

English 111-Y2
Expository Writing
Wednesday 6:00 pm – 8:50 pm
August 17, 2006 – December 14, 2006

Instructor: Mrs. Isaacs

Office: Room 219 Yancey Campus

Office Hours: Tuesday/Thursday: 10:00 – 11:00 am

Wednesday 5:30-6:00 pm Yancey Campus

Other times available by appointment

Phone: 765-7351 ext. 381 during office hours TTh

E-Mail: cisaacs@mayland.edu

Course Description:

Semester Contact Hours: 3

Semester Credit Hours: 3

This course 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 English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in English composition.*

Prerequisites: ENG 090 and RED 090

Corequisite: None

Required Textbooks:

Kirszner, Laurie, and Stephen R. Mandell. *The Brief Handbook*. 5th ed. Boston: Wadsworth, 2007.

Reinking, James A., and Robert Von Der Osten.. *Strategies for Successful Writing: A Rhetoric, Research Guide, and Reader*. 7th ed. Upper Saddle River, New Jersey: Prentice Hall, 2005.

Required Materials:

Inexpensive two-pocket folder. Access and time to use a computer or word processor. 3.5 HD disk or memory stick. 3X5 and 4X6 notecards. As a precaution, always email a word attachment of each paper to yourself.

Courses Objectives

1. Develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature.
2. Recognize writing as a process: understanding audience and purpose; exploring ideas and information; composing; revising; and editing.
3. Support writing by integrating experiences in thinking, reading, listening, and speaking.

Student Objectives

At the conclusion of this course, the student will be able to:

1. Plan, write, and revise essays for coherence, completeness, and unity.
 - a. Select and limit topics, develop a thesis, and organize ideas.
 - b. Use standard English grammar, effective diction, accurate spelling, and appropriate style.
2. Research and use library resources, including the Internet.
 - a. Produce expository and/or persuasive writing, including a documented essay, which synthesizes materials from several sources, including electronic, print, and live sources.
 - b. Complete library skills exercises.
3. Use reason and persuasion.
 - a. Identify, both in class discussion and essays, the qualities professional writers use in the practice of good writing.
 - b. Identify and correct flawed reasoning.

4. Analyze and evaluate expository, persuasive essays and other forms of published communication for style, organization, and content.
 - a. Examine professional essays in required texts for style, organization, and content.
 - b. Write about and/or discuss orally the style, organization, and content of both professional essays and student writing.
5. Employ microcomputer word processing software in the drafting, revising, and final production of some essays.

Class Policies

By accepting admission to Mayland Community College, each student makes a commitment to understand, support, and abide by the college honor code without compromise or exception. This class will be conducted in strict observance of the honor code. Therefore, I assume the work you do for this course is current and yours alone. Should I discover that you have plagiarized and/or cheated or have submitted a paper you wrote previously, I will be forced to give you a failing grade.

In addition, students are expected to respect all members of this class and abide by the student conduct code as given in the student handbook.

Attendance

YOU MUST ATTEND CLASS. Excellent attendance, preparation, and participation in class are expected in order to stay current on readings, papers, and projects. Unless prior arrangements have been discussed with the instructor, no work done in class can be made up; no in-class daily assignments can be made up. Failure to attend class will affect your grade, and you cannot miss more than twenty percent of the classes (four class meetings) in order to receive credit for the class. After two weeks of non-contact, I will process an administrative withdrawal.

It is your responsibility to get the notes you missed if you are absent. You are responsible for the information covered in class whether you attend or not. Absences due to illness or death in the family will require written proof.

DATES FOR END OF UNCONDITIONAL WITHDRAWAL AND CONDITIONAL WITHDRAWAL:

These dates for Fall Semester 2006 are:

Sept. 22	Last day for unconditional withdrawal
Oct. 30	Last day for conditional withdrawal
Oct. 31 - end of semester	No drops except for documented medical emergencies

The official drop date will be the date that you take the signed form to the registrar's office.

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

Assignments and Grading Criteria

Students will be required to complete a variety of assignments. Those assignments will be underlined on the course outline. For all out of class essays, you must turn in the following for a final grade: **Brainstorming, prewriting, rough drafts, peer editing from another student, and final typed draft.**

All in-class written assignments will be **double-spaced** and in **ink**. Final drafts of out of class assignments must be **typed/word processed and double-spaced**. If you absolutely cannot use a word processor and must submit hand-written papers, please double-space. Place your name, my name, class ID, and date on the top left hand corner of the paper (see The Brief Handbook, page 35). Submit all themes and assignments in a folder.

There are three required essays which will have various length requirements, but will be no longer than five pages.

When preparing to write your essays, you may utilize personal experience as support. However, when you use outside sources by reading and learning as much as possible about your subject, follow the guidelines for documenting sources in The Brief Handbook, chapter 11.

