

Week 1

Sheltered Garden (full poem)

I have had enough.
I gasp for breath.

Every way ends, every road,
every foot-path leads at last
to the hill-crest—
then you retrace your steps,
or find the same slope on the other side,
precipitate.

I have had enough—
border-pinks, clove-pinks, wax-lilies,
herbs, sweet-cress.

O for some sharp swish of a branch—
there is no scent of resin
in this place,
no taste of bark, of coarse weeds,
aromatic, astringent—
only border on border of scented pinks.

Have you seen fruit under cover
that wanted light—
pears wadded in cloth,
protected from the frost,
melons, almost ripe,
smothered in straw?

Why not let the pears cling
to the empty branch?
All your coaxing will only make
a bitter fruit—
let them cling, ripen of themselves,
test their own worth,
nipped, shrivelled by the frost,
to fall at last but fair
with a russet coat.

Or the melon—
let it bleach yellow
in the winter light,
even tart to the taste—
it is better to taste of frost—
the exquisite frost—
than of wadding and of dead grass.

For this beauty,
beauty without strength,
chokes out life.
I want wind to break,
scatter these pink-stalks,
snap off their spiced heads,
fling them about with dead leaves—
spread the paths with twigs,
limbs broken off,
trail great pine branches,
hurled from some far wood
right across the melon-patch,
break pear and quince—
leave half-trees, torn, twisted
but showing the fight was valiant.

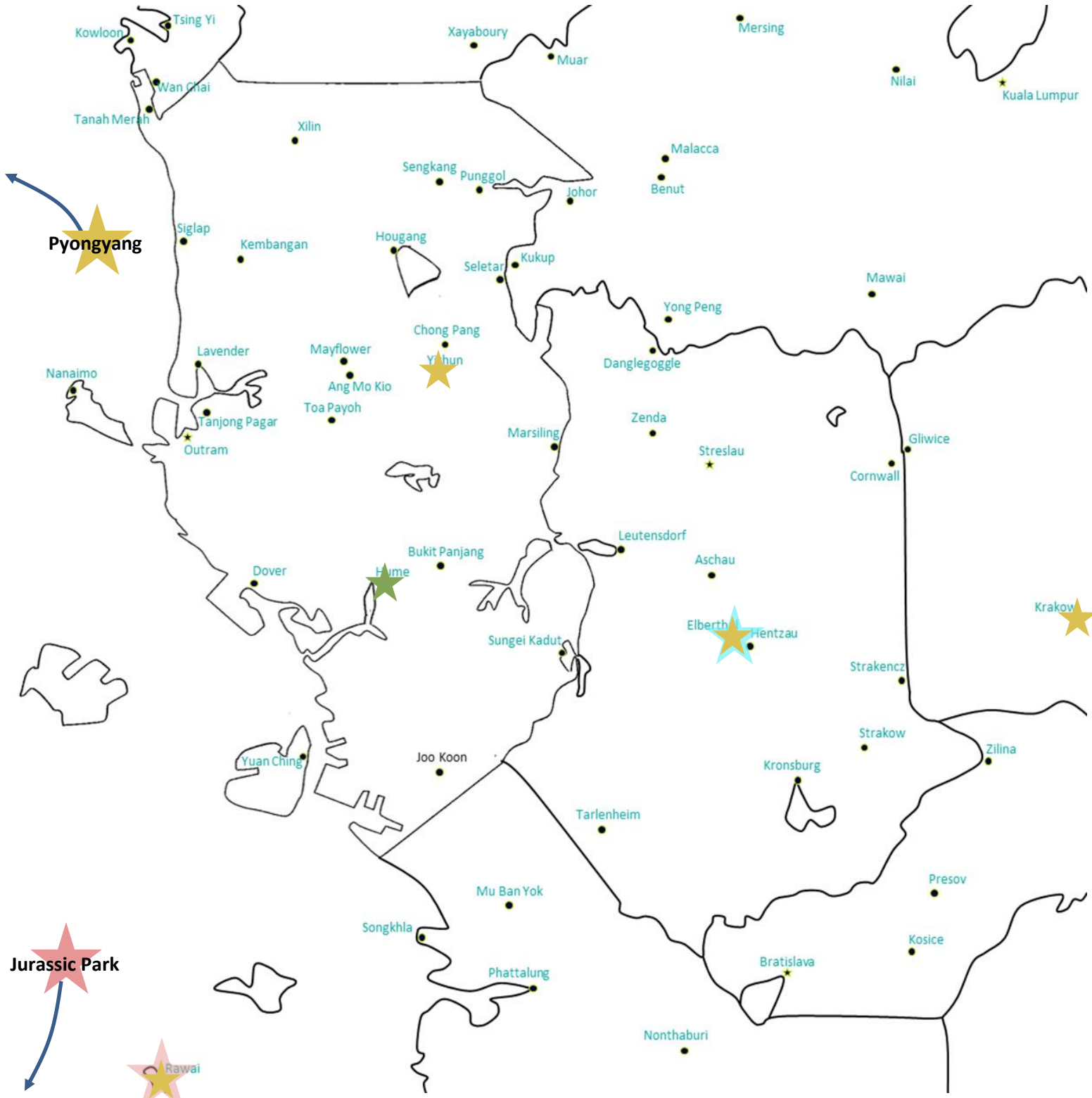
O to blot out this garden
to forget, to find a new beauty
in some terrible
wind-tortured place.



