

Mayland Community College
Welcomes you to:
English 111-90, 91, 92
Expository Writing
3 Credit Hours/3 Contact Hours
Spring 2007

Course Description

This is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process, including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English.*

Prerequisites: ENG 090 and RED 090

Instructor Information

Instructor: Elizabeth Hardy

Office location: Room 244 (Main building)

Telephone number: (828) 765-7351 or (800) 462-9526, ext. 271

Email Address: ehardy@mayland.edu

Office Hours: Monday, Wednesday, and Friday 10-11 on the Avery Campus, and by appointment. I am happy to communicate by phone or email, as I will often be working from home. (Note: I may be off campus upon occasion to visit other sites. If this will affect my office hours for a given week, an announcement will be made.)

Course Information

This section of ENG 111 will meet Mondays, Wednesdays, and Fridays from 9:00 to 9:50 in the ITV room

Required Texts: *Strategies for Successful Writing*, 7th ed. Reinking, Hart, von der Osten; *The Brief Handbook*, 5th ed., Kirzner and Mandell; a good college dictionary and thesaurus.

LRC Resources: The Learning Resources Center offers students an array of print and electronic resources related to this course. Please touch base with one of the librarians for assistance.

Required supplies: A portfolio (folder) in which to collect and keep all documents created throughout the semester. A USB drive on which to store drafts and essays.

Course Objectives/Competencies: Mission Statement and Competencies for the General Education Core

Mission: Mayland Community College's General Education core courses will provide the essential body of knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society.

Graduates of all degree programs at Mayland Community College will have completed the general education core. That core encompasses the essential knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society. Upon completion of the general education core, students will be able to demonstrate the following:

1. Effective communication in speaking and listening situations needed for college, personal, and work successes
2. Effective communication in writing and reading situations needed for college, personal, and work successes
3. Logical, critical, and creative thinking to evaluate evidence and reach a conclusion
4. Application of basic computer use skills
5. Application of fundamental math skills
6. Basic awareness of the diversity of various world groups from both historical and contemporary contexts

These competencies will be addressed in the following course objectives:

1. To enhance the students' awareness of their involvement in the writing process. 2, 3, 6
2. To familiarize the students with the choices available to them in their writing, including various methods of essay development. 2, 3, 6
3. To enable students to think critically about their writing and the writing of others. 1, 2, 3, 6,
4. To enable students to determine what is and is not appropriate or effective in various writing situations. 2, 3, 6
5. To enable students to prepare formal outlines that demonstrate effective subordination of ideas, parallel construction, and organizational patterns. 2, 3

6. To enable students to write clear, coherent, meaningful essays by developing thesis statements, using appropriate transitions, and constructing well-developed introductory, supporting, and concluding paragraphs 2, 3, 4
7. To enable the students to edit and revise their writing for stylistic and mechanical errors. 2,
8. To enable students to provide appropriate documentation of resources used. 2, 6
9. To help students develop their own writing voices. 2, 3, 6

Attendance Policy/Tardiness/ Make-Up Work:

Attendance is crucial to getting the most out of this class. Individual students are responsible for all material covered in the course, including lecture material and notes, handouts, and assignments. If you miss a class, it is your responsibility to meet with other class members or the instructor to insure you are receiving the information you will need to stay on track. Three tardies or early departures of fifteen minutes or more equal an absence, and students missing more than half a class will be counted absent. Students who are asleep in class will be counted absent. Students should not leave the room except in an emergency, as movement can be very disruptive in the Highway room. In addition, attendance will be factored into the grade, with one point given for each day present. Therefore, a student who was present every day would automatically have a 100 on the attendance grade. **Note: Cell phones are not permitted in class. If you carry a phone, it must be turned off (not ringing!) and put away during the entire class time.**

Grading Criteria:

Students are expected to:

1. Attend all class meetings.
2. Prepare all out of class assignments before class (late assignments will receive a letter grade cut for each day overdue, and papers more than one week overdue will NOT be accepted). Students are responsible for seeing that work handed in outside class was received. Work not turned in during the appropriate time during class will not be returned in a timely fashion.
3. Actively participate in workshops and other scheduled in-class writing.
4. Write the required four formal graded essays. Two will be written in class, and two will be written out of class. Each will include prewriting activities, outlines, revised drafts, and final drafts. The essays will be 750-1000 words in length, and two of the essays require MLA documentation.
5. Use a variety of rhetorical modes, including comparison/contrast, illustration, causal analysis, and argumentation, when writing essays.
6. Write a variety of informal writing activities. Excursions are generally written in class.
7. Read and respond to assigned readings.
8. Complete three quizzes.

The final grade for the course will be determined by the instructor's evaluation of the student's work during the entire semester. During the final week of class, the student will turn in a portfolio containing all work done during the semester, both in and out of class. The portfolio will include all writing, excursions, in-class essays, and graded formal essays with drafts. The course grade will be determined as follows:

Essays	75% : #1=10% (in class) #2=20% (out of class essay, with sources) #3=15% (in class) #4 (researched argument-based essay)=30%
Informal Writings and Class Activities (including excursions and attendance)	15%
Drafts and quizzes	10%

Grading Scale:

- A=93-100**
- B=85-92**
- C=77-84**
- D= 69-76**
- F=69 and below**

Use LEO to keep up with your grades on individual assignments, but do not rely on LEO's average.

