

## **English 110 – Expository Writing (Understanding Identity)**

Summer 2017

Dr. Beth Bennett

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### **COURSE DESCRIPTION**

Designed to improve the writing of expository prose needed in college and beyond. The emphasis rests on collecting, evaluating, and organizing evidence from primary and secondary sources in order to support an explicit, arguable, and substantive thesis. The course includes the writing of a well-researched and documented paper that draws on traditional and electronic sources.

### **COURSE GOALS**

#### **Rhetorical Awareness**

**GOAL:** Students will understand that effective writers evaluate rhetorical situations to make decisions throughout the writing process.

**OBJECTIVES:** To develop rhetorical awareness, students will

1. Address specific audiences for specific purposes, including academic.
2. Understand expectations for structure and use of evidence in specific contexts and apply that knowledge to writing tasks.
3. Use syntax, diction, structure, tone, and style that are appropriate for specific audiences, including academic.

#### **Critical Thinking, Reading, and Writing**

**GOAL:** Students will understand that reading and writing are dialogically related and are used for inquiry, learning, thinking, and communicating.

**OBJECTIVES:** To develop their critical faculties, students will

1. Become familiar with and apply strategies for active reading.
2. Find and engage with evidence from sources in the form of summaries, paraphrase, and quotation.
3. Compose arguments that incorporate multiple viewpoints.
4. Support and develop claims with appropriate evidence, including scholarly sources.

#### **Process**

**GOAL:** Students will understand that writing is a recursive and collaborative process and that effective writing often requires multiple drafts.

**OBJECTIVES:** To develop awareness of and responsibility for the writing process, students will

1. Develop flexible strategies for generating ideas, researching, drafting, revising, editing, and proofreading.
2. Recognize quality writing in order to evaluate their own and others' work.

#### **Knowledge of Conventions**

**GOAL:** Students will recognize that effective writing follows conventions determined by the situation and specifically will learn to apply academic conventions.

**OBJECTIVES:** To develop their knowledge of conventions, students will

1. Learn to identify organizational conventions specific to rhetorical situations.
2. Practice organizational elements of academic discourse – including introductions, transitions, and conclusions – and understand how such elements contribute to the success of arguments.
3. Document their work following at least one style guide and understand that other styles exist.
4. Use diction and sentence structure appropriate to the situation to express ideas clearly.
5. Use correct syntax, grammar, and mechanics.

### **COURSE FOCUS**

We will examine the notion of identity. How do gender, race, class, and ethnicity function in a person's makeup? Do place and nation play important roles, too? How about religion? What about

education? In thoroughly reading through all of *Between the World and Me*, we will explore how Ta-Nehisi Coates defines himself so that his readers can surprisingly identify with him in various ways (but not all, of course). In our textbook, *The New World Reader: Thinking and Writing about the Global Community (NWR)*, we will explore how people of other nations define “Americans” (people living in North America) and those living inside their own countries. Among other things, we will look at how 21<sup>st</sup>-century individuals define themselves in a post-9/11, world of terrorism.

I hope that as you examine the brief essays of others, you will not only learn about their identities and writing styles, but you will also think more deeply about your own self as an adult (in college and elsewhere) and a budding writer. Indeed, these two roles do not have to be separate and both can help you understand yourself and the world around you in more sophisticated ways than you might imagine at the beginning of the semester. My wish is that you will gain confidence in yourself as a writer in a process that will be fun and not daunting. I hope to be of great assistance to you in your journey through this term.

You will have 4 major assignments. The first paper will be a personal narrative of 900 words with no secondary sources included. The second paper will be a 1200-1500 word rhetorical essay in which you will compare and contrast at least two articles from *NWR*. The third paper will be an argument (related to the theme of identity) of 1800-2100 words. It will involve discussion of the *Between the World and Me*, research, and the incorporation of ideas from at least 5 secondary sources (including scholarly journal articles). The final project will be an 8-minute multimodal presentation (we will discuss what this in class) in which you will discuss your third paper. Except for the final project, you will be writing at least two drafts of each paper.

Your papers should be typed in Times New Roman (12 pt. font), be double spaced, and have 1” margins all around the page.

In addition to the major assignments, you will be writing in class about at-home reading assignments and more spontaneous items to practice your writing skills.

### **GRADING**

|                      |     |
|----------------------|-----|
| Paper 1              | 15% |
| Paper 2              | 20% |
| Paper 3              | 25% |
| Final project        | 10% |
| In-class writing, HW | 15% |
| Participation        | 15% |

### **REQUIRED TEXTS**

Muller, Gilbert. *The New World Reader: Thinking and Writing about the Global Community*. Boston: Cengage Learning, 2017.

Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. Boston: Bedford/St. Martins, 2016.

