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Lesson 1: Using the Writing Process

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Lesson One

From the time that we are young until we die, we all find ourselves needing to master skills. For example, when you were a pre-schooler, you probably learned the skill of steering to ride a Big Wheel or a tricycle; then you learned the skill of balancing and went on to ride a bicycle. Perhaps you have had an elderly relative who had to learn to use a walker or wheelchair. No matter what the skill, once you understand its components and techniques and practice it, you will master the skill. For example, students who want to master cooking attend culinary school where they learn different components of the culinary process such as pastry making and salad making and techniques such as sautéing and roasting. By enrolling in English 1310, you have agreed to study the components of writing and practice its techniques, or strategies, as we call them in discussing writing. Thus, when you have finished this course, you will have learned to write a college-level essay. Understanding the components of the writing process and how they lead to the finished essay can help you become a more successful writer. To get an overview of the writing process, consider the following model:

- **Prewriting** gets its name because most successful writers accomplish much of their work before they put pens to paper. Prewriting includes asking yourself questions about your writing task to clarify your purpose and audience. It encompasses finding and exploring the topic through talking, freewriting, brainstorming, researching, or one of the other techniques explained in *The Bedford Handbook* on pages 24-29. This stage of the writing process culminates in your deciding on a specific purpose and a thesis.

- **Drafting** is getting your ideas on paper in a semi-organized manner. See pages 29-49 in *The Bedford Handbook*. You will study drafting in detail in Lesson 2.

- **Revising** involves *rethinking* the organization and development of your essay and *rewriting* to improve those areas. When revising, you will need to add, delete, and move text. In doing so, you will produce a second and subsequent drafts. See pages 49-65 in *The Bedford Handbook*. In Lessons 3 and 4 you will study revising.

- **Editing** is what you have probably thought of in the past as proofreading. To edit you must find and correct errors of style, mechanics, and spelling that interfere with your meaning. See pages 65-73 in *The Bedford Handbook*. Lessons 5 and 6 cover editing.

- **Publishing** involves putting your essay in correct manuscript form. See pages 74-86 in *The Bedford Handbook* and the syllabus to this online course.

You should understand the recursive nature of the writing process. **As you work on your essay, you will return to previous stages of the writing process rather than work through the process in a step-by-step order.**

Now that you have an overview of the writing process, you have some idea of how to proceed in preparing your early essays in this course. As you complete Lessons 2-7, you will spend more time with each stage of the writing process, learning and practicing writing skills and strategies applicable to each stage and receiving specific feedback and suggestions in response to your writing. By the time you have finished Lesson 7, you will have gained both knowledge of and experience in each of the stages that make up the writing process. With this overview of the writing process in mind, you are ready to focus on the prewriting stage.
Assignment One

Assignment - In progress
Add attachment(s), then choose the appropriate button at the bottom.

Title: Assignment 1
Due: Dec 31, 2018 5:00 pm
Status: Not Started
Grade Scale: Checkmark
Modified by instructor: Jul 21, 2014 1:48 pm

Instructions
Complete this assignment in Microsoft Word, and attach each separate portion of it below. The journal assignment and Essay 1 must be formatted exactly as the Modern Language Association (MLA) indicates:

- double spaced in 12-point Times New Roman, Times, or Cambria font;
- 1" side and bottom margins;
- last name and page number as a page header, beginning with the first page, 1/2" from the top;
- omission of a title page.

Journal Assignment

At the top of the page, title the assignment "Journal Assignment 1."

Write two-to-four paragraphs. Referring to your examination of The Bedford Handbook, write about the sections of the handbook that you noted and why they interested you. Since you are writing about a personal experience, you should use first person (I, me). Your journal assignment should be written in edited, academic English. When you are done, save the assignment as JOURNAL ASSIGNMENT 1.

Conventions Assignment

Title your page "Conventions Assignment 1."

Label the assignments Exercise 32-1 and Exercise 32-2.

1. Read pages 402-404 in The Bedford Handbook. Type the answers to Exercise 32-1 (a-e) on page 494. Leave a blank space under each item. Once you are done, check your answers for a-e from the back of the book. In the space that you left under each response, type in red font corrections to items that you missed. To receive credit, you must check a-e and provide corrections to items that you missed. Next, follow the same process for Exercise 32-2 (a-e) on pages 404-405 in The Bedford Handbook.

2. Next, type each item below. Leave a blank space under each item. Based on what you studied in The Bedford Handbook, correct the item in the space you left below it. If the item is correct, then type "CORRECT" in the blank space. More than one response may be correct.

   1. When the pitcher threw the ball I hit it out of the park.
   2. The truck ran out of gas, and stalled on the side of the road.
   3. I disturbed the ant mound and ants covered my entire body.
   4. A large number of students enroll in correspondence courses, but not all of these students finish the courses.
   5. By taking English Correspondence 1313 I should learn the basics conventions of edited, academic English.
   6. Baby elephants are sensitive to the sun and their mothers use their large ears to protect their offspring from sunburn.
   7. Many college students have a plan for studying yet rarely employ it.
   8. Because of the tremendous growth of the university officials are considering a new parking garage contract.
   9. Susie entered the store to purchase milk, but left with coffee, bread, and butter.
   10. Considered a classic of American cinema Gone with the Wind is a regular showing on some channels.
ENG 1310: Correspondence

Course Sample