

English 102 Expository Writing

MWF 1:00

MWF 2:00

Eiben 201

Fall '03

Professor J. James

Office #~~5~~ Kieffer Hall

Office Hours: TTh 2-3:20 (Available in Kieffer Hall Office #~~5~~)
MW: 12:15-12:50 (Available in Eiben 201)

English 102: Expository & Academic Writing

Texts: Barnet & Stubbs, Practical Guide to Writing
Kirsznner & Mandell, The Brief Holt Handbook

****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:
- To develop refined understanding of the theories & problems of prose composition: exposition, analysis, & criticism.
 - To develop skill in English prose composition through the written application of the conventions, theories, & techniques presented in the texts & in class discussions.
 - To develop reading & analytical skills through the study of professional essays.
 - To explore various issues & problems of contemporary culture & society.
 - To review formal English grammar & usage as necessary.
 - To expand vocabulary (& to improve spelling where needed).
 - To develop the skills needed to write an academic research paper.**

****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:

Weeks 1-2	Strategies on getting started/Journal Writing/ Writing Process/Preparing to write analytical essays. See PGW Chapters 1,2,8 & BHH Chapter 1.
Week 3	Solid paragraphing sense/Intro & closure paragraphs/ Outlining/ Correct manuscript form. See PGW Chapters 3,13,21.
Weeks 4-6	Preparing to write <u>expository essays using various strategies, including descriptive blocks</u> . See PGW Chapter 10.
Weeks 7-8	Preparing to write <u>expository essays using various strategies, including narrative blocks</u> . Also, essay responses to in analyzing literature. See PGW Chapters 9, 18.
Week 9	Mid-term Exam on all writing theory from above chapters & on review material from PGW Chapters 4,13,19,20 & BHH Chapters 13,14,28-33 & Appendices A & B.
Weeks 10-11	Preparing to write solid <u>literary analysis essays/</u> Analytical approaches to mastering short stories. See PGW Chapter 17. Various selected short stories to be assigned from the back section of PGW.
Weeks 12-15	Preparing to write an <u>argumentation research paper</u> (using the MLA format). See PGW Chapters 12 & 16. See BHH Chapters 6-10.
Week 16	Final Exam (key chapters from both texts to be covered).

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 phrases, clauses, sentence patterns | See <u>BHH</u> Appendix B |
| (3) Fine-tuning sentences | <u>PGW</u> Chapters 4-6 & <u>BHH</u> Chapters 15-24 |
| (4) Punctuation/capitalization/abbreviation/use of numbers | <u>PGW</u> Chapter 19 & <u>BHH</u> Chapters 28-39 |
| (5) Usage | <u>PGW</u> Chapter 20 & <u>BHH</u> Chapters 25-27 |
| (6) Spelling Improvement | <u>BHH</u> Chapter 34 |
| (7) Fragments/comma splices/fused sentences | <u>PGW</u> Chapter 19 & <u>BHH</u> Chapters 13-14 |

VI. Practical Chapters from PGW: Chapter 21 (Manuscript Form), Chapter 7 (Writer's Voice), Chapter 14 (Reviews Works), Chapter 15 (Interviewing), Chapter 18 (Writing Essay Examinations).

VII. Tentative Schedule/Grading:

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| 16% | Paper #1 | Expository/analytical essay on an ecumenical religious topic (to fulfill CU's Catholic Marianist mission). General research materials to be used for this paper. |
| 18% | Paper #2 | Solid research essay on a political, sociological, environmental or cultural topic. Paper to use various types of writing strategies in its development. |
| 12% | Paper #3 | Comprehensive literary analysis of a short story. |
| 18% | Paper #4 | Major argumentation research term paper (topics on various controversial issues to be given out soon for this assignment). |
| 36% | Inclass | Class participation/interaction: quizzes, tests, vocabulary drills, editing exercises, inclass essays, journal entries, oral & written responses to essays assigned from text, Elbow & editing session responses. |

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

- Attentiveness/attitude/motivation
- Active class participation
- Use of Academic Achievement Program Center tutorial sessions
- Progressive improvement of writing/Quality of final research essay
- Exceptional participation in Elbow sessions/Exceptional oral responses to prose essay questions

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

English 102 Course Goals

- I. Confidence in the following skills related to the writing an 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