

English 101 Introduction to Expository Writing

MWF 3:00

Fall '03

HH 102 or E 201?

Professor J. James

Office #~~7~~ Kieffer Hall

Office Hours: TTh 2-3:30 (Available in Kieffer Hall Office #~~7~~)

MW: 12:15-12:50 (Available in Eiben 201)

English 101: Introduction to Expository Writing

Text: Kirsznner & Mandell, The Brief Holt Handbook (See attached note)

- I. Course Objectives: Practice in composing, revising, and editing the personal essay addressed to a general audience; the course is structured by rhetorical modes; emphasis on organization, clear expression, and correct use of standard English. Purpose: to provide assistance in college-level English to students with weaknesses in the elements of language and in the techniques of organizing compositions. See pages 3 and 4 for the specific material to be covered and for the key goals to be achieved in this course.
- II. Course Goals:
 - Practice in planning, organizing, developing, and editing or revising short narrative and expository essays
 - Practice in the keeping of an effective journal
 - Practice in improving sentences for conciseness, clarity, and effective emphasis
 - Review of grammar, usage, punctuation, and accurate diction
- III. Attendance Policy:
 - Roll will be taken each class. Note that a large part of the final course grade will be based upon inclass responses or entries, exercises, quizzes and tests, and occasional short essays.
 - Contact me regarding valid cuts (735-4711 x683). When absent due to illness or an emergency, please get assignments and find out what was covered in the class missed. As I am not always available at the above number, I'd recommend that each student secure a phone number from a classmate whom you may contact to find out what material and assignment were given on the day you have missed.
 - As university students, you are expected to be punctual and to bring the necessary text and materials to class and to exhibit appropriate university behavior during class time.
 - Deficiency slips are sent out when necessary during the first ten weeks of the term.
 - My submission deadline policy for essays will be spelled out clearly in class and also your option on keeping a regular journal.
- IV. Class Sessions: They will vary and include different activities such as discussion of different types of writing and how to do them; discussion of readings and examples of student writing; Peter Elbow sessions (peer review of papers); discussion of principles of grammar and other mechanics; workbook exercises, quizzes; occasional inclass essays and journal entries.

V. Tentative Schedule for Essays:

- Appropriate BHH chapters on the writing process and on solid paragraphing will be covered during the first few weeks of the term.
- A number of handouts to be distributed on each type of writing to be covered in this course, including model essays reflecting each type of rhetorical mode.

Weeks 1-2	Description **
Week 3	Library Research/MLA Documentation
Weeks 4-5	Narration
Weeks 6-7	Analysis: Classification/Enumeration
Week 8	Mid-term Exam and Essay
Weeks 9-11	Comparison/Contrast
Weeks 12-14	Argumentation
Week 15	Review for Final Exam
Week 16	Final Exam

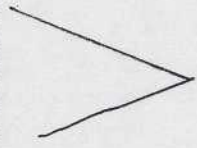

****BHH** Chapters 1-3 on the writing process, various rhetorical modes, and solid paragraphing to be covered the first few weeks of the term.

VI. Types of Review Material To Be Handled This Term:

Each week there will be review material to be covered and exercises to be completed. We will be covering the following material this semester:

--Appendixes A & B	Parts of Speech/Sentence Review
--Chapters 13-17	Common Sentence Errors
--Chapters 18-20	Sentence Grammar
--Chapters 21-24	Sentence Style
--Chapters 25-27	Using Words Effectively
--Chapters 28-33	Punctuation
--Chapters 34-39	Spelling & Mechanics

*****Grading:**

--Description essay	10%		58%
--Narration essay	12%		
--Analysis essay	12%		
--Comparison-Contrast essay	12%		
--Argumentation essay	12%		
--Inclass responses/entries, exercises, quizzes & tests, & occasional short essays	42%		$\frac{42\%}{100\%}$

Other Factors in Grading:

- Motivation & attitude
- Attendance & participation in groups
- Sense of improvement
- Quality of essay revisions
- High scoring in exercises
- Quality of homework

VII. Material To Be Covered in English 101. Content for this course has been set by the English Department,

1. Writing process (writing & revising)
 - 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,
 - c. writing the first draft
 - d. revising drafts
 - e. editing
 - f. preparing the final draft (polishing, manuscript format)
2. Writing the short (4 to 6 paragraph) expressive & expository essay; expressive modes for half of course; expository modes in second half
 - a. structure
 - b. unity (the thesis sentence)
 - c. coherence
 - d. development
 - e. common expressive & expository patterns (rhetorical modes=description, narration, exemplification, definition, process, comparison-contrast, analysis)
3. Developing fluency & learning devices of invention
 - a. fluency (e.g., journals, automatic writing)
 - b. devices of invention (e.g., free writing, brainstorming, looping)
4. The elements of language
 - a. assess needs of each student through objective testing & an in-class essay
 - b. conventions of grammar & usage
 - (1) pronoun case & reference
 - (2) verb forms, tense, mood, & voice
 - (3) agreement (subject/verb & pronoun/antecedent)
 - (4) adjectives & adverbs
 - c. mechanics
 - (1) punctuation (e.g., semicolon, apostrophe, quotation marks, colon, dash, parentheses)
 - (2) capitalization
 - d. sentences
 - (1) sentence construction & types of subordination
 - (a) building compound & complex sentences
 - (b) writing emphatic sentences
 - (c) writing concise sentences
 - (2) sentence combining
 - (3) solving common sentence problems
 - (a) misplaced & dangling modifiers
 - (b) shifts & mixed constructions
 - (c) faulty parallelism
5. Using words effectively (vocabulary, diction, spelling)
 - a. choosing exact & effective words
 - b. choosing appropriate levels of usage
 - c. using the dictionary & thesaurus
 - d. building vocabulary
 - e. improving spelling
6. Continued development of reading & analytical skills through study of model essays by student & professional writers

VIII. Course Expectations. Students should be able to demonstrate the following:

- Ability to write (plan, draft, and develop well) short essays in at least five main rhetorical modes: description, narration, analysis (classification/emeration), comparison-contrast, and argumentation.
- Ability to write effectively short journal entries on a variety of topics.
- Ability to identify and define basic terms of English grammar.
- Ability to edit well for the following: conventional grammar, usage, punctuation, and effective diction and tone.
- Ability to write individual sentences concisely, accurately, and with appropriate emphasis.