Week 2

Choose **two** of the sentences listed below to expand by adding logical additional parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositional phrases, etc.). **Each sentence should be a minimum of 12 unique words.**

- The children play.
- The woman walks.
- The sharks swim.
- The flowers bloom.
- The wind blows.
- The computer hums.



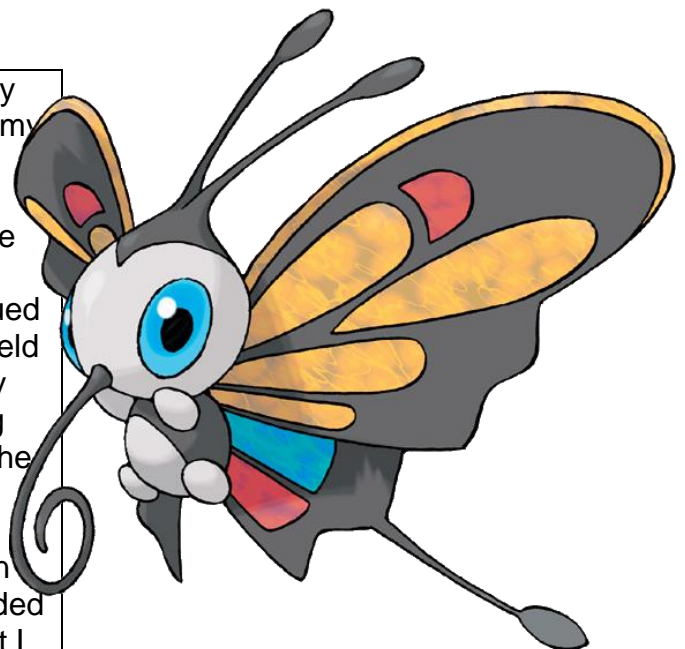
The second and third sentences have been merged into one sentence. All six sentences are responded to. Referring to the given map:

Location	Sentence
Rawai (Thailand)	Sitting at the idyllic beach of Rawai, I watch children frolick enthusiastically, some in the cool refreshing water, some on the vast white sands.
Elberthal (Ruritania)	The three endangered Great Hammerhead Sharks, in all their majestic glory, swim under a walkway on which Sturgkh's wife, feeling cool as a cucumber, strolls on.
Krakow (Poland)	The Krakow Nightshade plant, exposed to moonlight, suddenly blooms in an unexpected shade of heliotrope.
Yishun (Singapore)	The vicious wind gusted at 400km/h through the city of Yishun for three days straight, causing massive destruction to virtually every structure.
Pyongyang (North Korea)	Kim Jong Un's Macbook hums in a sinister tone while he devises a plan to amass more nuclear weapons and take his revenge on Shin Dong-hyuk.

Week 3

Drawing from your observation notes and sentences from Journal Writing Assignments 1 and 2, write a paragraph description of the scene you have observed. Use action verbs and active voice in your sentences. Also, keep your verbs in the same tense and maintain correct subject-verb agreement. Your description should consist of 8 or more sentences.

Hume (Singapore)	I hardly opened my eyes in a balmy spring day. I walked lazily to open my window. Next, I saw a beautiful butterfly flying near close to my window. So, I went out of my house to approach it. As I reached my house garden, the butterfly continued flying further and further. Then, I held my bag and followed her gracefully and thoroughly. She stopped flying and settled on an amazing rose. The scene astonished me; therefore, I took out my camera out of my bag and captured the beautiful scene in front of my eyes. This scene unfolded in the space of just 15 minutes, but I never forgot this experience.
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Week 4

Drawing from your notes and sentences from Journal Writing Assignments 1 and 2, **in one paragraph** discuss the advantages and disadvantages of the place where you live. Use at least one each of the clauses and phrases you studied in the unit. Also, be sure that you include one each of the four sentence types in your paragraph. Using your knowledge from Unit 3, use action verbs and active voice, keep your verbs in the same tense, and maintain correct subject-verb agreement. Your paragraph should contain at least nine (9) sentences. Please note that this is a peer-assessed assignment, meaning that your peers will actually grade, assign points, for this submission.

