

Robert Chandler ^{SD 03}
English 102--Advanced Exposition
Prerequisite: English 101 or equivalent
Class Location: Educ. 101

Henry 206A
Office Hours:
10 - 11 MWF

ENGLISH 102 8:00 MWF
ENGLISH 102 9:00 MWF
ENGLISH 255 9:30 T TH
ENGLISH 315 1:00 T TH

TEXTS

Scott, Foresman Handook for Writers.Third Edition. Fort Worth,
TX: Harcourt, Brace, Jovanovich, 1992.

Spat, Brenda. WRITING FROM SOURCES. Fifth Edition. New York:
St. Martin's Press, 1999.

COURSE DESCRIPTION

English 102 is designed to acquaint the student with the basic types of academic writing which contribute to successfully writing research papers at the university level and the basic rules of using sources.

The course will focus on certain skills: active reading, writing paraphrases, summaries, and syntheses, and correctly identifying sources. A semester long research paper due on the last day of class will test the skills learned in writing paraphrase, summary and synthesis.

COURSE OBJECTIVES

The course is designed to teach the student the rules and methods related to writing successful summaries, syntheses, and research papers. This will entail developing skills in thinking objectively and analytically. The course is also designed to refine the skills the student learned in English 101: i.e. writing mechanically correct Standard Written American English in the various modes--comparison, contrast, definition, directions, process analysis, classification, cause/effect analysis.

At the end of the course, you should be able to:

1. Select and research a workable topic in a course
2. Find and evaluate appropriate sources (articles, books, selections) to be used as support.
3. Write concise summaries of articles and books you read as part of that research
4. Write synthesis paragraphs/sections that incorporate 2 or more works to clarify some independent topic idea/section idea
5. Write a long, complex research paper that is characterized by UNITY (thesis sentence), COHERENCE (topic sentences), EMPHASIS, and DEVELOPMENT (examples/illustrations/support

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6. Write a long, complex research topic that incorporates 6 works as central resources and 9 additional reference resources
7. Integrate sources and quotes effectively into the context of paragraphs and the paper as a whole
8. Accurately incorporate quotes, paraphrases, and summaries into the research paper.
9. Accurately cite sources in MLA format--both internally and in the work cited page.
10. Know the way to determine what format teachers or other vehicles you may publish in require.
11. Use Formal Standard Written English correctly.

COURSE REQUIREMENTS

In addition to reading assignments and editing/revising, students will be required to submit exercises, assignments, a variety of oral reports on the research paper, and a long (2500+ words--10 pages) research paper utilizing the skills learned in the course.

COURSE STRUCTURE

The course will begin with the research paper itself--choosing your topics and learning how to begin researching the topic you submit. The course will then address how to objectively read and incorporate sources (paraphrase and summary), and how to utilize sources in your writing (synthesis). Finally, the course will address how to accurately cite sources in your work.

ATTENDANCE IS REQUIRED

You are permitted 3 absences without cost. Each additional absence will cost you 10 points. After 5 absences, I will submit a deficiency. After 7 absences, I will recommend you withdraw from the course. See below: "Please Note."

LATE PAPERS

For your sake as well as mine, avoid late papers in this course. Papers are due at the beginning of the class on the day they are due. Do NOT spend the class period in the computer lab. Either have the work or don't have it.

LATE TOPICS: BAD! Usually lead to D's and F's.

PLEASE NOTE:

Emergencies will occur. Take care of what must be done. Afterwards, assess the situation. Don't panic and quit the course if you have fallen behind. Instead, contact me and I may be able to help. If it is a medical emergency, bring verification from the doctor. Other kinds of emergencies require different types of evidence and you should contact me as soon as it is possible so we can verify the emergency and make arrangements for you to turn the work in and get back on track in the course.

I want to keep you in the course, but not at the risk of your grade. If you have more than one major emergency and they affect more than one 100 point or more papers, you should talk to me personally so we can discuss whether you need to drop the course. Deficiency reports will be issued if I think you might fail the course or be getting a D.

GRADING

You will be graded on the following exercises and papers:

3 short paraphrases:	120	A = Total - 10%
5 short exercises	100	B = Total - 20%
1 library workbook	80	C = Total - 30%
1 summary of an article:	100	D = Total - 40%
1 synthesis essay	100	F = Total - 50%
1 my evaluation of class participation	100	
1 oral report on paper topic	100	A = 1200 - 1080
1 annotated bibliography of 6 articles to be used		B = 1079 - 960
substantially in research		C = 959 - 840
paper	100	D = 839 - 720
1 research paper rough draft	200	F = 719 - 600
1 research paper final copy	200	
TOTAL	<u>1200</u>	

Grading will be on a straight scale. That means that each 120 point increment represents one letter grade.