Before you turn in your research paper, you must submit the major sources used in your essay. If these resources are not turned in, the research essay will not be graded. A grading form will be issued before the paper is due and is a required component of the paper. The research paper will NOT be accepted late. PLAN AHEAD!

Your final grade will come from the following:

- 1 scholarly research paper = 30%
- 1 preliminary portfolio containing worksheets and workshop materials = 10%
- 2 take home documentation tests each worth 5% = 10%
- 3 prepared essays = 30%
- Homework assignments/ class activities = 10%

Numerical grades translate to letter grades as follows:

91-100 = A; 81-90 = B; 71-80 = C; 61-70 = D; 60 and below = F

Disclaimer

While I have attempted to be as thorough as possible with the syllabus and course calendar you receive, course procedure may vary to meet the needs of our class.

Weekly Syllabus

PLEASE NOTE: ASSIGNMENTS ON THE SYLLABUS ARE DUE ON THE ASSIGNED DATE. Late compositions will be lowered by one letter grade. I will not accept compositions more than one week late. Rewrites are due one week from their return.

The Brief Handbook: BH

Strategies for Successful Writing: SSW

Aug 23 Orientation to Class; Review of Texts and Syllabus
Who are we? Ice breaker worksheet

Writing: A First Look SSW 3-12; BH 3-6.
Worksheet #1

Aug 30 Strategies for Effective Reading: SSW 13-25.
“The Appeal of the Androgynous Man” Worksheet #2

Planning and Drafting: SSW 26-34; BH 20-27.
Prepare EXERCISE page 28.
Creating an Essay and Research Paper Calendar: BH 109.
Writing Your Research Paper Checklist: SSW 379-380 Worksheet #3

Sept 6 Gathering Information: SSW 34-36.
Organizing the Information: SSW 36-39.
Worksheet #4

NARRATION: SSW 70-83; 428-430; 437-439; BH 65.
Write an outline of either Thom’s or Sawaquat’s essay to show how he used narration to create the essay. What is the writer’s main point? How does the author use narrative to convince the reader to accept his point of view?

Look at the requirements for Essay One. Create a list of possible topics, using an outline to follow your story line.

Sept 13 Developing a Thesis Statement: SSW 39-42; BH 28-31.

Writing the First Draft: SSW 42-46.

Workshop: Narrowing the Subject/Formulating the Research Question/Preliminary Thesis Sentence

DESCRIPTION: SSW 84-96; 442-445; BH 66.

Write an outline of Ramirez's essay to show how he used description to create the essay. How does he use description to show the qualities of an important place within his community? Why are details important?

Using your list from Sept 6, make a list of details for some of your topics, adding color and depth to your stories. Write the first draft of Essay One, thinking about your purpose and audience.

RESEARCH PAPER TOPIC DUE

Sept 20

Paragraphs: SSW 207-227; BH 62-63 (Copy this list!).

Prepare Exercises 208-209; 211-212; 214-215 (#1 and #2); and 220.

Revising and Editing Your Paper: SSW 47-67.

Look at the first draft of Essay One, and using the revision checklists (pages 54 and 56), rewrite/edit the essay. Write an appropriate introduction, conclusion, and title.

Peer-Editing Worksheet for Essay One: Educational Autobiography

RESEARCH QUESTION DUE

Sept 27

FINAL DRAFT DUE: ESSAY ONE – EDUCATIONAL AUTOBIOGRAPHY

The Research Paper: SSW 319-325.

ILLUSTRATION: SSW 109-117; 474-476.

Write an outline of Gottfried's essay to show how he used illustration to create the essay.

Write a short paragraph illustrating where you have encountered macho behavior. How do you feel about such behavior?

Look at the assignment for Essay Two. Make a list of examples you might choose to use for the assignment. Add details to make you consider why you like/dislike your choices.

Oct 4

Assembling a Working Bibliography: SSW 326-339.

Worksheet #5: The Bibliography

Take Home TEST #1 for the research paper

COMPARISON/CONTRAST: SSW 129-138; 512-516.

Write an outline of Rodriguez' essay to show how he used comparison/contrast to create the essay. Write a short paragraph discussing some element of difference between yourself and the general public. How does that difference influence your relationship with others?

Using your list from Sept 27, make a list of criteria you may use for some of your topics, adding specifics from your list. Write the first draft of Essay Two, thinking about your purpose and audience, and your desire to persuade for one topic or the other.

Oct 11

The Internet; Taking Notes: SSW 340-354.

Worksheet #6: The Internet and Notecards Format

Peer-Editing Worksheet for Essay Two: An Illustrative Comparison

Organizing and Outlining: SSW 354-357.

Worksheet #7: Creating a Working Outline.

WORKING BIBLIOGRAPHY DUE: Minimum of 10 possible sources.

