



University
Writing Guide

2010-2011

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Chapter I: Introduction

Greetings from the Writing Program Committee

Welcome to CNU and to the Department of English. This guide provides you with a view of Freshman Writing at CNU, from placement through required common final examination and folder requirements at semester's end. This guide also provides a clear view of writing across the curriculum in the University's College of Liberal Arts and Sciences and its School of Business. You can improve your chances for success in Freshman English classes by becoming familiar with information from this guide, by attending classes regularly, by seeking assistance from your instructor and tutors in the Writing Center, and by taking seriously your responsibility as a University student. **Anytime you have a question, ask your instructor.** Additionally, all members of the Writing Program Committee are willing to assist you, if you have questions or concerns. Feel free to contact us.

Rebecca Barclay	Writing Specialist (594-7695)
Susan Booker	Writing Center Director (594-8891)
Imogene Bunch	Writing Specialist (594-7071)
Jennifer Cornette	Writing Specialist (594-7755)
Jim Cornette	Writing Specialist (594-7957)
Linda Gordon	Assistant Writing Program Administrator (594-7951)
Mary Healy	Writing Specialist (594-7632)
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Roark Mulligan	Writing Specialist (594-7685)
John Nichols	Writing Specialist (594-8896)
Sharon Rowley	Writing Specialist (594-8874)
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Peter Snow	Writing Specialist (594-7955)
Mary Wright	Writing Program Administrator (594-7716)

Writing Program Mission Statement

The Christopher Newport University Writing Program is an essential component of the Liberal Learning Core and is grounded in principles of liberal learning. Our faculty are committed to a curriculum of rhetorical analysis, which includes writing, analytical reading, critical thinking, and intellectual exploration across the disciplines. Our dynamic program provides students with challenging materials, sets high standards of academic achievement, and promotes the skills and knowledge intrinsic to clear, effective writing.

The program facilitates both independent student learning and collaborative-learning relationships among peers and faculty. We cultivate excellence in teaching, while encouraging and supporting pedagogical innovation.

The Writing Program adheres to the highest standards of ethical and professional behavior; accordingly, we foster the ideals of free thought and expression, the love of learning, intellectual honesty, personal responsibility, and civic engagement.

Alice F. Randall Writing Center: Center for Learning

Located in the Paul and Rosemary Tribble Library, the Center is open to all CNU students to provide writing assistance. The Writing Center was dedicated in the Fall of 1993 in memory of Professor Alice Randall, an educational innovator, researcher, and founder of the Basic Studies Program at Christopher Newport College.

The peer tutors will help you:

- develop writing skills
- overcome writer's block
- brainstorm for ideas
- write a thesis
- organize paragraphs
- support arguments
- revise drafts
- develop proofreading skills

The peer tutors:

- will discuss error patterns
- will teach you to proofread
- will be critical readers
- will ask questions to help clarify meaning
- will discuss any of your writing concerns
- will assist you with any writing project

For more information and hours, please contact Dr. Susan Booker at 594-8891 or the Writing Center at 594-7684.

Letter from a Student

Dear Fellow Writers,

Congratulations on starting at Christopher Newport University! I know that your time here will be full of new experiences and challenges, just as mine was. One of those challenges will be encountered early on during your first writing class. Even if you don't have English in mind as a major, don't take this class lightly since you will have to write regardless of what subject.

Writing is truly a process. No one, not even the best of writers, can expect to sit down at the computer and be struck by a bolt of creative genius which allows them to write a well-crafted and supported paper. Instead, all writers go through a unique process that enables them to create their best work. The writing process, though made up of some standard steps, is not the same for everyone. Each writer must tailor the process to fit his or her own needs. Don't be afraid to experiment with different techniques to find what suits you the best. What's more, if you find yourself confused or stuck, the Alice F. Randall Writing Center is a wonderful tool. The tutors there are college students just like yourself who can help you in any stage of the writing process. While they won't write your paper for you, the tutors can help you to generate ideas, organize your thoughts, and refine your prose.

Throughout your time at Christopher Newport University, and specifically, during your English classes remember:

- Be confident, not cocky: Each of you has the potential to be talented and successful in your writing courses. Trust your own instincts and be confident in your ideas and abilities. However, don't think that just because you have gotten an A on your first paper that you will be able to continue to succeed without putting forth effort.
- Go to your professors for help: Though it may seem daunting to approach their office doors, your professors are available to help you. In fact, they can be your most valuable tool because they know exactly what they want you to produce and can guide you expertly. What's more, they really do want to help you! There is a reason these men and women have gone into the teaching profession—to share their knowledge and love for a subject.

