Welcome to
ENG 1320
College Writing II

New to the course? Click the Course Content link at left and progress through the Get Started materials.

Returning to the course? Click the Course Content link and resume where you left off.

This course has recently been upgraded to improve assignment submission efficiency. Although the course navigation menu has been altered and content pages may appear slightly different, all materials and course requirements are the same.

Additionally, please note that, effective immediately, assignments will no longer be accepted via email. Instead, please submit your assignments via the Assignments tool in the left-hand navigation menu.
Course Content

Get Started

- Syllabus
- Meet Your Instructor
- Course Study Schedule (.pdf)
- Correspondence Course Information (.pdf)
- Student Introductions

Lesson 1: Using the Writing Process

- Reading Assignment
- Objectives
- Discussion
- Introduction to the Bedford Handbook
- Assignment 1

Lesson 2: Drafting

- Reading Assignment
- Objectives
- Discussion
- Introduction to Critical Reading
- The Reflective Essay
- Conventions of Style, Usage, and Mechanics
- Assignment 2

Lesson 3: Revising the Body Paragraphs for Effective Structure

- Reading Assignment
- Objectives
- Discussion
- The Informative Essay
- Conventions of Style, Usage, and Mechanics
- Assignment 3
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 wheel chair. 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

Submit Example Assignment

Add attachment(s), then choose the appropriate button at the bottom.

Title: Essay 1
Due: Dec 31, 2018 5:00 pm
Status: In progress
Grade Scale: Checkmark
Modified by instructor: May 30, 2014 10:02 am

Instructions

Compose your submission and attach it below. Attach the document as a .doc, .docx, or .rtf file, then click Submit.

This first written assignment will not be graded, but I will respond with feedback similar to the way I will mark your future papers. This first essay will serve as a diagnostic essay so that you will know what you need to work on in Essay 2.

Write a short essay in response to “Don’t Blame the Eater” by David Zinczenko. What are your views on the lawsuits filed by children against McDonalds for making them fat? Be sure to summarize Zinczenko’s points in order to state your own. Include at least two quotations from his essay. Use templates for summarizing and introducing and explaining quotes.

Follow these guidelines and directions as you prepare your essay:

- Follow the requirements outlined in the syllabus; and
- review the exercises suggested in Lesson 1. You’ll find that they are directly relevant to this essay topic. In general, all exercises in this course are designed to guide your toward completion of the essay assignments. Therefore, it is to your benefit to take care in finishing them.

Try to write at least 250 words.

Free Tutoring Available!

Feel like you might need a little help with your assignment? Don’t forget that there are two resources available to you that provide free assistance with writing-related assignments:

1. Smarthinking is an online tutoring service, and access to it is provided to all students enrolled in a Texas State correspondence course. You can submit a piece of written work to their Online Writing Lab (OWL) and have it reviewed by an e-structor and returned to you, usually within 24 hours, and guaranteed within 72 hours. You’ll need a username and password, though; to get one, all you have to do is call Texas State’s Office of Distance and Extended Learning at 800.511.8656 or 512.245.2322 or email them at corrstudy@txstate.edu.

2. The Texas State Writing Center’s online tutoring service allows Texas State correspondence study students to work with a writing tutor in real-time in an online environment. During the online tutorial, both the student and the tutor are able to see the student’s work on screen and can speak to one another via chat and/or microphone. Learn more about these online tutoring sessions or visit the Writing Center website to make an appointment.