Elberthal (Ruritania)	Our apartment is very close to Elberthal College, which is the second best university in Ruritania. I have two more roommates and I like the one who is tall and living in the medium-sized room. Our apartment has a small yard in the back, where we can do laundry and dry the clothes and sheets, as well as hang out and play games during the warmer nights. As the kitchen is small, I don't cook at home often. Since we are a happy threesome living together symbiotically, we never feel lonely. I don't like the summer and winter vacations, as this is the time where the other two roommates return to Poland while I have to stay and work; I will often feel lonely and depressed. My room is the largest room in the apartment and I failed to fill this room, so it looks a little bit empty. Every morning, without alarm, the noise from the neighbor house awakes me. Then I pass the kitchen and open the dirty green door, the door of our bathroom. To take a shower, I have to bring my clothes and soap in a plastic salver, because there is no place to put them in the bathroom. Upon finishing the shower, I have breakfast and prepare to start work.
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Week 5

For your final writing assignment, you will compose a direct paragraph, one that has

- a title;
- a clear topic sentence;
- a fully developed body, which includes necessary and sufficient details and examples;
- necessary and appropriate transitions;
- a logical conclusion; and
- a minimum of fifteen (15) sentences.

Before you submit your paper for peer grading, plan to proofread for

- subject-verb agreement errors,
- pronoun-antecedent agreement errors,
- shifts in verb tense,
- faulty parallel structure, and
- comma, capitalization, number, word choice, and spelling errors.

You should imagine your peers in this course as your readers/audience. Because of the diverse population of students enrolled in this course, you need to be keenly aware of the need to provide details and examples that are clear and precise. Keeping in mind a living audience, rather than one you imagine, will help you convey more reliably the value of your perspective in the topic upon which you choose to write.

Many have questioned why the paragraph is so long (at least 15 sentences). However, in academic writing, developed paragraphs are routinely this long (particularly the Beauty of Symmetry course's Writing Exercise).

Choose one of the following four topics to write your final paragraph about:

Topic #1

Discuss at least four (4) short term and/or long term effects that finishing Crafting an Effective Writer: Tools of the Trade will have upon you personally, academically, and/or professionally.

Topic #2

Identify and describe a favorite activity or interest and provide at least four reasons why this activity or interest holds your attention and/or is enjoyable to you.

Topic #3

Identify and describe at least three (3) ways a person, male and/or female, is recognized as an adult in your culture. (Note: three ways is different from the number of details required by the rubric. These details are used to develop the three ways a person is recognized as an adult.)

Topic #4

Identify and describe a traditional ethnic food from your culture. Provide at least four reasons why this food has remained an essential, primary food in your culture. While you may include the recipe, this topic asks you to discuss the importance of the food in your culture.

Location	Paragraph
Rawai (Thailand)	<p>I live in an unorthodox Thai culture on the outskirts of balmy Rawai. In order to be labelled as an adult, it has got nothing to do with one's age at all. The first way that one is labelled as an adult is to get married and preferably have offspring. The rationale behind that is that adults must bear greater amounts of responsibilities; by having children, they will need to constantly attend to them in order to be successful. A marriage in itself would mean that the couple would not be relying on their parents; rather, they will need to be self-sustaining and be able to manage their resources as well as any differences between themselves. This can also be arguably where they need to manage their means, both in monetary and non-monetary terms, in order to also look after their parent who would most likely have looked after them. The second way that one is labelled an adult, particularly those who live in rural areas, is by the type of jobs that are assigned to them. There are some jobs that have been traditionally assigned to a specific gender, and these have remained as part of continuing the tradition. However, most of the jobs are assigned based on the working experience and proficiency in their various jobs. As such, the adults would be identified as those getting the more skilled and generally favorable jobs, while children get the lesser jobs. Finally, adults and children can be differentiated by their clothing. The adults tend to wear far more ornate stuff than the children, since the better jobs would usually command higher salaries, which would allow for such people to purchase more luxurious clothes even after having set some aside for their families. In conclusion, the way that children and adults are differentiated in my culture may be quite unusual but nonetheless interesting.</p>

The other three topics will be covered later.