This is only some of the advice I could give as a result of my four years as an English major, but I know that everyone is different and sometimes, experiencing something is the best way to learn. So go! Experience! Have a great time and don't waste a moment. I'm sure this is terribly cliché, but this really is one of the best times of your life.

Yours Truly,

Kristin Brickley
Class of 2006

Superior and Below Average Student Profiles

Most students enter college with high, but sometimes unrealistic expectations. If you view each writing assignment and each class meeting as an opportunity to learn and demonstrate your commitment, you will improve your chances of fulfilling your high expectations. Remember, your professor will also have high standards, likely higher than you have met before, and your grade on each assignment will give you a marker for your progress or your need to make changes to improve. While effort is important, your performance determines the grade. Because your professor is keenly interested in your progress, she/he will give you fair-but-demanding assessments of your writing. The following profiles will give you some idea of behaviors and qualities that characterize superior and average students.

The Superior Student:

- Attends class faithfully
- Prepares carefully for each class
- Reads critically, inferentially, and analytically
- Makes extra effort; goes beyond the "required"
- Participates in every class
- Asks thoughtful questions
- Makes insightful and constructive comments
- Respects learning and learners
- Values association with professors
- Is determined, disciplined, and organized
- Puts college work first; sets good priorities
- Accepts responsibility for actions
- Hands work in on time; plans ahead
- Demonstrates mastery of written English
- Takes initiative
- Earns high grades consistently
- Seeks help regularly
- Views criticism as valuable
- Can apply, critique, and synthesize ideas
- Develops writing topics that show originality and thoughtfulness
- Shows enthusiasm and energy in class
- Cares about performance and improvement
- Has plans and ambition

The Below Average Student:

- Attends class periodically
- Prepares sometimes or not at all
- Reads indifferently and without commitment
- Is interested in just what is required
- Seldom participates in class
- Sees little need to participate; may "slouch" or "sleep"
- Is "bored" easily, easily discouraged
- Shows little respect for learning and learners
- Sees professor as tedious or an obstacle
- Lets personal moods or problems interfere with learning
- Tends to blame others for shortcomings; makes excuses
- Hands in work late, without careful attention to details
- May have some ability but lacks discipline
- Has marginal skills in written English
- Earns mostly average grades
- Seldom takes initiative; lacks organization
- Resists criticism
- Has difficulty with applying and analyzing ideas
- Chooses vague and familiar writing topics
- Has little enthusiasm or energy in class
- Only occasionally cares about quality of work
- Is uncertain about plans; lacks ambition

Chapter II: The Writing Seminars

Placement in the Writing Seminars and Courses

Most students who enter Christopher Newport University as freshmen enroll in a section of English 123. Students in the Honor Program enroll in English 123H. If you are interested in the Honor Program, you should contact Dr. Jay Paul, the program director. If students enter CNU with transfer credit, with AP scores of 3 or higher, or with a CLEP score of 500 or higher, they may receive credit for English 123—these students should talk to the English Department Chair.

Anyone with questions about placement may contact the Writing Program Administrator, Dr. Mary Wright, at (757) 594-7716.

Brief Course Descriptions

English 123. Writing Seminar I. Argumentation and Analysis (3-3-0)

The First-Year Writing Seminar introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments that position their views within ongoing social and cultural questions. Individually and collectively, students will read and discuss challenging texts, evaluating argumentative styles, conclusions, and evidence. They will also write essays that they will revise to reflect deeper critical thought, an effective prose style, and consideration of an audience's expectations. The course offers students frequent written and oral feedback on their writing. It also prepares students for the Second Year Writing Seminar by providing guidance for students to incorporate multiple print and electronic resources into their writing. Requires a common, written final. Students must achieve a final grade of C- or higher to satisfy University graduation requirements.

ULLC 223. Writing Seminar II: Research in Special Topics. (3-3-0)

Prerequisite: C- or higher final grade in English 123.

The Second Year Writing Seminar invites students to create and participate in a collaborative research community formed around a stimulating course topic, such as Popular Culture, Media and Gender, Language and Society, or Culture of Fear, determined by the professor. The seminar encourages students to continue practicing and reflecting upon the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to evaluate, synthesize, and present primary and secondary sources in a research project. As it introduces students to the conventions of academic research and its presentation in both oral and written forms, the course's focal point is the creation of a 10-15 page formal research paper.

