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E-mail	procter@chass.utoronto.ca
Course Website	www.erin.utoronto.ca/~w3write/WRI320index.html (see also the course Blackboard site)

In this course, you will develop the ability to write clear and interesting non-fiction prose about historical subjects for intelligent non-specialist readers—an ability with many practical uses in both academic and workplace settings. In producing a portfolio of short pieces about a historical topic of your choice, you will gain experience and skill in performing research and in using primary sources as the starting point for your writing. In producing short responses for class exercises, you will learn to find, evaluate and present information from a range of secondary and reference resources. The exercises will also help you recognize and adapt techniques used in classical and contemporary historical writing, especially journalistic writing about historical topics. Working in an editing group will let you further develop your ability to capture and maintain readers' interest in complex material.

REQUIRED READINGS

You will read extensively for WRI320. Your reading will inspire your choices of organization and style, and it will provide information and ideas for your own prose.

- *Writing History, Volume 2: A Collection by New Writers* (Life Rattle Press, 2007) is the course textbook, available for approximately \$30 cash in class. It contains pieces written by past students in WRI320H. Study this collection to analyse and adapt techniques for your own use. See also *Writing History* (Life Rattle Press, 2004), an earlier collection of student writing, available for sale in class or in the UTM library.
- Many of the weekly exercises will ask you to report on readings you have found for your own project or on other relevant examples of published historical writing that I will provide. In reading and analysing these texts, you will gain awareness of ways to engage readers with history and solve technical problems in representing historical topics.

REFERENCE RESOURCES

- Learning to use **reference sources** efficiently is a key skill for historical research. The course website (URL above) lists starting points for finding online reference resources, and you will receive guidance on finding print resources relevant to your project. Elaine Goettler, a UTM reference librarian, will offer in-class training. She and other librarians are available for further consultation on finding and using the range of library resources relevant to your project.
- You will need **guidance on matters of style**, including details such as punctuation and citation format. If you do not have a general handbook already, consider Northey and Procter, *Writer's Choice*. If you want a more advanced guide, consider the sixth edition of the *MLA Handbook for Writers of Research Papers*. Both books are available in the UTM Bookstore and the UTM Library. See also the online advice files listed at www.utoronto.ca/writing/advise.html. Follow the **parenthetical author-page** citation format demonstrated in the online advice file at www.utoronto.ca/writing/documentation.html#mla and further explained in *Writer's Choice* and the *MLA Handbook*.
- You will also need a reliable mid-size hardcover **dictionary**. If you don't own one already, consider *Merriam-Webster's Collegiate Dictionary*.

COURSE REQUIREMENTS

Assignments Seven original assignments plus as many revisions as you wish; **OR** five original assignments plus as many revisions as you wish and a group assignment. You may hand in revisions any time up to 5 p.m. on Tuesday 7 April. (If you choose to do the group assignment, your proposal is due on Tuesday 10 February, and you will present your product to the class on Tuesday 7 April. You will receive printed specifications early in term.) Expect to write weekly **exercises** to be taken up in each class, including some based on assigned or self-chosen readings. I will give exercise and assignment instructions orally in each class. The assignments and exercises are due at the beginning of every class after the first one. **N.B.: You need to keep up with the sequence of exercises and assignments. Except for medically-documented reasons, I will not accept late work in this course.**

- Format** Like other professional writers, you need to use word processing efficiently for your work in this course. Keep backups of all files. Computer problems do not excuse late or missing work. Print your work double-spaced on 8½ x 11" paper, left-justified, with 1.5" margins on all sides. Number all pages. Staple each item separately and attach a title page with your name, a date, and a version number: Assgt 1a for the first draft, 1d for the fourth draft, etc. Identify each exercise as Ex. 1, Ex. 2, etc., and include your name and the date you handed it in.
- Paper Files** All the work you submitted goes into a file folder with your name on it that stays in my office. I note your dates of submission as work is handed in, but I do not evaluate or comment on your work except when you are present in my office. You may borrow or look at your folder any time by request. I will return your folder with all your hard copies in class on Tuesday 31 March. You will hand in your final work in electronic form, as outlined in the Evaluation section below.
- Participation** To master the content of this course, you need to be present, prepared and active in classes and editing groups. As part of your apprenticeship in professional writing, you will meet due dates, take responsibility for subject matter, and revise your work in consultation with me and other students in the course. You will also serve as an editor to help other writers in the course develop their work.
- Interviews** I will give you intensive and detailed formative feedback in individual interviews. I open your file and read your assignments only when you are sitting with me in my office. We go through your work together to plan further revisions. Interviews last about twenty minutes. You are required to come for at least **three interviews** during the course. You are welcome to come for more if time can be arranged. It is up to you to make appointments with me; I will take bookings at the start of each class. **NOTE:** You may arrange to meet with me at my office on the St. George campus: Room 216, University College (come into UC through the northeast door near Hart House, then go upstairs and into the library). Pick up your file folder at UTM first.

EVALUATION

Your **grade for the course** is based on your performance in classes, interviews, weekly exercises, and assignments. This course includes opportunities for a great deal of **individual feedback**—from your fellow-students in the class discussions and seminars and editing groups, and from me in the individual interviews. You may discuss your progress in the course with me at any time. I will tell you a grade for any assignment if you ask. Before the drop date in early March, I will notify anyone who is not making satisfactory progress in the course.

You will submit your **final work** for the course electronically as file attachments in Word or RTF or PDF format. One file will contain all your weekly exercises, and one will contain the final drafts of your five assignments for grading (four if you choose a group project). You will receive detailed instructions for submission towards the end of term.

- **10% of your final grade** comes from **class participation**. People get high participation marks when they contribute appropriately to class discussions and comment cogently and helpfully in the seminar editing sessions. People who miss classes will receive low participation marks and may fail the course.
- **20% of your final grade** comes from my evaluation of the quality of your **weekly exercises**.
N.B. : Exercises must be handed in on the announced due dates, but may be revised afterwards. **All** exercises must be submitted to obtain a grade higher than 10 out of 20.
- **70% of your final grade** is based on the level of achievement in **five assignments** in your file at the end of the course (four of your choice and one other that I have not looked at with you). For those who choose the group assignment, **50%** of the final grade will come from **four assignments** (three of your choice and one other I have not looked at with you) and **20%** will come from the group assignment.
N.B. : If any of the required seven assignments (five for those choosing the group project) has not been handed in on time during term, it will be counted as a zero in this average.

The standard for writing quality in this advanced course is very high. I will give grades of 80% or above to work that shows consistently excellent style and outstanding content, work that I consider publishable with minor revisions. I will give grades of 70-79% to high-quality work with consistently good style and substantial and engaging content, work that might be publishable with revisions. I will give grades of 60-69% to readable, clear, error-free, substantial, well-edited writing that communicates effectively.