

**Framingham State University**  
**Syllabus**  
**ENGL 110 Expository Writing**

**General Information:**

Semester: Summer 2018(July 2<sup>nd</sup>,2018-August 3<sup>rd</sup>,2018)  
Credit: 4  
Teaching Hours: 50 Hours  
Time: 2 hours/day, Mon-Fri  
Professor Name: Ayaan Agane  
Home Institution: FRAMINGHAM STATE UNIVERSITY  
Title: Visiting Lecturer  
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**COURSE DESCRIPTION**

This course is 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 academic writers use information about rhetorical situations to make decisions throughout the writing process.

OBJECTIVES: To develop rhetorical awareness, students will:

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

**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. Discern qualitative differences between excellent and average writing.
3. Use writing to develop thesis-driven arguments.
4. Use writing to engage with multiple viewpoints.
5. Support claims with appropriate evidence and development.
6. Find and use evidence from sources—in the form of summaries, paraphrase, and quotation—to support an argument.

**PROCESS**

GOAL: Students will understand that writing is a recursive and collaborative process and that good 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 proof-reading.
2. Recognize quality writing in order to evaluate their own and others' work.

## **KNOWLEDGE OF CONVENTIONS**

GOAL: Students will understand the conventions of academic writing.

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

1. Practice organizational elements of written academic discourse, including introductions, transitions, and conclusions, and understand how such elements contribute to the success of arguments.
2. Document their work following at least one style guide and be aware of several other documentation style guides.
3. Achieve clarity, conciseness, variety, and proper emphasis by using sentence-level features such as syntax, diction, grammar, and mechanics.

## **COURSE TEXTS**

*The Norton Reader*. Shorter 13th ed. (eds. Peterson, Brereton, Bizup, Fernald, and Goldthwaite)

*A Sequence for Academic Writing*. 7th ed. (eds. Behrens and Rosen)

Additional texts available online

## **ASSIGNMENTS AND EXAMS**

Essay 1: Rhetorical analysis	20%
Essay 2: Persuasive research paper	20%
Midterm	20%
Final	20%
Quizzes and short exercises	10%
Participation	10%

## **COURSE SCHEDULE**

### **Week One (7/2-7/6): Introduction to Rhetorical Theory**

Rita Felski, *Uses of Literature* (excerpts)

William Covino and Matthew Joliffe, "What is Rhetoric?"

Margaret Atwood, *Negotiating with the Dead* (excerpts)

Elizabeth Wardle and Douglas Downs, *Writing about Writing* (excerpts)

### **Week Two (7/9-7/13): Rhetorical Theory Expanded: Exigence, Constraints, Context, Diction, Humor**

Molly Ivins, "Get a Knife, Get a Dog, But Get Rid of Guns"

David Frum, "Mass Shootings Are Preventable"

Elizabeth Grose, "Cleaning: The Final Feminist Frontier"

Harriet Clark, "Not Quite a Clean Sweep: Rhetorical Strategies in Grose's 'Cleaning: The Final Feminist Frontier'"

Lars Eighner, "On Dumpster Diving" Mark

Twain, "Advice to Youth"

David Sedaris, "Graveyard Shift" Al

Gore, "The Climate Emergency"

### **Week Three (7/16-7/20): Connotative Meanings, Audience, Purpose, Crafting an Argument, Introduction to Research**

Parables: "Muddy Road," "A Parable," "Learning to Be Silent" Brent

Staples, "Black Men and Public Space"

Nicholas D. Kristof, "Saudis in Bikinis"

Michael Levin, "The Case for Torture"

Jonathan Rauch, "In Defense of Prejudice"

Charles Krauthammer, "The Moon We Left Behind"

Michael Caulfield, *Web Literacy for Student Fact Checkers* (excerpts)

*Essay 1*

*Due*

*Midterm*

**Week Four (7/23-7/27): Analyses (Analytical Principles + Subjects), Research Expanded**

Marie Winn, "The Plug-In Drug"

James Roberts et. al, "The Invisible Addiction: Cell-Phone Activities and Addiction among Male and Female College Students"

Linda Shanker, "The Case of the Missing Kidney: An Analysis of Rumor"

Dorothy Cohen, "Elements of an Effective Layout"

Roland Marchand, "The Appeal of the Democracy of Goods"

Doris Kearns Goodwin, "The Political Genius of Abraham Lincoln"

Assorted research (SAW 104-107)

Sheldon Kearny, "The 'Idea' of Money"

Assorted research (SAW 128-133)

Peter Simmons, "Responding to Bullies"

**Week Five (7/30-8/3): Research Concluded**

Nicholas Carr, "Is Google Making Us Stupid?"

