

English 101: Introduction to Expository Writing

Fall 2004

Professor J. James

Office: Henry Hall 206K (735-4711 Extension 683)

Office Hours: MWF 12:00-12:50  
TTh 3:30-4:30

English 101: Introduction to Expository Writing

Texts: Kirszner & Mandell, The Brief Holt Handbook (4th edition)  
Kirszner & Mandell, The Brief Handbook Exercises (4th edition)  
Muller & Wiener, The Short Prose Reader (10th edition)

- 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. Preparation for Writing of Essays This Term:

- (1) Appropriate BHH Chapters 1-3 on the writing process & on solid paragraphing and SPR Chapters 1-2 on writing style & simplicity will be covered during the first few weeks of the semester.
- (2) A number of handouts will be distributed on each type of writing to be covered in this course, including some model essays reflecting various rhetorical modes.
- (3) A number of essays from The Short Prose Reader chapters on each type of writing to be covered in this course will be assigned to be thoroughly read & analyzed (& numerous questions on the essays to be answered as homework). These essays will serve as models for your own essays. See the SPR table of contents below.

#### **Table of Contents The Short Prose Reader, Tenth Edition**

* New to this edition	8. Classification
1. On Writing	Judith Viorst: Friends, Good Friends - and Such Good Friends
* Russell Baker: On Becoming a Writer	E.B. White: The Three New Yorks
Kurt Vonnegut, Jr.: How to Write with Style	James T. Baker: How Do We Find the Student in a World of Academic Gymnasts and Worker Ants?
Amy Tan: Mother Tongue	* Amy Rashap: The American Dream for Sale
William Zinsser: Simplicity	
2. On Reading	9. Process Analysis
Eudora Welty: One Writer's Beginnings	Jerrold G. Simon: How to Write a Resume
*Judith Ortiz Cofer: Volar	* John Lantos: Life and Death in Neonatal Intensive Care
Malcolm X: Prison Studies	Ernest Hemingway: Camping Out
Ellen Tashie Frisina: "See Spot Run": Teaching My Grandmother to Read	Henry Louis Gates, Jr.: In the Kitchen
3. Description	
* Annie Dillard: In the Jungle	10. Cause-and-Effect Analysis
Maxine Hong Kingston: Catfish in the Bathtub	Stephen King: Why We Crave Horror Movies
Richard Selzer: The Discus Thrower	Anne Roiphe: Why Marriages Fail
Virginia Woolf: The Death of the Moth	* Harry Crews: Why I Live Where I Live
4. Narration	Susan Jacoby: When Bright Girls Decide That Math Is "a Waste of Time"
Elizabeth Wong: The Struggle to Be an All-American Girl	11. Argumentation and Persuasion
Langston Hughes: Salvation	Reparations for Slavery: Pro and Con
George Orwell: A Hanging	* Manning Marable: An Idea Whose Time Has Come...
Grace Paley: Travelling	* Shelby Steele: ...Or a Childish Illusion of Justice
5. Illustration	The Death Penalty: Pro and Con
Brent Staples: Night Walker	* Bob Herbert: Death-Penalty Dissenters
Barbara Ehrenreich: What I've Learned from Men	* James Q. Wilson: What Death Penalty Errors?
* Amartya Sen: A World Not Neatly Divided	Issues of Identity
Lewis Thomas: Death in the Open	Judy Brady: I Want a Wife
6. Comparison and Contrast	Jonathan Kozol: Are the Homeless Crazy?
Rachel Carson: A Fable for Tomorrow	* Robert Spitzer: Psychiatry and Homosexuality
* Katha Pollitt: Why Boys Don't Play with Dolls	* Ronald Takaki: The Harmful Myth of Asian Superiority
Ellen Goodman: The Tapestry of Friendships	Anna Quindlen: Women Are Just Better
Michele Ingrassia: The Body of the Beholder	Issues of Political Rights
7. Definition	Molly Ivins: Get a Knife, Get a Dog, but Get Rid of Guns
Janice Castro with Dan Cook and Christina Garcia: Spanglish	* Julie Bosman: The (No) Free Speech Movement
Suzanne Britt Jordan: Fun, Oh Boy, Fun. You Could Die from It	Martin Luther King, Jr.: I Have a Dream
Gloria Naylor: A Word's Meaning	
* David Brooks: The Organization Kid	

- (4) How Review Material Will Be Handled This Term: Each week there will be review material to be covered and exercises assigned to be done as homework. We will be covering the following material this term:

--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

VI. Schedule/Grading:

Weeks 1-3	Writing Process/Description
Weeks 4-5	Narration
Weeks 6-8	Illustration/Classification
Week 9	Comparison-Contrast
Weeks 10-12	Process/Cause & Effect
Weeks 13-15	Argumentation & Persuasion/Library & Internet Research & MLA Documentation

\*\*Week #8=Mid-Term Exam/Week #16=Final Exam

Grading:

--Description essay	12%
--Narration essay	12%
--Classification essay	14%
--Comparison-Contrast essay	10%
--Argumentation essay	18%
--Inclass essays or entries on selected topics (two entries using modes of illustration & process)/inclass exercises & quizzes/mid-term & final exams	<u>34%</u>
	100%

\*\*Homework completion= considered part of your attendance

\*\*Other factors in grading:

- Motivation & attitude
- Attendance & participation in peer review of paper drafts
- Use of AAC tutor/Sense of improvement/Quality of essay revisions
- Quality of homework/High scoring on Handbook exercises

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:

- (1) Thorough knowledge of what is involved in the overall writing process and being able to follow all stages of the total writing process (pre-writing strategy stage, rough draft stage, peer review stage, and final revision stage).
- (2) Ability to write (plan, draft, and develop well) short essays in at least six main rhetorical modes: description, narration, analysis (classification, comparison-contrast, cause-effect), and argumentation.
- (3) Ability to conduct adequate library and internet research and to document a short research essay according to the MLA style.
- (4) Ability to analyze various essays for all aspects of the craft of writing.
- (5) Ability to write effectively disciplined short journal entries on a variety of topics.
- (6) Ability to identify and define basic terms of English grammar.
- (7) Ability to edit well for the following: conventional grammar, usage, punctuation, and effective diction and tone.
- (8) Ability to write individual sentences concisely, accurately, and with appropriate emphasis.