Oct 18 **FINAL DRAFT DUE: ESSAY TWO – An Illustrative Comparison.**

ARGUMENT: SSW 168-196.

Worksheet #8: Writing the Argument Essay.

ARGUMENT: SSW 560-563; 563-568.

Worksheet #9: Using Opposing Views

Oct 25 Effective Sentences: SSW 228-241.

Prepare exercises pages 229; 233; 235; 238; 240.

Diction, Tone, and Style: SSW 242-263.

Prepare exercises pages 243; 244 (1); 252; 259; 263.

TENTATIVE THESIS DUE FOR THE RESEARCH PAPER

Nov 1 MLA System for Preparing Papers: SSW 359-374.

Documenting Sources: SSW 381-394.

Worksheet #10: Documenting Sources

CAUSE/EFFECT: SSW 141-151; 530-531.

1. What type of introduction does Bletter use? Why? 2. What are some of the effects of terrorism she mentions? 3. Considering the past several months, do you agree with her conclusion that Arabs and Jews are maintaining a sense of oneness? 4. As an American, what do you see as the causes of terrorism and the effects on the American population?

Using SUGGESTIONS FOR WRITING on pages 151-152, choose one topic to begin research for a cause/effect - definition essay. See requirements for Essay Three.

Nov 8 DEFINITION: SSW 154-166; 532-534.

Write an outline of Shames' essay to show how he used definition to create the essay. How do you measure success? Do you think Shames is correct when he says we no longer take risks to succeed, but take the easy road instead?

Look at the topic you've chosen for Essay Three. Find one word that you will need to define clearly for your audience and incorporate it into your essay.

Peer-Editing Worksheet for Essay Three: Cause/Effect - Definition.

Workshop: Documenting Sources

Bring your current sources to class.

Take Home TEST #2 for Documenting Sources

Nov 15 **FINAL DRAFT DUE: ESSAY THREE - Cause/Effect - Definition.**

Focus: Handling In-Text Citations and Quotations and Plagiarism: SW 396-406; BH 159-174.

Nov 22 **TENTATIVE THESIS/OUTLINE DUE FOR THE RESEARCH PAPER**

Bring 3x5 and 4x6 cards to class.

Preparation of sources for the individual conference.

Nov 29 **Research Paper Conferences: working bibliography, note cards, outline, and rough draft.** You must bring all sources to your conference.

second

Dec 6

RESEARCH PAPER DUE: NO PAPERS ACCEPTED LATE.

The Essay Exam: SSW 264-270.
Prepare exercises pages 266 and 269-70.
Mixing the Writing Strategies: SSW 199-205

INCLEMENT WEATHER PROCEDURES

If weather conditions warrant, classes at Mayland Community College may be delayed or occasionally cancelled. **Remember: Safety first!** Success in this—and any—college course or career means conscientious attendance and participation. However, do not risk your safety and your life if the road conditions are hazardous.

When classes are delayed during the day but occur on a later schedule, evening courses will be on a regular schedule. If the weather remains inclement, evening classes will be cancelled.

ACADEMIC STANDARDS AND STUDENT EXPECTATIONS

1. Study the texts in preparation for class. This is a college course that requires outside reading and writing. You are expected to read the assignments in the text. The chapters give guidelines, and the writers' essays serve as models for our study. The standard ratio for college course work is 1:2. This means that for each contact hour (hour in class) you need to plan to spend two hours outside the class preparing, reading, etc. Thus, you are committing 9 hours per week to this course.
2. Participate in class discussions and exercises. You will have several daily grades, for example, quizzes on reading assignments and peer editing exercises. There will be NO makeup for these daily grades, but the lowest quiz grade will be dropped. The average of your daily work, which will be primarily the scheduled quizzes, counts once in the computation of your final grade. **The rule in this class is "Participate! Don't dominate!"**
3. Emphasize a positive learning environment. Disruptive or anti-social behavior will not be tolerated in this class. Please be supportive of your classmates as they learn.
 - Cut off any cell phone, pager, or other electronic device before you come into the classroom.
 - Please do not bring any child or any visitor to this class. See your student handbook regarding children and visitors on campus.We will strive to be a *learning community* in this class, and your personal support is vital.
4. Help classmates in the learning process.
5. Complete assignments on time. An essay turned in after the date due will receive a penalty of one letter grade lower than if it were turned in on time. **NO ESSAY WILL BE ACCEPTED LATER THAN ONE WEEK AFTER THE DATE IT WAS DUE.** Meeting deadlines is a key responsibility for you.
6. Prepare to achieve satisfactory scores on tests and writing assignments.
7. **ACADEMIC HONESTY!** Anyone caught cheating or plagiarizing will automatically receive an "F" for the course.
8. Adherence to MCC's policy of NO tobacco use in state-owned buildings.
9. No food or drinks by the computers. Carefully use the computers and equipment in the labs.