

FALL 2008



“THE PLAY’S THE THING”

(Six transferable units)

Tuesday - Thursday, 8:00-10:45 am, 2nd nine weeks

LA - 22

English 103 combined with English 235

This course combines Critical and Argumentative Writing (English 103) with Introduction to Drama (English 235). Students read, view, and discuss some of the best plays ever written.

Concurrent enrollment in BOTH classes is required!

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Email us at drama_queens2@yahoo.com

ORIENTATION: First Day of Class

Turnitin.com class ID: _____
Turnitin.com Password: _____

COURSE DESCRIPTION

Welcome to “The Play’s The Thing!”, a Learning Community combining English 103 (Critical and Argumentative Writing) with English 235 (Introduction to Drama). Discussion, readings, lectures, assignments, and field trips are aimed at increasing your knowledge of drama while improving your writing skills. You’ll also be expected to see and review at least six to eight sites. We will meet in class on scheduled days, and you will work online on other days. Additionally, we’ve planned field trips, and learning opportunities that will make this semester a unique and unforgettable experience for each of you!

REQUIRED TEXTS

- 1) Drama: A Pocket Anthology, (R. S. Gwynn)
- 2) Easy Writer
- 3) Writing Logically, Thinking Critically, (Sheila Cooper and Rosemary Patton)

Bring texts to all classes. Read assigned works prior to class discussions.

OTHER EXPENSES

Often four copies of your essay drafts are required for group work. Set aside money for copies. You also will need money to copy source materials for your research paper. There will be some field trip expenses. You are required to see a play and write a review.

Attendance Policy:

- You must be in class for scheduled meetings between 8am and 10:45am.
- Discussions, lectures, films, and writing activities are all interrelated.
- Come on time and stay until the class is over. Do not leave class prior to noon. Please do not schedule any other appointments (for example; doctors, counselors, jobs) during class time.
- Keep up with weekly online assignments (detailed separately). You are required to complete 8 hours of online work.
- Check your email frequently. Check your email before class every Tuesday and Thursday.

You are subject to being dropped if you are absent for more than seven hours of class during the semester (Cerritos College Student Handbook). However, do not assume that you have been dropped. Make an appointment to discuss excessive absences.

BUDDY SYSTEM

You must have a buddy. Exchange phone numbers, schedules, and email addresses. Two buddies are better than one. If your buddy drops the class, get another one promptly. When you come to class, the first thing you should do is check to see that your buddy or buddies are present. If not, collect all handouts and take notes for them. If you are not going to be in class,

contact your buddy or buddies prior to your absence, if you can. Stay in contact with each other. Email is an excellent resource for you.

Buddy's Name	Telephone Number	Email Address

FILMS

You are required to see the films shown in class and take notes on them.

STUDENT CONCERNS

What if I've never taken an online class before?

Don't worry. If you can email, you'll be fine.

What do I do if I get behind?

Make an appointment with us to discuss catching up.

Will the reading be difficult?

No, you will be reading texts that are often assigned both in lower grades as well as in college English courses.

What if I don't know how to write about literature?

Do not worry. We will go step-by-step through the process. If you follow the assignments schedule and stay up on your work, all will be well.

Will there be a lot of homework?

Yes, expect the usual amount of homework for college level courses. It would be easy to misjudge the amount of time necessary to be a successful student in this course. Each week you will be spending 6 hours in class plus additional hours online. Do not let your own schedule defeat you. We will discuss this in class.

What if I need technical help?

Go the Academic Support Center (ASC); the excellent staff there will assist you.

How can I get additional support?

- *The Writing Center is staffed by English professors waiting to assist you. Call the ACS (extension 2404) for hours.*
- *The Online Writing Lab (OWL) is available to assist you, but you must submit papers well in advance of their due date. This resource may be accessed through the Cerritos College home page.*
- *The MLA (Modern Language Association) web page is a good online resource.*

WRITING FOLDER AND ESSAY COPIES

Because developing your writing skills is a significant purpose for this course, you will write often. All drafts and essays are required and will be responded to in some manner, but not all of them are graded. You must keep a folder that contains all of your writing, graded and ungraded. You will be submitting it for checks, notably at mid-term and at semester's end.

Make a copy of each essay prior to handing it in and keep this copy. This is vital in the event that a paper is misplaced. Hand in papers to us in the classroom. Do not leave them in mailboxes or email them.