Paul Bloom, "The Baby in the Well: The Case Against Empathy"

David Foster Wallace, "Consider the Lobster"

Maja Mikula, "Gender and Videogames: The Political Valency of Lara Croft"

Hannah Arendt, "Deportations from Western Europe"

Jacob Bronowski, "The Nature of Scientific Reasoning"

Stephen Hawking, "Is Everything Determined?"

*Essay 2 Due*

*Final Exam*

**SUBMITTING ASSIGNMENTS**

Throughout the semester, you will be required to submit your assignments either electronically or in hard copy. I will always let you know how to submit each individual assignment. Pay close attention and follow my instructions in order to receive full credit.

**ASSIGNMENT FORMAT**

Since an important objective of this course is to understand conventions of academic, college-level writing, adherence to proper manuscript format is crucial. Failure to follow these instructions will reduce the grade of the assignment. Except for assignments completed during class time, handwritten assignments will not be accepted and will therefore receive a zero.

All written assignments must use twelve-point Times New Roman font, use double-spaced text, and have one-inch margins. On the first page of your paper, you must place the following in the upper left-hand corner, each on a line of its own: your name, my name, the course name, the name of the assignment, and the due date. After this information, provide a title for your assignment that is centered on the page. Your title should be capitalized (we will discuss how in class). Do not underline the title or put it in italics, quotation marks, or bold font. You may use quotation marks and/or italics when your title includes a quotation or the name of other works. There should be no extra spacing between paragraphs or anywhere else in the manuscript. In addition, you must create a header in the upper right-hand corner that has your last name followed by a space and a page number. Page numbers should be consecutive and written in Arabic numerals (1, 2, 3, etc.). Finally, when turning in hard-copy assignments, you must bind multiple pages with a staple or paper clip. I will provide a sample document that shows the formatting described above.

## **LATE ASSIGNMENTS**

Late assignments will not be accepted, which means you will receive a zero for any assignment you hand in after its deadline. I will make exceptions for emergency situations. In the case of an emergency, students should notify me as soon as possible after the fact. In situations when you know of an absence in advance (e.g., a religious observance), you should make arrangements to submit work early or on time. In nonemergency cases when you have completed a hard copy assignment but cannot hand it in during class time (for example, you have the flu, which is generally not an emergency but nevertheless prohibits you from coming to class), you may submit the assignment via email to receive full credit. In these kinds of cases, depending on the assignment you may be asked to submit the hard copy when you next return to class.

## **ATTENDANCE POLICY**

Attendance for this course is mandatory. You are allowed two unexcused absences during the course. For each unexcused absence you have over two, I will deduct one third of a letter grade from your final course grade. Some examples of excused absences include religious observances and absences due to serious illness when you provide documentation from your doctor. If you are frequently late to class, your tardiness will be counted as absences at my discretion.

## **A NOTE ON BEING PREPARED FOR CLASS**

You must bring the course textbooks to **every** class. You must also bring with you any additional readings or assignments that you were assigned for that day. (For example, if your homework assignment is to read an article online, you must bring that article with you to the following class.) Lack of preparation will hurt your participation grade.

## **A NOTE ON PARTICIPATION AND TECHNOLOGY**

Your participation in this class counts for a substantial part of your final course grade (10%). Participation includes attendance, taking part in class discussion, and active engagement in the classroom (such as paying attention, listening, contributing in group work, etc.). All cell phone use is prohibited, and use of any kind of computer should be limited to classwork only. Be advised that I keep records of your day-to-day participation in class. If I see you improperly using technology in class (e.g., texting, using social media), I will silently add a note to my records, which will reduce your participation grade. Obviously, the more infractions you have, the more your participation grade will suffer. If you improperly use technology in class in such a way that I deem distracting to me or your fellow students, I will politely ask you to leave, and you will not receive credit for attendance that day.

## **POLICY ON ACADEMIC HONESTY (taken from the FSU student handbook)**

Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical, and artistic work; observing the policies regarding the use of technical facilities.

Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.

**Submitting without authorization the same assignment for credit in more than one course. STUDENTS WITH DISABILITIES**

If you have a specific disability that qualifies you for academic accommodations, please inform me (in private) within the first two weeks of the course.