Introduction

0.0 Why Write?
0.1 Writing everywhere
0.2 No writing?
0.3 Natural?
0.4 Six reasons to write
   0.4.1 Write for fun
   0.4.2 Write for money
   0.4.3 Write to share
   0.4.4 Write to remember
   0.4.5 Write to clarify thinking
   0.4.6 Write to demonstrate thinking
0.5 Three key elements in writing
   0.5.1 What is on top?
   0.5.2 Writer on top
   0.5.3 Subject (or text) on top
   0.5.4 Audience (or reader) on top
   0.5.5 Appropriateness
0.6 Summary
0.7 Works cited
0.8 Writing in college

1 The Core Curriculum

2 Area A – Essential skills
   2.1 The English composition sequence
   2.2 English 1101
2.2.1 English 1101 and process-based writing

2.2.2 Types of essays and activities in English 1101
   2.2.2.1 Personal narrative
   2.2.2.2 Compare and contrast
   2.2.2.3 Summary
   2.2.2.4 Synthesis
   2.2.2.5 Process analysis
   2.2.2.6 Description
   2.2.2.7 Problem and solution
   2.2.2.8 Classification
   2.2.2.9 Definition
   2.2.2.10 Persuasion/argument
   2.2.2.11 Expository
   2.2.2.12 Research
   2.2.2.13 Other activities

2.2.3 Types of writing, English 1101, and *The Karate Kid*

2.2.4 The Skills Developed in English 1101
   2.2.4.1 Depth and Detail
   2.2.4.2 Specificity
   2.2.4.3 Audience awareness
   2.2.4.4 Citation
   2.2.4.5 Mechanical correctness

2.2.5 English 1102

2.2.6 English 1102 and process-based writing
   2.2.6.1 Types of essays and activities in English 1102
2.2.6.2 Annotated bibliography
2.2.6.3 Research paper
2.2.6.4 Argument (also known as “position paper”)
2.2.6.5 Persuasion
2.2.6.7 Oral presentation
2.2.6.8 Proposal (also known as “prospectus”)
2.2.6.9 Literary essay (also known as “scholarly interpretation,” “literary analysis,” “poetry paper,” “drama paper,” or “fiction paper”)
2.2.6.10 Evaluation
2.2.6.11 Rhetorical analysis (also known as “argument analysis”)
2.2.6.12 Other activities

2.2.7 Types of writing, English 1102, and *The Karate Kid*

2.2.8 The English 1101 skills further developed in English 1102

2.2.9 New skills developed in English 1102

2.2.9.1 Critical thinking
2.2.9.2 Audience awareness
2.2.9.3 Rhetorical purpose
2.2.9.4 Textual analysis
2.2.9.5 Synthesis
2.2.9.6 Evaluating sources
2.2.9.7 Avoiding bias

2.2.9 Works Cited

2.3 Mathematics

2.4 Top 7 Errors at Gordon State College

2.4.1 Comma splices, fragments, run-ons
2.4.1 Comma splices
2.4.2 Fragments
2.4.3 Run-ons
2.4.4 Misplaced punctuation
2.4.5 Improper thesis statements
2.4.6 Subject-verb agreement
2.4.7 Pronoun-antecedent agreement
2.4.8 Improper indication of the possessive
2.4.9 Quote integration mechanics
2.4.10 Their, there, and they’re

2.5 Top Questions Students Ask (FAQs)
2.5.1 “Can I ask questions in my essay?”
2.5.2 “Why can’t I use second person?”
2.5.3 “I know I need a conclusion paragraph, but what goes in it?”
2.5.4 “What’s the difference between a semicolon and a colon?”
2.5.5 “When I am writing my essay and reporting other people’s words or ideas, how do I know when to use present tense and when to use past tense?”
2.5.6 “In punctuation, how do I know when to use a dash and when to use parentheses? What’s the difference between them?”
2.5.7 “How do I write better transitions?”
2.5.8 “How do I get started with this essay?”
2.5.9 “What’s the difference between quotation marks and italics?”
2.5.9.1 “How do I use italics in my essay?”
2.5.9.2 Quotation marks
2.5.10 “What’s the difference between ‘lay’ and ‘lie’?”
2.6 Tips to Improve Your Writing Style

2.6.1 Close up the distance between subject and verb.
2.6.2 Close up verb phrases.
2.6.3 Close up the distance between modifiers and the words they modify.
2.6.4 Convert prepositional phrases into modifiers where possible.
2.6.5 Reduce the usage of empty constructions.
2.6.6 Reduce over-reliance on linking verbs.
2.6.7 Be mindful of word order in restrictive and non-restrictive elements.
2.6.8 Be mindful of voice.
2.6.9 Be mindful of diction.

2.7 Citation Basics

2.7.1 A case for academic honesty
2.7.2 Integrating quotes (In-text citations)
   2.7.2.1 Verb choice and tense
   2.7.2.2 Paraphrasing and summarizing
   2.7.2.3 Citation mechanics
   2.7.2.4 Italiccs and quotation marks
   2.7.2.5 Authors’ last names instead of first
   2.7.2.6 Reference markers
2.7.3 A guide for the works cited page
   2.7.3.1 The basic works cited entry
   2.7.3.2 Books
   2.7.3.3 Articles
2.7.4 Other documentation formats

3 Area B – Institutional Options (Critical Thinking)
3.1 Critical thinking

3.2 Invention

3.2.1 Purpose

3.2.1.1 Readership

3.2.1.2 To persuade (vs. to argue)

3.2.1.3 To inform

3.2.2 Subject

3.2.3 Topic

3.2.4 Issue

3.2.5 Logic

3.2.5.1 Basic forms of reasoning

3.2.5.1.1 Deductive

3.2.5.1.2 Inductive

3.2.5.2 Logical fallacies

3.2.6 “So what?”