Inclement Weather Procedures:

If the college is on a delayed schedule for inclement weather, our class will NOT MEET. In the event that the college is closed for snow or some other emergency, we must complete make-up work. If we miss class, keep up with the assigned work. Any work that was originally due will still be due on the day we return unless

announcements to the contrary have been made. In addition, you will need to select one of the following assignments to complete and hand in on the next day we return to class.

1. Choose an article in a magazine or newspaper to read. Write a two-page response to this article. What is the author's purpose? How effective is the article as a piece of writing?
2. Go to a website related to your career interests and write a 2-3 page evaluation of this site. Is it an effective site? Why or why not?
3. Attend a book discussion or other college-sponsored academic event and write a 2-3 page response.
4. Attend a local book discussion or talk by an author or watch a televised author program. Write a 2-3 page response.
5. Recently, there have been several excellent films based on books. You may watch one of these films AND read the book. Then write a 2-3 page response. Did the film accurately adapt the book? Which did you like better? Why? Snow make-up will not be accepted more than one week after the snow day unless you are planning to attend an event that is scheduled more than a week after the snow day. If this is the case, you will need to tell the instructor what event you plan to attend. Incomplete responses will NOT receive credit. Students who do not complete snow make-up will be counted absent for that day. In addition, snow work is averaged into the informal writing grade. Extra snow assignments may also be used for extra credit. Students may, with the instructor's permission, complete up to three extra credit assignments by completing assignments 2-4. No extra credit will be accepted after May 2.

Academic standards: In addition to good academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and plagiarism will make students subject to disciplinary action. *At the minimum, such students will receive an F for the course.* Measures for probation, suspension, or expulsion may also result.

Withdrawal dates:

2. Unconditional Withdrawal through Tuesday, February 18
3. Conditional Withdrawal through Tuesday, March 27
4. Emergency Withdrawal only through the last day of class

Administrative Withdrawal Statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. Unless the student formally withdraws from the course, he or she will receive an F.

Accommodations: Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR office or Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Course Schedule

This is just a basic outline. Changes will be announced in class, as will additional assignments and activities.

Disclaimer: *Course procedure may vary to meet the needs of a particular group.*

Week One

January 8: Introduction to the course and each other. Read 293-302 in BH for next time.

January 10: Introduction to the Writing Process. Read 3-46 in SSW for next time

January 12: Writing Excursion 1. Writing Community Groups.

Week Two

January 15: No Class!

January 17: Prewriting techniques and practice

January 19: Prewriting techniques and practice.

Week Three

January 22: Excursion 2. Read BH 3-34 for next time.

January 24: Purpose, audience, thesis, and outline. Read pp. 109-116, 154-164 in SSW and 35-39, 45-46 in BH for next time.

January 26: Purpose, audience, thesis, and outline.

Week Four

January 29: Purpose, audience, thesis, and outline. Review of five-paragraph format. Learning Styles Analysis. Grammar Workshop

January 31: Begin Essay One in class
February 2: Continue Essay One

Week Five

February 5: Complete Essay One in class. Read 129-137 in SSW and 69-70 in BH for next time
February 7: Excursion 3. Essay Two Assigned. Read 319-380 and 502-505 in SSW and 109-146 in BH for next time
February 9: Grammar workshop

Week Six

February 12: Excursion 4.
February 14: LRC Orientation. Read 147-174 in BH for next time
February 16: Research workshop. Read 181-224 in BH for next time.

Week Seven

February 19: Notetaking and documentation workshop.
February 21: Thesis and outline workshop. Read 381-414 in SSW for next time.
February 23: Excursion 5 on article found in research, due at the beginning of class. Documentation and integrating sources.

Week Eight

February 26: Draft Workshop. Grammar Workshop
February 28: Grammar Workshop
March 3: Peer Draft Review. Revision Workshop

Spring Break March 5-9

Week Nine

March 12: Conferences.
March 14: Conferences
March 16: Conferences. Read 47-67 in SSW and 47-57 in BH for next time

Week Ten

March 19: Essay Two due. Grammar Workshop. Read 242-263 in SSW for next time.
March 21: Editing Quiz 1. Excursion 6. Diction, Tone and Style. Read 437-447 in BH for next time.
March 23: Diction, Tone, and Style

Week Eleven

March 26: Diction, Tone, and Style. Grammar Workshop. Read 141-151 and 519-523 in SSW and 68 in BH for next time.
March 28: Excursion 7. Cause and effect. Grammar Workshop
March 30: Begin Essay Three, cause and effect, in class

Week Twelve

April 2: Continue Essay Three in class
April 4: Complete Essay Three in class. Read 168-196 and 560-569 in SSW for next time. Essay Four Assigned
April 6: No class, Happy Easter!

Week Thirteen

April 9: Introduction to Argument. Excursion 8. Read 79-106 in BH for next time
April 11: Research and topic workshop
April 13: Review Research and notetaking. Grammar workshop

Week Fourteen

April 16: Excursion 9 due on article found in research. Grammar workshop.
April 18: Grammar workshop. Annotated bibliography due.
April 20: Editing Quiz 2. Thesis and outline workshop.

Week Fifteen

April 23: Draft workshop. Grammar workshop.

April 25: Conferences

April 27: Conferences

Week Sixteen

April 30: Conferences

May 2: Peer Draft Review. Grammar Workshop

May 4: Essay Four due. Grammar workshop. Portfolio work

Week Seventeen

May 7: Complete portfolio workshop and turn in portfolio, Editing Quiz 3.

May 9: Pick up portfolio