

# Framingham State University

## Syllabus

### ENGL 110 Expository Writing

Instructor: Ayaan Agane

## COURSE INFORMATION

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Course title: Expository Writing

Course number: ENGL 110

Semester: Summer Session 2019

Course meeting times: TBA

Instructor: Ayaan Agane

Instructor email: aagane@framingham.edu

Instructor WeChat ID: AyaanFA\_22

Instructor office hours: Tuesdays, 2:15-3:15 (14:15-15:15)

## DESCRIPTION

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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.

Prerequisite: Satisfactory performance on the English writing and reading placement exams or a grade of C- or better in ENGL 100 Introduction to College Writing.

## LEARNING OUTCOMES

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### **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.

## REQUIREMENTS

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During this course, you must complete 7 major projects: 2 essays, 2 presentations, and 3 exams. You will also be required to read course material, take quizzes, and complete short homework and in-class exercises.

Description of the major projects:

Essay 1: Rhetorical analysis

Essay 2: Persuasive research paper

Presentation 1: Rhetorical analysis of one of the course readings (readings to be assigned individually)

Presentation 2: Analysis or persuasive argument (topic to be chosen by the student)

Exam 1: Grammar test 1

Exam 2: Grammar test 2

Exam 3: Logical fallacies test

## TEXTS AND MATERIALS

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Peterson, Linda, et al., editors. *The Norton Reader*. Shorter 13th ed. W. W. