

Texts: Barnett & Stubbs, Practical Guide to Writing (7th edition)
Kirszner & Mandell, The Brief Holt Handbook (2nd edition)

****Have access to a solid dictionary (Websters/New World/American Heritage, etc.) & a thesaurus.**

- I. Course Description: Practice in the basic types of academic writing: exposition, summary, analysis, & criticism of readings in various disciplines; includes methods of research & research paper; emphasis on logical thinking; continued practice in revising & editing for clarity, organization, & correct use of standard English.

Purpose: To assist students in achieving the level of language & writing proficiency required at the college level & in their chosen professions.

II. Summary of Course Goals:

- I. Confidence in the following skills related to the writing an academic research paper:
 - a. Use of various ways of invention (getting started)
 - b. Location of research sources and the evaluation of their relative worth
 - c. Ability to paraphrase, summarize, and synthesize research materials to develop major points
 - d. Awareness of various organizational strategies
 - e. Correct use of MLA (Modern Language Association) documentation for internal citations and Works Cited entries
- II. Confidence in the following editing skills for academic writing:
 - a. Use of appropriate rhetorical modes
 - b. Ability to structure and develop my ideas adequately
 - c. Knowledge of effective strategies to open and close papers
- III. Confidence in the following skills related to academic writing:
 - a. Correct use of conventional grammar and usage
 - b. Use of accurate punctuation
 - c. Use of effective diction or word choice
 - d. Effective writing of sentences for conciseness, clarity, and correct emphasis
 - e. Ability to write a variety of sentences for effectiveness

****Concerning research writing, students should know the following:**

- (1) How to read an article & extrapolate a thesis.
- (2) How to paraphrase an article by putting the ideas in their own words.
- (3) How to summarize an article by condensing the ideas into a few sentences.
- (4) How to write a synthesis incorporating several sources.
- (5) How to find sources in the library & on the internet.
- (6) How to evaluate the relative worth of sources.
- (7) How to organize & present the results of their research.
- (8) How to incorporate summaries & direct quotations into their papers.
- (9) How to cite sources in the text using parenthetical citations according to the MLA format.
- (10) How to cite sources accurately for the Works Cited page according to the MLA format.
- (11) How to cite sources to avoid plagiarism.
- (12) How to find reference sources (they are found in both of our texts) that will show them how to punctuate correctly all internal textual citations and all Works Cited references according to various formats.

III. Class Sessions: They will vary & include different activities such as discussion of different types of writing & how to do them; discussion of readings & examples of student writing; review sessions on grammar & mechanics when necessary; occasional in-class essays & journal entries.

** There will also be a few inclass Elbow sessions where students will be broken into small groups & where selected students will read their papers (first drafts), so that their peers & the group tutor can respond to their work & make constructive criticism on how papers can be improved. Procedures on how these Elbow sessions (which use cooperative interactional dynamics) will be conducted will be fully explained before we start them.

** A few Academic Achievement Center tutorials on specific aspects of the writing process & other matters might be given during some class sessions as well.

** Students can also link up with Academic Achievement Center tutors who can assist them outside class time with their final paper drafts. Complete information on the services provided by the Academic Achievement Center will be given at the start of the term by a key representative from the center.

IV. Tentative Schedule:

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| Weeks 1-2 | Strategies on getting started/Journal writing/ Writing Process/Preparing to write <u>analytical essays</u> . See <u>PGW</u> Chapters 1.2.9 and <u>BHH</u> Chapter 1. |
| Week 3 | Solid paragraphing sense/Intro & closure paragraphs/ <u>Outlining</u> /Correct manuscript form. See <u>PGW</u> Chapters 3, 8, 14 and <u>BHH</u> Chapter 2. |
| Weeks 4-6 | Preparing to write <u>expository essays using various strategies, including descriptive blocks</u> . See <u>PGW</u> Chapter 11 and review again Chapter 9. |
| Weeks 7-8 | Preparing to write <u>expository essays using various strategies, including narrative blocks</u> . See <u>PGW</u> Chapter 10 and review again Chapter 9. |
| Week 9 | Mid-term Exam (I will designate the review chapters from <u>PGW</u> and <u>BHH</u> that will be covered on this test). |
| Weeks 10-11 | Preparing to write <u>literary analysis essays</u> / Examining a few selected short stories. See <u>PGW</u> Chapter 16 and <u>BHH</u> Chapter 40. |
| Weeks 12-15 | Preparing to write the <u>research paper</u> (using the MLA format). See <u>PGW</u> Chapter 15 and <u>BHH</u> Chapters 32-36. Also review <u>PGW</u> Chapter 9 on analysis and comparison-contrast as well as <u>PGW</u> Chapter 13 and <u>BHH</u> Chapters 3 & 4 on argumentation.

**Dominant approach of research paper must be one of the following: analysis, comparison-contrast, or argumentation.
**A research paper workshop with individual student conferences will take place at the end of week 15. |
| Week 16 | Final Exam (Key chapters from both texts will be designated). |

V. How Review Material Will Be Handled: A diagnostic test examining sentence construction & syntax, punctuation, usage and grammar will be administered the first week of the term. After this test is graded, each student will receive an assessment indicating what areas he/she needs to review closely. The following chapters from PGW and BHH texts will be covered at appropriate times throughout the term, starting with the material that the class as a whole needs to review the most:

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| (1) Review of parts of speech | See <u>BHH</u> Appendix A. |
| (2) Review of types of phrases, clauses, sentence patterns | See <u>BHH</u> Appendix B. |
| (3) Fine-tuning sentences | See <u>PGW</u> Chapters 4-6 and <u>BHH</u> Chapters 11-17. |
| (4) Punctuation/capitalization/abbreviations/use of numbers | See <u>PGW</u> Chapter 21 and <u>BHH</u> Chapters 20-25. |
| (5) Usage | See <u>PGW</u> Chapter 23 and <u>BHH</u> Chapters 8 & 10. |
| (6) Spelling Improvement | See <u>PGW</u> Chapter 22 and <u>BHH</u> Chapter 26. |
| (7) Fragments/comma splices/fused sentences | See <u>PGW</u> Chapter 21 and <u>BHH</u> Chapters 5-7. |

VI. Practical Chapters from PGW For Students' Own Use: Chapter 8 (Manuscript Form), Chapter 7 (Acquiring Style), Chapter 17 (Reviewing), Chapter 18 (Interviewing), Chapter 19 (Taking Exams), Chapter 20 (Writing Resumes & Letters for Jobs).

VII. Tentative Schedule/Grading:

Paper #1	Analysis	13%
Paper #2	Exposition with descriptive blocks	15%
Paper #3	Exposition with narrative blocks	15%
Paper #4	Literary Analysis (In-class)	9%
Paper #5	Major Research Paper	25%
Short Journal Entries		10%
Mid-term/Final Exams		<u>13%</u>
		100%

** Other factors that enter into the final course grade:

- Attendance/attentiveness
- Attitude/Motivation
- Class participation
- Use of Academic Achievement Center & tutorial sessions
- Sense of improvement of writing
- Quality of final Research Paper
- Solid participation in Elbow sessions or take-home evaluations of certain student papers
- Responses to prose essay questions (oral presentations when

VIII. Attendance/Punctuality Policy: To do well in this course, class attendance is essential. Three or more unexcused absences will lead to a one letter grade reduction for the course. See the attendance policy in General Catalog. Punctuality, please! We need the total 50 minutes of each class session, especially when Academic Achievement Center tutorials are given during class time as well as when we have the Elbow sessions reviewing various student papers.

IX. The English Department Proposes That The Following Material Be Covered in English 102:

1. Writing process (writing and revising expository writing)
 - a. invention (finding something to say; e.g., brainstorming, free writing, looping, asking questions)
 - b. organization (shaping material; e.g., the list, the topic outline, the sentence outline)
 - c. writing the first draft
 - d. revising drafts
 - e. editing
 - f. preparing the final draft (polishing, manuscript format)
2. Writing the expository essay
 - a. structure
 - b. unity (the thesis sentence)
 - c. coherence
 - d. development
 - e. development of skills in organization and reasoning through rhetorical modes
(e.g., exemplification, comparison and contrast, division and classification, cause and effect, analysis, definition)
3. Writing the library or research paper
 - a. developing the skills of academic writing (e.g., paraphrase, summary, review, synthesis)
 - b. research for writing (using the library)
 - c. working with source material (e.g., reading and taking notes, avoiding plagiarism)
 - d. documentation (MLA format)
 - e. writing the paper (planning, shaping, writing and revising)
4. Review of methods for developing fluency and devices of invention
 - a. fluency (e.g., journals, automatic writing)
 - b. devices of invention (e.g., free writing, brainstorming, listing, looping)
5. The elements of language
 - a. assess needs of each student through Objective Writing Subtest and in-class essay
 - b. conventions of grammar and usage as needed on individual basis
 - c. mechanics
 - (1) punctuation (e.g., dash, parentheses, brackets, slash, ellipsis, italics, hyphen)
 - (2) capitalization
 - d. sentences
 - (1) sentence construction and style
 - (a) writing emphatic, concise, and varied sentences
 - (b) using parallelism effectively
 - (c) sentence style
 - (2) sentence combining and subordination
 - (3) solving common sentence problems
 - (a) misplaced and dangling modifiers
 - (b) shifts and mixed constructions
 - (c) faulty parallelism

6. Using words effectively (vocabulary, diction, spelling)
 - a. choosing exact and effective words
 - b. choosing appropriate levels of usage
 - c. using the dictionary, thesaurus, and special-purpose dictionaries
 - d. building vocabulary
 - e. improving spelling

Continued development of reading and analytical skills through study of model essays and papers by student and professional writers