ENGLISH 123

WRITING SEMINAR I: ARGUMENTATION AND ANALYSIS

The First Year Writing Seminar introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments that position their views within ongoing social and cultural questions. The course explores argument in relationship to issues in the arts, humanities, social sciences, professional studies, business, economics, and sciences and technology. Beginning with an examination of the principles of academic argument, students will evaluate prose texts and craft polished arguments of their own using multiple sources of evidence.

Requirements:_____

1-3 Analyses or Arguments:
close rhetorical readings of single texts to evaluate argumentative strategies, such as evidence, logic, style, and claims.

1-3 Contextual Analyses: rhetorical analyses of one text using the ideas and context of at least one other text.

1-3 Arguments with Multiple Sources: short argumentative papers synthesizing several sources to support a thesis.

Formal or informal oral presentation(s) of research, readings, and writing.

Texts

One of the following readers:

Barnett, Sylvia and Hugo Bedau, eds. Current Issues and Enduring Questions, 7th ed.

Faigley, Lester and Jack Selzer, eds. Good Reasons with Contemporary Arguments, 3rd ed.

Mauk, John and Metz, John, eds. Inventing Arguments

Rottenberg, Annette. The Structure of Argument, 4th ed.

Additional Required Texts

Kirzner and Mandell. The Brief Wadsworth Handbook, 7th edition., Thomson Wadsworth, 2005.

Objectives:

Students will engage in a variety of writing responses in order to practice effective paraphrasing, to avoid plagiarism, to recognize a variety of argument structures, to discern main points from secondary data, and to articulate ideas for later revision.

Students will engage critically with a text, practice incorporating sources into writing, establish and manage tone and voice, and marshal valid evidence, such as logic, counter examples, opposition, and other argument elements.

ULLC 223**WRITING SEMINAR II: RESEARCH IN SPECIAL TOPICS**

The Second Year Writing Seminar invites students to create and participate in a collaborative research community formed around a stimulating course topic, such as Popular Culture, Media and Gender, Language and Society, or Culture of Fear, determined by the professor. The seminar encourages students to continue practicing and reflecting upon the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to evaluate, synthesize, and present primary and secondary sources in a research project. As it introduces students to the conventions of academic research and its presentation in both oral and written forms, the course's focal point is the creation of a 10-15 page formal research paper.

Requirements:

Informal Writing: freewriting, notes, journals, early drafts, responses to other student essays, exercises, paraphrasing work, posts to online prompts, and homework.

Semi-formal Writing: 5-10 writing tasks, such as mid-level drafts reading responses, quizzes, essays, and in-class essays.

Formal Writing: a target of 15 pages including final drafts that integrate multiple sources and papers with polished, effective prose styles, and one 10-15 page research piece. Formal writing is evaluated on content, correctness, organization, and style.

Oral Presentations: The oral presentation component of the course may be satisfied by any activity such as the following, at any point in the course. Length of presentations is to be determined by individual instructors.

- Brief, informal presentations of source summaries/analyses to the class, or to a small group
- A brief, informal presentation of the prospectus to the class or a small group
- A formal presentation of the research project—its process and/or its conclusions.
-

Texts

Readers are specific to the course. Please consult your professor and syllabus for correct information.

Kirzner and Mandell. The Wadsworth Handbook, 7th edition., Thomson Wadsworth, 2005.
Gordon, L.M., D.K., R Mulligan, and M. Wright. The University Writing Guide. CNU Department of English, 2006.

Objectives:

Students will engage in a variety of writing responses in order to practice effective paraphrasing, to avoid plagiarism, to recognize a variety of argument structures, to discern main points from secondary data, and to articulate ideas for later revision.

Students will engage critically with a text, practice incorporating sources into writing, establish and manage tone and voice, and marshal valid evidence, such as logic, counter examples, opposition, and other argument elements.

Chapter III: Assessment

All courses in the Writing Seminars have common goals and common assessment procedures. The common assessment procedures and the common curriculum allow us to collect information that can improve the program. In each writing class, you will supply us with essential information that will be used to assess not just you but also your class and the writing program. This chapter describes the common assessment procedures: "The Optional Diagnostic Writing Prompt," "The Mid-term Evaluation," and "The QEP (Quality Enhancement Plan)." Following these brief descriptions are the actual assessment forms. Your instructor will use these in class.