TURNITIN.COM

You are required to submit the following papers to a website, turnitin.com, in addition to handing in a copy to your instructor. We will discuss procedures for using turnitin.com in class and by e-mail. Papers to be submitted: Oedipus, Othello, A Doll's House, Death of A Salesman, The Glass Menagerie and the play review.

PAPERS

Papers must be turned in to class; do not email them. They must be typed according to MLA standards. See the Hacker text and the instructors for a complete understanding of the required, correct format. Also see "Instructions for Writing Papers about Literature" for additional instructions. We will discuss topics and requirements for each paper in class.

LATE PAPERS

Late papers are bad. You get behind; you feel frustrated; you do not get the feedback you need to make progress. Your professors do not like late papers! However, life happens and imperfections occur. Therefore, here is the generous late paper policy.

- A paper will be considered on time if it is delivered to class on the due date. Never miss a class session to complete a paper.
- Attached to this syllabus is one late paper coupon. Once this semester, you can turn in a paper one week after the due date without penalty. **Save it for a true emergency!**
- If you have already used your late paper coupon, the highest grade you can receive on a late paper is a "C."

Check the calendar for the last day to submit late papers.

ONLINE ASSIGNMENTS

Weekly online assignments will be detailed separately and discussed in class. They will involve assigned readings in our text and some viewing of plays on video or DVD. Online assignments must be submitted as email or email attachments. Submit each online assignment separately.

GRADES

All the work for these two courses is combined. All of it is required. Generally, students receive the same grade for both courses. However, in some instances, students may pass English 235 and earn a D in English 103. This occurs, for example, when students fail to complete papers with a grade of “C” or better.

EXPLANATION OF LETTER GRADES

A Paper:

- Has a clear thesis.
- An arrangement of ideas is logical and orderly.
- Major points are developed with precise and specific detail.
- Has definite introduction, body, and conclusion.
- Is well connected with transitional words and ideas.
- Phrasing is smooth.
- Sentences are varied in length and construction.
- Does not have comma splices or run-ons.
- No accidental fragments; fragments which serve stylistic purpose are okay.
- Is mostly free of punctuation errors.
- Is actually interesting! Uses humor, irony, or other stylistic devices when appropriate. A sense of the writer is present.

B Paper:

- Thesis is easy to find.
- Organization is clear.
- Support is good.
- Has a definite introduction, body and conclusion.
- Transitional words and ideas are evident, but may be too obvious.
- Phrasing is generally smooth.
- Very few comma splices or run-ons.
- Not marked by accidental fragments.
- May have minor punctuation errors.
- Makes some good points! Shows evidence of thinking.

C Paper:

- Thesis may be obviously stated or may be too hidden.
- Paper lacks some organization.
- Some paragraphs and ideas are not adequately developed.
- Has definite introduction, body and conclusion.
- Lacking in sufficient transitional words and ideas.
- Sentences lack variety in length and construction.
- Has a few comma splices or run-ons.
- May have a few accidental fragments.
- May have errors in punctuation.
- Isn't altogether boring!

D Paper:

- Thesis is unclear.
- Ideas are randomly scattered throughout essay.
- Supporting details are missing or too slim.
- Lack of organization.
- Transitions not clear.
- Awkward phrasing.
- Monotonous sentences.
- Errors in word choice.
- Punctuation errors all over the place.
- Hard to read!

As you can see, the technical details are important. But so is content. Strive for your own personal voice.

Often students think a teacher grades a paper simply on subjective bias. But pay attention to the essay grading guidelines for standards that you can strive for, objective standards that will improve both your writing and your grade.

Your essays will be graded considering all the elements listed. Just keep improving!

ASSIGNMENTS AND POINTS

Description	Points Possible
Brief paper	50
*Online assignments	50
Each online assignment is	50
worth up to 50 points if it	50
is sent in on time. Late	50
online work is worth up	50
to 25 points.	50
	50
<u>Oedipus</u> paper	100
<u>Othello</u> paper	100
<u>A Doll's House</u> paper	100
<u>Death of a Salesman</u> paper	100
<u>The Glass Menagerie</u> paper (Final)	100
Play Review paper	50
	50
*Attendance	
5 points per class excluding the first day, field trips, and week 9.	
Points may be deducted if you arrive late or leave early.	
Total Points Possible	1,000

Extra Credit:

We may offer extra credit opportunities; you may only earn extra credit if all other required work is complete.

CALENDAR

(Subject to changes. You will be notified of changes in class and by e-mail. Check your e-mail daily. Check email before each class.)

Reminder: You must see a play, on your own or with the class, and write a review.

WEEK ONE

Tuesday, October 21

- Orientation: introduction to the course.
- Discussion regarding first paper.
- Send an email to your instructors at drama_queens2@yahoo.com
- Write your first and last name and class (English 103/235) in the subject line.
- Read chapter 1 in Writing, and read introduction in Drama
- Write a paper (2 or more pages) on your experiences with plays (reading, viewing, and performing). If your theatre experience is limited, you may add film viewing experiences.
- Your paper should be MLA format (see text). We will discuss this in class.
- Fill out your note cards.

Thursday, October 23

- Due: Note cards and brief paper
- Bring your texts to every class
- Lecture: Origins of drama; introduction to Oedipus
- Discuss play review assignment
- Scavenger Hunt in class
- Read Oedipus
- Online assignment #1 (on Oedipus) (Note: your instructors need your email address by this date, or you may be dropped from the course.)
- Purchase tickets to see A Christmas Carol (\$10.00)

WEEK TWO

Tuesday, October 28

- See and discuss Oedipus
- Paper assigned

Thursday, October 30

- Discuss Oedipus paper
- Bring your drafts to class for group reading (4 copies)
- Introduction to Shakespeare and Othello.
- Online assignment #1 is due
- Remember, send in each online assignment separately.

WEEK THREE

Tuesday, November 4

- See and discuss Othello
- Oedipus paper due in class
- Discuss field trip to Huntington Library

Thursday, November 6

- Field trip to Huntington Library
- See email for details and alternatives
- Online assignment #2 due

WEEK FOUR

Tuesday, November 11

- Discussion of Othello continues
- Discuss play review
- Bring 4 copies of the rough draft of your Othello paper for group readings
- Introduction to A Doll's House

Thursday, November 13

- Othello paper due
- See and discuss A Doll's House
- Online assignment #3 (on A Doll's House) is due

WEEK FIVE

Tuesday, November 18

- Discuss A Doll's House
- Midterm grade checks

Thursday, November 20

- Continue discussing A Doll's House
- Introduction to Death of a Salesman
- Online assignment #4 is due

WEEK SIX

Tuesday, November 25

- (Check email before class!)
- See and discuss Death of a Salesman

Thursday, November 27 No class

- **Thanksgiving**
- Online assignment #5 is due on Friday

WEEK SEVEN

Tuesday, December 2

- A Doll's House paper due
- See and discuss Death of a Salesman
- Paper assigned
- Discuss field trip and alternatives

Thursday, December 4

- Field trip to see A Christmas Carol, SCR, play begins at 11 am (details sent via email)
- Online assignment #6 is due

WEEK EIGHT

Tuesday, December 9

- Death of a Salesman paper due
- See and discuss The Glass Menagerie
- Final paper assigned

Thursday, December 11

- Discuss The Glass Menagerie and final paper
- **Last day to submit late papers (due at 8:00am in class)**
- **Last day to submit online work**
- Send us an email with your estimate of your points
- Online assignment # 7 is due
- Play review due at 8:00am in class

WEEK NINE

Tuesday, December 16

- Final paper on The Glass Menagerie is due at 8:00 am—bring to class at 8:00 am or leave it in our LA mailbox before 8:00 am
- No class meeting

Thursday, December 18

- No class meeting
- Grades posted at mycerritos
- No grade checks via phone or email
- Note: We are required to keep your final paper for a year. Other papers will be ready for you to pick, you'll find them in a file cabinet near office LA-H.

Instructions for Writing Papers About Literature

We will discuss topics and organization for each essay that you write. But there are several elements that are the same for each paper. Keep these fundamentals in mind as you write. Refer to this page to check your final draft.

Titles

- Create your own title.
- Do not underline your title.
- Do not put your title in quotation marks.
- All words in the title are capitalized with the exception of articles (a, an, the) and prepositions (e.g., in, on, from) unless these words begin the title.
- Your title should reflect the content of your essay.

