, Bonus Bonanza. On this written, in-class exercise, you’ll be able to earn points toward your semester total.**

24) *Thursday, April 23*

Deadline for letting me know whether you’ve passed the Writing Proficiency Assessment or are SURE you don’t have to take it

**Bonus Bonanza: A Chance to make up some of those lost points!**

**Assignments for next class:**

- a) **Reminder: Final draft of how-to paper due Tuesday, April 28.**
- b) Read *Handbook*, pp. 362-365 (“outlining”).
- c) IF you still need to pass the *Writing Proficiency Assessment*, read fac pac, pp. 280-305.

25) *Tuesday, April 28*

Turn in *two copies* of final draft of how-to paper, both with a Chicago-style bibliography (see NOTE in assignment a listed April 9, (class 20)). Staple to one of those copies the *critiqued* first draft.

Preparing for the Writing Proficiency Assessment

26) *Thursday, April 30 (continued on next page)*

Using style guides

In-class practice: fac pac, pp. 228-229

**Assignment for next class:**

- a) **First draft of application letter due Tuesday, May 5. ★NOTE: YOU MUST BRING AT LEAST TWO COPIES TO CLASS; three or four would be *better*.** (The more copies you bring for peer editing, the less marked up and easy to read any one copy will be.)

27) *Tuesday, May 5*

Peer editing of application letter: Bring to class ***AT LEAST TWO COPIES*** of first draft of application letter. Give me one copy, and have as many peer editors as possible – ideally, three or four, but ***at least two*** – review the other copy. **Peer editors** should refer to fac pac, pp. 278-279, and **initial their corrections and suggestions.**

**Assignments for next class:**

- a) Read fac pac, pp. 322-336 (“The Fate of the Ocean”), **on which you’ll write a sizable, but straightforward essay on the final exam.**
- b) ***Reminder: Final draft of application letter due Thursday, May 7. Turn in *two copies*. Staple to one of them your peer-edited drafts.***

28) *Thursday, May 7*

Turn in ***two copies*** of final draft of application letter. Staple to one of them *all* peer-edited drafts.

Review for final, including fac pac, p. 208, and discuss “The Fate of the Ocean” (fac pac, pp. 322-336).

Fill out course evaluations.

**Assignments for next class:**

- a) Review readings, exercises, notes, and midterm for ***detailed, cumulative*** final.
- b) **★ Be SURE to pick up scored application letter the day of final.**

***\* Class schedule subject to change.***



## FINAL-EXAM SCHEDULE

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SECTION 1 (10:10 a.m. class) → 8-10 a.m., Wednesday, May 13

SECTION 2 (11:10 a.m. class) → 8-10 a.m., Thursday, May 14

SECTION 3 (12:10 p.m. class) → 8-10 a.m., Friday, May 15

SECTION 4 (1:10 p.m. class) → 1:10-3:10 p.m., Wednesday, May 13

SECTION 5 (9:10 a.m. class) → 8-10 a.m., Tuesday, May 12

★ ***NOTE:*** Your final exam will be in the room where you regularly meet. *You may not switch exam times without permission and confirming the exam location.*