The Diagnostic Writing Prompt (Optional)

During the first week of class, your instructor may ask you to write for thirty minutes in response to a brief reading prompt. **The diagnostic writing sample is a way to learn-- it is not a test.** Many instructors use part of an early reading assignment as the prompt. This allows them to incorporate the assignment into their syllabus. After reading the diagnostic sample, the instructor will return your paper with a response sheet attached. The response sheet can help you identify strengths and weaknesses as a writer and reader. After using the writing samples in class, the instructor will give them to the Writing Program Administrator--the diagnostics are then used to assess the writing program and its goals. For more information, see the assessment forms on the following pages.

Mid-Term Assessment

At least once each semester, all writing instructors administer the "Midterm Analysis of Teaching," an informal course evaluation. The instructor discusses the results of this evaluation with you, attempting to address the your concerns, then each instructor writes an assessment in response to your comments. This report is given to the Writing Program Administrator who compiles the results in our annual report. For more information, see the assessment forms on the following pages.

Wadsworth's InSite

All ENGL 123 and ULLC 223 students are required to purchase *The Brief Wadsworth Handbook* and a pincode for InSite, an online course management tool. InSite helps students identify and correct accidental plagiarism problems with the "Originality Checker" feature. Additionally, the online grade book, peer edit system, calendar, and chat program keep students and professors current with all course materials and information.

Optional Diagnostic Writing: Instructions and Response Form (English 123)Name _____
Course _____Date _____
Semester _____

You will have about thirty minutes to read a brief passage and to write several paragraphs in response. Before writing read the following directions carefully.

1. Read the brief passage. As you read, you may take notes in the margins of the passage.
2. After you read the passage, write several paragraphs following these guidelines:
 - In a paragraph, summarize the central idea of the passage. Also describe how the writer develops his/her position.
 - After completing the summary, give your own point of view. In one or two paragraphs, explain your position, using evidence from the text and from your own knowledge or experience. Do you agree or disagree with the author? Explain why. Can you cite an example of a current issue that supports your position?
 - You have only thirty minutes to read the selection, plan your paper, and write several paragraphs. Use your time wisely. Please write legibly.
 - If you complete your paper early, read through it making minor revisions and corrections.

Instructor's Response:

Dear _____

I have read your first class writing. You might want to consider this early response as a guide for setting objectives to improve your reading and writing. I look forward to working with you during the semester to help you achieve your goals. ("1" is low, and "4" is high)

1. Reading: understanding the author's thesis, argument, and inferences

1	2	3	4	Comment:
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2. Response to reading: evaluating the author's thesis, support, and opposition

1	2	3	4	Comment:
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3. Ideas: demonstrating insight, originality, and engagement

1	2	3	4	Comment:
---	---	---	---	----------

4. Writing structure: paragraphs, transitions, focus, and organization

1	2	3	4	Comment:
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5. Writing correctness: grammar, punctuation, and mechanics

1	2	3	4	Comment:
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6. Sentences and diction: vocabulary, sentence patterns, clarity

1	2	3	4	Comment:
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Sample Grade Rubric

Standards of Performance

Please note: There is no assumption in these “Standards” that specialized diction is *required* in order for the student to compose an exceptional essay.

“A” Paper:

- Argument fully and logically developed, synthesizing knowledge drawn from the common reading and other sources to produce a unified and lucid response.
- Original thesis developed with thoroughness, analytical precision, and creative imagination.
- Transitions logical and stylistically pleasing throughout.
- Command of the language exhibited through varied, sophisticated sentence design, and mature vocabulary consistent with the argument genre (e.g., fallacy, appeal, warrant)

“B” Paper:

- Argument coherently developed in response to the common reading and other sources, integrating those source-materials intelligently and purposefully.
- Original thesis expressed clearly and substantially supported.
- Transitions and logical connections made explicitly and smoothly.
- Sentence-crafting essentially free of both major and minor errors; vocabulary appropriate and fluent.

“C” Paper:

- Argument clear but limited in scope; effort to analyze common reading satisfactory, but linkages to additional sources not thoroughly developed.
- Thesis unsophisticated; assertions and generalizations often not fully supported by explanation or evidence.
- Transitions managed competently; paragraphs unified and internally well-organized, purposefully sequential.
- Sentences generally effective and grammatically correct; vocabulary adequate but somewhat generic.