Details About the Literary Work

- Mention the title of the book, film, play, story, poem, or essay in your opening paragraph.
- Titles of books, plays, or films: underline or type in italics.
- Titles of short stories, essays, poetry, and articles: use quotation marks.

Details About the Author

- Mention the full name of the author in the first paragraph.
- After this first mention (known as “first reference”), refer to the author by last name only.
- Do not use titles such as Mr., Ms., Dr., and so forth, even in the first reference.

Tenses

- Discuss literature in the present tense. This use of the present tense may be hard for you initially. But it is a requirement of the discipline. For example:
Miller shows us what is wrong with the American Dream.
Oedipus blinds himself.
- Speak of both authors and characters in the present tense.

Examples and Quotations

- For an essay of 500-1,500 words use, six or more examples from the work to support your ideas. Vary between paraphrases and quotations.
- In discussing literature, refer to the appropriate page number parenthetically, whether you are quoting the text or paraphrasing it. For example: Harry’s aunt and uncle send him a fifty pence piece for Christmas (200). Rowling describes the first time Harry flies on his broomstick as a “rush of fierce joy... wonderful” (148).

Note

- When a play is presented with act, scene, and line numbers, you must cite those parenthetically rather than the page number. This is the case with Shakespeare’s plays.
- See Hacker text for details.

Quick Tips

- Avoid “you”
- No contractions in formal papers (write “does not” rather than “doesn’t”)
- No slang or informal language (such as “kids”)
- Avoid “I think,” “I feel,” “I believe,” and “in my opinion” because these phrases weaken your sentence.
- It is acceptable to use I (for example, “I noticed,” or “I enjoyed”)

Thesis vs. Topic

As you begin to formulate a thesis for your essay, think about the following distinction between topic and thesis. A topic is a general area of inquiry; derived from the Greek *topos* (place), “topic” designates the general subject of your essay. For instance, “J.K. Rowling’s Harry Potter and the Sorcerer’s Stone features a young central character on a quest” would be a weak thesis but a good topic for an essay. From a topic, many specific theses can be extracted and developed. A thesis is more specific and delimited; it exists “within” your topic. In your essay, you need to use an argumentative thesis.

In argumentative writing, the writer takes a stance and offers reasons in support of it. Crucial to any piece of argumentative writing is its thesis. The thesis arises from the topic, or subject, on which focuses, and may be defined as follows:

A thesis is an idea, stated as an assertion, which represents a reasoned response to a question at issue and which will serve as the central idea of a unified composition.

If we’ve selected as a topic the notion that these characters are on quests, we need to figure out why quests might be significant. So, we might ask, “How do quests function in each novel? What sorts of quests are these characters on? Are they ‘traditional’ quests, as for a grail? What do these characters seek? What do they find?” Once we’re able to answer these questions, we can probably answer just why quests seem so significant.

When you compose a thesis statement, think about how it satisfies the following tests:

1. Is it an idea? Does it state, in a complete sentence, an assertion?
2. Does it make a claim that is truly contestable and therefore engaging?
3. Are the terms you are using precise and clear?

Once you have picked a topic (subject) for your essay, you need to develop your thesis statement.

Your thesis statement will have two parts.

- The first part states the topic.
 - ✓ Kenya’s Culture
 - ✓ Building a Model Train Set
 - ✓ Public Transportation
- The second part of states the point of the essay.
 - ✓ Has a rich and varied history
 - ✓ Takes time and patience
 - ✓ Can solve some of our city’s most persistent and pressing problems

Once you have formulated a thesis statement that fits this pattern and with which you are comfortable, you are ready to continue.

Write the Body Paragraphs

In the body of the essay, all the preparation up to this point comes to fruition. The topic you have chosen must now be explained, described, or argued.

Each main idea that you wrote down in your diagram or outline will become one of the body paragraphs. If you had three or four main ideas, you will have three or four body paragraphs.

Each body paragraph will have the same basic structure.

1. Start by writing down one of your main ideas, in sentence form. If your main idea is “reduces freeway congestion,” you might say this: Public transportation reduces freeway congestion.
2. Next, write down each of your supporting points for that main idea, but leave four or five lines in between each point.
3. In the space under each point, write down some elaboration for that point. Elaboration can be further description or explanation or discussion.

Supporting Point

Commuters appreciate the cost savings of taking public transportation rather than driving.

Elaboration

Less driving time means less maintenance expense, such as oil changes. Of course, less driving time means savings on gasoline as well. In many cases, these savings amount to more than the cost of riding public transportation.

Once you have fleshed out each of your body paragraphs, one for each main point, you are ready to continue.

Write the Introduction and Conclusion

Your essay lacks only two paragraphs now: the introduction and the conclusion. These paragraphs will give the reader a point of entry to and a point of exit from your essay.

Introduction

The introduction should be designed to attract the reader’s attention and give her an idea of the essay’s focus.

1. Begin with an attention grabber.
The attention grabber you use is up to you, but here are some ideas:

*Startling information

This information must be true and verifiable, and it doesn't need to be totally new to your readers. It could simply be a pertinent fact that explicitly illustrates the point you wish to make.

If you use a piece of startling information, follow it with a sentence or two of elaboration.

***Anecdote**

An anecdote is a story that illustrates a point.

Be sure your anecdote is short, to the point, and relevant to your topic. This can be very effective opener for your essay, but use it carefully.

***Dialogue**

An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point.

Follow dialogue with a sentence or two of elaboration.

***Summary Information**

A few sentences explaining your topic in general terms can lead the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.

2. If the attention grabber was only a sentence or two, add one or two more sentences that will lead the reader from your opening to your thesis statement.

3. Finish the paragraph with your thesis statement.

Conclusion

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic.

All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic. Even an anecdote can end your essay in a useful way.

The introduction and conclusion complete the paragraphs of your essay. Don't stop just yet! One more step remains before your essay is truly finished.

Add the Finishing Touches

You have now completed all of your paragraphs of your essay. Before you can consider this a finished product, however, you must give some thought to the formatting of your paper.

Check the order of your paragraphs.

Look at your paragraphs. Which one is the strongest? You might want to start with the strongest paragraph, end with the second strongest, and put the weakest in the middle.

Whatever order you decide on, be sure it makes sense. If your paper is describing a process, you will probably need to stick to the order in which the steps must be completed.

Check the instructions for the assignment.

When you prepare a final draft, you must be sure to follow all of the instructions you have been given.

- ✓ Are your margins correct?
- ✓ Have titled it as directed?
- ✓ What other information (name, date, etc.) must you include?
- ✓ Did you double-space your lines?

Check your writing.

Nothing can substitute for revision of your work. By reviewing what you have done, you can improve weak points that otherwise would be missed. Read and reread your paper.

*Does it make logical sense?

Leave it for a few hours and then read it again. Does it still make logical sense?

*Do the sentences flow smoothly from one another?

If not, try to add some words and phrases to help connect them. Transition words, such as “therefore” or “however,” sometimes help. Also, you might refer in one sentence to a thought in the previous sentence. This is especially useful when you move from one paragraph to another.

*Have you run a spell checker or a grammar checker?

These aids cannot catch every error, but they might catch errors that you have missed.

Once you have checked your work and perfected your formatting, your essay is finished.

Congratulations!

STRUCTURE: Organization, development, sequence

1. Topic sentence

At or near the beginning of each paragraph, include a topic sentence that states your paragraph’s central argument. The topic sentence serves as a bridge between thesis and paragraph by making an interpretive claim that indicates how the paragraph will support your thesis. Remember that, like a thesis, a topic sentence must make an interpretive claim: a thesis claim guides the paper as a whole, and the topic sentence’s claim guides a paragraph.

2. Data

Remember to support your argument (expressed in the topic sentence) with quotations from the text. Include sufficient context for your analysis. For example, a single word taken out of context may not provide ample support; instead, show how your example functions in the context of the larger work.

3. **Warrant**
Link your interpretation to the quotation.

4. **Avoid “plot summary.”** Don’t summarize; instead, analyze.

5. **Paragraph length.**

Between 100 and 200 words is a comfortable length. Just as a sentence provides order to a group of words, a paragraph provides order to a group of sentences. Very long paragraphs tax your reader’s ability to follow them; very short paragraphs fail to develop your ideas fully.

STYLE: Sentences, spelling, punctuation, grammar, verbs.

Reduce wordiness and avoid a choppy writing style.

6. **Agreement.**
Verbs must agree with their subjects, and pronouns must agree with their antecedents.