Online readings (to be announced throughout the semester)

### **PARTICIPATION**

It is extremely important that you participate in class. Please do not leave it to your classmate to do all of the speaking in class discussions and group activities.

## **ACADEMIC INTEGRITY**

In this course, I make a distinction between plagiarism, which is usually deliberate, and the misuse of sources, which is usually inadvertent.

**Plagiarism** is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers, and deliberately copying passages from sources without citation. Plagiarism is considered a violation of academic integrity whenever it occurs in written work, including drafts and homework, as well as in formal and final papers. The College Policy Regarding Academic Honesty in the Academic Regulations section of the University Catalog explains the standards for academic integrity at this college and in this course. Intentional plagiarism and other forms of academic dishonesty will be reported to the Dean of Students and will result—at a minimum—in redoing the assignment.

**Misuse of sources** includes failure to provide adequate citation, inappropriate use of paraphrase, and poor incorporation of source material. Instruction in proper methods for summarizing, paraphrasing, quoting, and citing source material is part of the work of this course, and mistakes made as part of the learning process will be considered part of normal education, not violations of academic integrity. These mistakes will likely affect the grade on the assignment, but only as a weakness in the writing, not as a failure of academic integrity. Throughout this course, you will work with other writers' texts both as models and as sources; if you are uncertain about whether you have properly credited your sources, see me for assistance.

## **STUDENTS WITH DISABILITIES**

If you have a specific disability that qualifies you for academic accommodations, please provide Documentation Confirmation within the first two weeks of the semester.

Please also schedule an appointment with me as soon as possible so that we can discuss the accommodations you need to succeed in this course.

## **COURSE SCHEDULE (This is subject to change!)**

### **Week 1:**

Introductions; freewriting and essay-writing tasks; Mike Bunn's article "Reading Like a Writer" ([www.parlorpress.com/pdf/bunn--how-to-read.pdf](http://www.parlorpress.com/pdf/bunn--how-to-read.pdf)); in-class writing and discussion of Coates, *Between the World and Me* (pages to be assigned); Paper 1 assignment to be discussed; discussion and in-class writing (of one or more of the following articles): Alvarez, "Arranged Marriages Get a Little Reshuffling" (120-123); Gawande, "Naked" (128-134); Sciolino, "The French, the Veil, and the Look" (135-139); Ehrenreich and Fuentes, "Life on the Global Assembly Line" (145-152).

### **Week 2:**

**The first draft of Paper 1 due;** discussion and in-class writing (of one or more of the following articles): Kristof, "China: The Educated Giant" (10-12); Miller, "How to Raise a Global Kid" (167-172); Gates, "Whose Culture Is It, Anyway?" (192-193); pp. 91-93; Clarke, "Tweet Like an Egyptian" (93-95); Lee, "Mute in an English-Only World" (107-110); Lakoff, "The Power of Words in Wartime" (115-117); discussion and in-class writing (of one or more of the following articles): Jarrar, "Deportation Order" (44-47); Hasan, "Why I Could Never Hate America" (67-70); Wiesel, "The America I Love" (71-74); Abramsky, "Waking Up from the American Dream" (78-85); Ajami, "The Anti-Americans" (86-89); in-class writing and discussion of Coates, *Between the World and Me* (pages to be assigned).

**Week 3:**

**The final draft of Paper 1 is due;** discussion of the images in the book; **Paper 2** assignment sheet and **first draft;** Ebadi, “Reading a Death Warrant in Tehran” (267-269); Nye, “To Any Would-Be Terrorists” (270-274); Krugman, “Why We Fight Wars” (275-277); Aslan, “Losing the ‘War on Terror’” (279-281); in-class writing and discussion of Coates, *Between the World and Me* (pages to be assigned).

**Week 4:**

**The final draft of Paper 2 is due; Paper 3** assignment sheet and **first draft;** discuss MLA style and research issues; discussion and in-class writing (of one or more of the following articles): Bazilian, “Power to the Poor: Provide Energy to Fight Poverty” (284-288); Danticat, “A Year and a Day” (296-298); Osterholm, “What We’re Afraid to Say about Ebola” (299-302); Singer, “The Singer Solution to World Poverty” (303-308); discussion and in-class writing (of one or more of the following articles): Mittal, “Technology Won’t Feed the World’s Hungry” (309-311); Klein, “The Change Within” (320-325); McKibben, “A Place that Makes Sense” (335-340); in-class writing and discussion of Coates, *Between the World and Me* (pages to be assigned).

**Week 5:**

**Conferences; the final draft of Paper 3 is due;** discuss presentation criteria; peer feedback groups for presentation outlines.

**Week 6:**

**Presentations given in class;** class evaluations