“D” Paper:

- Argument unfocused, wandering; understanding of common reading limited; use of other sources cursory; reliance on direct quotation excessive and distracting.
- Thesis difficult to discern; claims and/or supporting information likely to contain inaccuracies.
- Paragraph structure uncertain; transitional links missing or simplistic.
- Syntactical errors common, at times fundamental ones; sentence design basic or deficient; phrasings apt to be confusing and awkward; vocabulary repetitive or faulty.

“F” Paper:

- Assignment not followed; evidence of faulty preparation strongly indicated: i.e., common reading misunderstood, connections and inferences missing, no other sources referenced.
- Argument (and therefore thesis) non-existent; coherence and focus seriously lacking.
- Paragraphing random; transitional linkages not provided to connect ideas.
- Grammar and mechanics significantly flawed; diction only minimally competent, and frequently inappropriate to the purpose.

Chapter IV: University Writing Awards

Each semester, instructors in the Writing Seminars (English 123 and ULLC 223) submit outstanding essays to the Writing Program Administrator. From this collection of excellent papers, the Composition Committee selects winners of the University Writing Awards who receive a certificate and a monetary prize. Students whose papers are selected should complete the “permission” form, if they would like their work considered for inclusion in a Freshman Writing Program publication. On the next four pages, you will find arguments by Justin Pritchett and Lindsey Seipp, the 2004 award winner, and one of the 2004 runners up, respectively.

Previous Winners of the University Writing Award:

Rachael Metts (1998), Antoinette L. Higgins (1998), Rachel Shaia (1998), Maria Deffenbaugh (1999), Jason Griffin (2000), Michael Suis (2001), Sheryl Musser (2001), Virginia Flynn (2001), Joseph Somosky (2001), Hattie Barber (2001), Melanie Beahm (2001), Laurissa Stokes (2002), and Kathryn Blankenship (2002), Justin Pritchett (2004), Rose Glass (2005), Whitney Henderson (2006), Brett Brombert-Martin (2007).

Previous Honorable Mention Winners:

Carolyn Ritchie (1998), Terri White (1998), Amber Goodman (1999), Derrick Simpson (1999), Jack Lassiter (2000), Leigh Trayers (2001), Amber Nettles (2001), and Christy Grubbs (2001), Lindsey Seipp, Erin Roll (2004).

Permission to Use Papers Written in English 123 and ULLC 223

The author _____ gives permission for the Department of English at Christopher Newport University to use his/her essay

in publications designed for the use of students at Christopher Newport University. If the essay is used, the students will receive a free copy of the publication.

Signature

Print Name

Address

Telephone

Date

University Writing Award Winner: English 123

Justin Pritchett
Schwarze
Engl 123
10-7-04

"A Beacon of Freedom"

As we watched the World Trade Center collapse on September 11th we saw the world change. America was attacked on its own ground. Not since the Cuban missile crisis had Americans suffered so much fear and despair. "The world will never be the same," teachers told their students, "you are witnessing history in the making" or "your lives are forever changed." And most Americans expected a change in American foreign policy. President George W. Bush told the country and the world that evening that "we will make no distinction between the terrorists and those who harbor them" (9-11 National Address) and most of them thought they had witnessed the change. They watched the U.S. go out into the world and release our wrath, President Bush called "unyielding anger" (9-11 National Address) on the "infidels" of terrorism in Afghanistan and around the world. America now preemptively strikes threats to her security. President George W. Bush said in his weekly radio address on October 6, 2001 "stand with the civilized world, or stand with the terrorists. And for those nations that stand with the terrorists, there will be a heavy price" (Oct. 6 2001 Radio Address). This type of heavy-handed U.S. foreign policy, however, is neither new nor effective in protecting U.S. interests and human rights.

American intervention in foreign affairs dates back to President Monroe. In his State of the Nation Address to congress on December 2, 1823, President Monroe forbade European powers from interfering in the new democracies of Latin America and declared the United States' right to intervene in those same democracies. Since then the United States has been involved in Chile, Cuba, Haiti, the Dominican Republic, Argentina, Brazil, Columbia, Guatemala, Honduras and many more. In most of those countries the U.S. has intervened not only once but on numerous occasions. One of the most notable repeated interventions occurred in Panama. In 1857 the United States incited a revolution that won Panamanian sovereignty from Columbia. In 1888 we assisted Columbia in reclaiming Panama and instituting a 17 year undemocratic tyranny over the Panamanians. In 1903 president Teddy Roosevelt and the U.S. Navy orchestrated another revolution that won Panamanian sovereignty and rights for the U.S. to build the Panama Canal (Asserts Navy Aided Revolt of Panama). But the problem was not strictly in our involvement in Latin America, it was our fundamental belief that the United States was superior to Latin America.