7. **Run-on sentences and comma splices.**
Independent clauses (which can stand alone as a sentence because they include both subject and verb) must be joined with either a comma and conjunctive or a semicolon. The seven conjunctions are “and” “but,” “or,” “nor,” “for,” “so,” and “yet.” “However,” “moreover,” and “nevertheless” are not conjunctions. Trying to use a comma to join independent clauses results in a comma splice (a bad thing): Chocolate is one of the nature’s perfect foods, I eat several bars every day. Instead write: Chocolate is one of nature’s perfect foods; I eat several bars every day. Or, try: Chocolate is one of nature’s perfect foods, so I eat several bars every day.

8. **Avoid sentence fragments.**
Sentence fragments lack either a subject or a verb, and therefore cannot stand alone as a complete thought.

9. **Quotation marks and punctuation.**
When they fall adjacent to a concluding quotation mark, periods and commas land inside of the quotation marks, but semicolons and colons land on the outside.

10. **Possessive nouns.**
Use an apostrophe to make a noun possessive: add an apostrophe and an “s” (’s) to a singular noun and an apostrophe to a plural noun (’) to indicate possession. Do not add an apostrophe and an “s” to make a noun plural.

11. **Integrate quotations.**
Introduce quotations and integrate them into your writing: the introduction combined with the quotation must form a complete sentence. Verbs and some nouns can be changed and replaced with bracketed forms which match the syntax of the sentence they complete, but use such bracketed changes sparingly. Use ellipses (...) for omissions *within*

a quotation only. For example, Keats describes autumn as “Conspiring with [the sun] how to load and bless / With fruit the vines [...] round the thatch-eaves (3-4).

12. Block quotations.

When quoting verse, set off quotations of four or more lines by indenting. Do not use quotation marks. Please note: if you quote extensively, make use of your quotation. Do not assume that the quotation will explain itself; interpret it in support of your argument.

13. Quotations marks.

According to standard usage in America, use double quotation marks *except* for a quotation within a quotation. So, use *single* quotation marks *only* when a quotation falls within other quotation marks.

14. Referring to books, plays, movies, poems, etc.

Use quotation marks with all short works (magazine articles, poems, short stories, songs, TV episodes, chapters). Underline or italicize the titles of long or complete works (books, plays, movies, magazine titles, book-length poems).

15. Write about literature using the present tense. Fictional action occurs in a “literary present.” While using the literary present, you may use a past tense to refer to something which happened earlier in the text.

Your Name

Paper

“The Play’s The Thing” Late Paper Coupon



Attach this to one paper you wish to turn in late without penalty --- courtesy of your generous instructors.

(No late papers accepted after Dec 11th with or without this coupon)

The Get Acquainted People Scavenger Hunt

In this class, you will be required to work not only on your own, but also in pairs or in small groups on various projects. Therefore, it is important for you to know something about your classmates; besides, it's a good way to break the ice! Be sure to get the phone numbers of at least two people you've met who can be your "buddies," telling you what you missed in class if you were absent, for example. Please PRINT the FULL name of a person who matched each category below, and try to meet as many people as you can today. Have fun!

1. A person who uses your brand of toothpaste (what brand)?
2. A person who plans to be a teacher.
3. A person who cannot swim.
4. A person who cannot drive a stick-shift car.
5. A person who has a favorite book or story from childhood. What is it?
6. A person who has traveled outside this country (where)?
7. A person who likes classical music.
8. A person who plays a musical instrument (which one)?
9. A person who likes a reality TV show. Which one?
10. A person who has a tattoo (what is it and – maybe where is it?)
11. A person who has a phobia or irrational fear (of what?)
12. A person who has seen a play (what was it?)
13. A person who has won an award of some kind (what? received when?)

14. A person who collects something (and that something is...?)
15. A person who plays a sport (which one?)
16. A person who writes lyrics or poetry.
17. A person who is a parent (how many kids?)
18. A person who has been on stage.
19. A person who is involved in a steady relationship.
20. A person who likes his job.
21. A person who has a favorite actor. Who?
22. A person who has been in a Stiles or Whitson classroom before.
23. A person who loves to read (and what book is a favorite?)
24. A person who loves bookstores. (Which ones?)
25. A person who has read a Shakespeare play. (Which one?)