3.2.7 Heuristics

3.3 Arrangement

3.3.1 The modes of development

3.3.1.1 Cause and effect

3.3.1.2 Classification/Division

3.3.1.3 Comparison and contrast

3.3.1.4 Definition

3.3.1.5 Description

3.3.1.6 Narration

3.3.1.7 Process
3.3.2 Functional arrangement

3.4 Extrinsics
   3.4.1 Research
   3.4.2 Personal experience

3.5 Composition

3.6 Collaboration

3.7 Editing and proofreading
   3.7.1 Editing
   3.7.2 Proofreading

3.8 Colloquium courses (COLQ 2991, 2992, and 2993)

4 Area C – Humanities/Fine Arts

4.1 Theatre
   4.1.1 Introduction to Theatre and process-based writing
   4.1.2 The types of writing assignments in Introduction to Theatre
      4.1.2.1 The what, the why and the how of theatre writing
      4.1.2.2 Love song analysis
      4.1.2.3 Performance analysis
      4.1.2.4 Dramatic analysis
      4.1.2.5 Playwriting project
   4.1.3 Writing skills developed in writing for Theatre Arts classes
   4.1.4 Pitfalls to avoid in writing for Theatre Arts classes

4.2 The Humanities
   4.2.1 The Humanities and writing
   4.2.2 The Cultural Event Report
   4.2.3 Humanities classes and process-based writing
4.2.4 Writing skills developed by Humanities classes

4.2.5 Pitfalls to be avoided in writing for Humanities classes

4.3 Music

4.3.1 Music and writing

4.3.2 Purpose of music writing

4.3.3 Music and process based writing

4.3.4 Writing skills developed in music appreciation classes

4.4 ENGL 2111, 2112, 2121, 2122, 2131, 2133

4.4.1 ENGL 2*** and process-based writing

4.4.2 Types of essays and activities in ENGL 2***

4.4.2.1 Annotated bibliography

4.4.2.2 Literary analysis essay

4.4.2.3 Biographical essay

4.4.2.4 Bibliographic essay

4.4.2.5 Compare and contrast essay

4.4.2.6 Evaluation essay

4.4.2.7 Essay examinations

4.4.2.7.1 Essay examination strategies – before the examination

4.4.2.7.2 Essay examination strategies – during the examination

4.5 Writing skills further developed in ENGL 2***

4.5.1 New skills developed in ENGL 2***

4.5.2 ENGL 2*** and critical thinking

4.5.3 ENGL 2*** and research

4.5.4 ENGL 2*** and synthesis
4.5.5 ENGL 2*** and weighing evidence

4.5.6 ENGL 2*** and judicious use of quotation

4.6 Writing pitfalls in ENGL 2***

4.6.1 Plot summary

4.6.2 Cherry picking, stacking the deck, and confirmation bias

4.6.3 Multiple readings = any reading?

4.6.4 The quote happy student writer

4.7 Works Cited

5 Area D – Science/Mathematics

5.1 A Brief discussion of scientific methods of inquiry

5.2 The purpose of scientific writing

5.3 How do you know?

5.3.1 Explanation of method

5.3.2 Presentation of data

5.3.3 Analysis

5.3.4 Drawing conclusions

5.4 Using precise language, or the importance of picking the right word

5.5 The article summary

5.5.1 What is the purpose?

5.5.2 Analysis of content

5.5.3 Communication of key ideas and relationships

5.6 Mathematical Communication-I’ll need help here from our math faculty

5.7 Conclusion

6 Area E – Social Sciences

6.1 Types of Area E writing assignments
6.2 Skills developed in writing for Area E
6.3 Pitfalls to be avoided in writing for Area A
6.4 Works cited

7 Area F – Major Requirements

7.1 Writing in Health Sciences
7.2 Health and Wellness for Living and Physical Fitness for Life
   7.2.1 The short answer question on tests and examinations
   7.2.2 Definitions and examples
   7.2.3 Critical thinking and Health Science classes
   7.2.4 Scenario-based tests in Health Science classes
7.3 Writing in a Health Sciences colloquium
   7.3.1 Writing a Global Health Perspectives policy brief
   7.3.2 Attributes of an effective Global Health Perspectives policy brief
      7.3.2.1 A convincing policy brief
      7.3.2.2 A well-researched policy brief
      7.3.2.3 A succinct policy brief
7.4 Writing in the Nursing program
   7.4.1 Documentation
   7.4.2 Writing in the ASN program and writing in the BSN program
7.5 Good writing in the Nursing program
   7.5.1 Sentences
      7.5.2 Paragraphing
   7.5.3 Source selection
   7.5.4 Responsible use of sources
7.6 Writing in the Education program
7.6.1 Bibliography

7.6.2 Research paper

7.8 Pitfalls to be avoided when writing in the Education program

7.8.1 The failure to follow directions pitfall

7.8.2 The synthesis pitfall

7.8.3 The organization pitfall

7.8.4 The transitions pitfall

7.8.5 The verbose pitfall

7.8.6 The grammar mechanics and usage pitfall

7.8.7 Works cited

8 Academic honesty/integrity

8.1 “Intellectual property”

8.2 Plagiarism

8.2.1 Intentional plagiarism

8.2.2 Unintentional plagiarism

9 Tips for success in college

9.1 Actively attend class

9.2 Study smarter

9.3 Act fast and avail yourself of opportunities

9.4 Prioritize for success

9.5 The Gordon State College Student Success Center (SSC)

Appendix