The arrogance of the American government is not new either but has been prevalent since the fall of isolationism. In a speech given to the Chicago Union League on February 23, 1904, ex-secretary of war Elihu Root argued and defended the Monroe Doctrine and its place in American foreign policy. "(The Monroe Doctrine is) an assertion of a right under the universal rule that all sovereignty is held subject to the limitations in its exercise arising from the just interests of other nations." In other words, as long as the United States is bigger and stronger it can tell smaller countries what to do. According to Root we were "already entitled" to the Panama Canal. We had the "right of way" to open the canal for the betterment of international trade. It is arrogant to believe that the U.S. was "morally" justified to protect her own and the world's trade by inciting revolution in another country. Unfortunately that arrogance has led the United States to expand its international influence to the Middle East.

In the past thirty years the United States has been involved in Iran, Iraq, Syria, Egypt, Israel, Afghanistan and plenty more. In his address to the nation on October 7, 2001 President George W. Bush announced that U.S. forces had attacked Afghanistan. For justification, he said, "There can be no peace in a world of sudden terror. In the face of today's new threat, the only way to pursue peace is to pursue those who threaten it" (Declaration of Afghanistan Invasion). The United States had the right to protect the world's peace by starting a war? It's the same argument defending our involvement in Iraq. After the U.N. refused to supply troops to invade Iraq the U.S. invaded on its own and when President

Bush addressed the U.N. on September 23, 2003 he said, "We acted to defend the peace and credibility of the United Nations." It is not the responsibility of the United States to defend the credibility of the U.N. But, that is the way the U.S. has come across to the world for years and that arrogance is the main fuel for anti-Americanism in the world today.

Despite our commitment to foreign affairs the U.S. rarely has a positive outcome from intervention. In Latin America we have seen negative impacts from our interventions in several countries. In 1953 the United States overthrew the government of Jacobo Arbenz in Guatemala. The result: Between 1954 and 1990 over 100,000 people were killed or disappeared in Guatemala (Doyle). Then in 1973 the CIA initiated a coup that overthrew the government of democratically elected socialist Salvador Allende in Chile. The tyrannical government of Augusto Pinochet took power resulting in thousands of massacres, executions, disappearances, and tortures (Hertsgaard 736). We even trained and funded the dictator of Panama, Manuel Noriega, at the School of the Americas. In 1989 we had to invade Panama to remove him from power after his government killed a marine and repeatedly attacked American citizens along the Canal Zone (Rohter). After the invasion over 10,000 Panamanian civilians were dead, 30,000 homeless, and 23 American soldiers were dead. But the U.S. has caused even greater tragedies from its intervention in other parts of the world.

Because of our actions in the Middle East the U.S. has been the cause and aim of many attacks and deaths throughout the area. We overthrew the elected government of Iran in 1953 and installed the Shah. A despot who ruled with terror and violence. When the Iranians revolted in 1979 they overthrew the Shah, placed Ayatollah Khomeini in power, and took the American embassy hostage for over a year (Johnson 2). Iran is now a hot spot of anti-Americanism and labeled by George W. Bush as a member of the "Axis of Evil." Later we funded and supplied Saddam Hussein while he was warring with Iran. He eventually used this funding and support to attack tens of thousands of Kurds in northern Iraq with biological and chemical weapons as well as invade Kuwait. The U.S. had to invade Iraq in 1991, bombard them with cruise missiles in 1998, and invade them again in 2003 (Johnson 2). The attacks on the Kurds and the invasion of Kuwait were not the only atrocities that occurred because of the U.S.'s support of terrorists fighting our enemies. September 11th itself was a direct result of the U.S.'s support of Osama Bin Laden during the 1979 Soviet invasion of Afghanistan. We funded, trained, and equipped Bin Laden's "Freedom Fighters" with the very tools and experience they used to attack the World Trade Center (Johnson 2).

It is true that Americans can not tell the future better than any one else. We did not know that our support of Saddam Hussein would lead to the deaths of thousands of Kurds by biological and chemical weapons. We could not know that our overthrow of Mossadeq in Iran would lead to the Iran Hostage crisis or the current cradle of terrorism that exists in that country. Also, we could not tell that our funding and training of Osama Bin Laden would, after the fall of the Soviet Union, be used to bomb American embassies and naval ships or to fly Jumbo Jets into American buildings. But, the fact remains that U.S. involvement in foreign affairs has repeatedly caused negative repercussions on both U.S. interests and human rights in general.

With the knowledge that U.S. meddling in foreign affairs so often causes problems, how can we be certain that our current involvement in Afghanistan and Iraq won't have similar effects? Should we not renounce the use of assassination, psychological warfare, military strength, and funding of coups as political tools? We should focus our foreign policy instead, on humanitarian aide, support of human rights, and protection of U.S. interests by avoiding the propagation of anti-Americanism through our arrogance and immorality. We should hold ourselves and our allies to the same moral standards we hold our enemies. If we attacked Iraq because of their totalitarian government then we should require our friends the Saudis to reform their totalitarian government towards one based more on civil liberties. If we attacked Iraq because of their biological and chemical weapons programs, we should disband our own biological and chemical weapons programs. If we condemn North Korea's nuclear weapons programs, we should rejoin the international ban on nuclear ballistic missiles and cancel our Nuclear Bunker Buster programs. If we denounce the use of genocide in the Sudan, we should refuse to support genocidal governments like Cambodia's Pol Pot regime in the future.

America is not exceptional. We are not the one true source of freedom in the world. We have committed our own crimes against humanity, and yes, we have suffered our own injustices. But, we must acknowledge our imperfections. We are not faultless and we are not above working with other nations. We need to work with the international community before we can create a world of peace. If we act without international approval, we are shouting to the world "America is better than YOU," and that is the same arrogance that fuels anti-Americanism. It is the same arrogance that lead to the September 11th attacks and the bombing of the USS Cole and attacks on U.S. citizens throughout history. If we abolish the arrogance, if we abolish the hypocrisy, and if we put an end to this old foreign policy of aggression, only then will America become the "Beacon of Freedom" that President George W. Bush claims we are today.

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Chapter V: Pedagogy

The Writing Seminars at Christopher Newport University prepares you for reading and writing in the University's College of Liberal Arts and Sciences and its School of Business. The courses introduce you to college reading, thinking, listening, speaking, arguing, researching, and writing, providing frequent guided practice. Our assessment procedures show that students learn best in an active classroom that is well structured. The following are strategies that instructors in the program use, and they are strategies that you may use when reading and writing.

Reading Activities

Sometimes you will read quickly for central ideas and evidence. Other times, you must read carefully and critically because you must represent the readings accurately in your own writings. Below is a list of activities that will help you read critically.

Before reading, you or your class can:

- Write a brief personal reaction to the topic.
- Preview the passage.
- Read the title and subheadings.
- Ask questions: What does the title tell you? What do the subheadings tell you? What is the article about? What do I know about the author? What do I know about the subject? What do expect to learn?

As you read, you can

- Take notes in the margins.
- Underline central ideas and evidence.
- Ask and answer questions.
- Take breaks. Stop when you are no longer focusing on the reading.
- Read against the article. Question the information and facts. Question the structure of the article. Question the style. Ask if the sentences are too long or too short. Ask if the paragraphs are well developed. Question the author's tone: Does it fit the message? Ask questions constantly: What is the author's agenda or bias? What has influenced the author's point of view? What are the unstated assumptions of this author?
- Read articles more than once. First, read for central ideas. Then, read the passage a second time, underlining evidence and dividing the reading into sections.
- Keep a vocabulary journal in which you write and define unfamiliar words.

After you have read,

- Summarize the article in one or two sentences. This brief summary is the author's thesis.
- Outline the passage, writing the central ideas and examples.
- Think about the reading and your reaction to it. Ask yourself if the evidence presented supports the thesis: Do you agree with the thesis? Is the author's evidence good? Are the author's ideas convincing? Is the writer trying to persuade you? Is the author just giving you information? Is the author angry, logical, objective, or didactic?

Since reading is a central focus of our writing program, instructors may ask you to do some of the following activities:

- Read an essay more than once.
- Listen as the instructor describes the strategies that he/she uses when reading.
- Write questions while reading, then submit these or discuss them in class.
- Look for a thesis or the central point of a paragraph.
- Read aloud in class.
- Summarize brief passages in class (orally or in writing).
- Interpret brief passage in class (orally or in writing).
- Discuss the author's strategies.
- Take a reading quiz on the day an article is to be discussed.
- Write your feelings and reactions to the reading.
- Use a journal to develop paper topics.

Writing Activities

Writing is a process. The more time you have, the better the final product will be. Sometimes you will write brief, informal assignments that are still very rough. These are excellent for developing ideas. In English 123 and 223, your written assignments will always be connected to reading assignments, so you can think of your readings and your discussions of those readings as the beginning of your writing process.

When you receive a more formal assignment, read the assignment sheet carefully. Your instructor has taken time to outline the assignment and has given suggestions for creating successful papers. As you finish writing, read the assignment sheet again--you may have missed or forgotten part of the assignment. The following are general guidelines that should help you during the writing process:

- Allow yourself time to plan and draft a paper, then set the assignment aside and revise it later. Setting the assignment aside gives you distance from your paper—this is essential, if you want your writing to improve.
- Think of the function of each paragraph and how one paragraph relates to the paragraph before and after it.
- Consider your opposition—this helps you to develop your argument and to show that you are reasonable.
- Care about each word, each sentence, and each paragraph.
- Vary your sentences, both their lengths and patterns. Some repetition is good, but readers also like variety.
- Write clear, concise sentences. Your writing should communicate your ideas. Do not try to impress your instructor or other students by writing long confusing sentences that are unclear to you.
- Use an appropriate tone--a balanced, logical tone is usually the most effective.
- Have a friend or classmate read your paper. Peer editors can help you get distance from your paper, pointing out places where your writing is strong and weak.
- Bring your rough draft to the Writing Center or to your professor.

Your instructor may encourage the writing process by requiring one or more of the following activities:

- Write an introduction to your paper after a classroom discussion.
- Complete a timed writing at the beginning of class on your paper topic.
- Write an entire essay to be submitted at the end of the period--this paper may be used as a draft for a more formal paper.
- Write an essay that imitates the structure/style of an exemplary essay but write on a different topic.
- Revise a weaker essay.

Peer Editing

Many instructors will ask you to participate in peer reviews. These review sessions force you to prepare an early draft. Some instructors in our program use the following peer-editing strategies:

- Ask that you submit rough drafts to two or more readers for criticism.
- Supply you with handouts that list the questions you should ask and answer as you evaluate each other's work.
- Place you in peer editing groups.
- Collect your drafts, then circulate them randomly.
- Ask you to bring photocopies of your rough drafts, trade the copies, and write comments at home—the drafts are returned at the next class.

Instructor Conferences

At least once each semester, you should have an individual conference with your instructor to discuss your writing. Some instructors cancel a day or two of class while they hold mandatory conferences.

- During the conferences, instructors often discuss issues raised in class, a rough draft, or recurrent writing problems. Many students and many instructors find the conferences to be the most valuable part of the class.

The Effective Classroom

For effective instruction to take place, you and your instructor must respect each other. In our assessment procedures each year, students and instructors consistently state that the following elements are essential if the class is to be productive.

Each year on the "Mid-term Evaluation of Teaching," students stress three central points that make an effective classroom:

- Students learn better if the instructor is organized, giving clear goals and assignments.
- Students learn more in active classrooms, classrooms in which students speak and write regularly.
- Instructors who meet with students individually and who write meaningful comments on papers are motivating.

And each year instructors repeat three student behaviors that create an effective classroom:

- Students arrive on time to every class meeting, and they don't leave until the class has ended.
- Students arrive prepared, having completed the reading and writing assignments for that day.
- Students participate actively in the classroom, not only contributing to the discussion but also listening actively when the instructor or other students are speaking.

Chapter VI: Writing Across the Curriculum

Writing is an essential communication skill in all disciplines, not just English. Beginning with the graduating class of May 2004, students must complete two 300- or 400- level courses that are designed as Writing Intensive (WI). On the following pages, you will find writing assignments from the departments listed below. These assignments demonstrate the importance of writing skills in all disciplines.

College of Liberal Arts and Sciences

- Biology, Chemistry, and Environmental Science
- Communication Studies
- Education
- English
- Fine and Performing Arts
- Government and Public Affairs
- History
- Library Science
- Mathematics
- Modern and Classical Languages

Liberal Arts and Sciences (Continued)

- Philosophy and Religious Studies
- Physics and Computer Science
- Psychology
- Recreation, Sport and Wellness
- Sociology, Social Work, and Anthropology

School of Business

Accounting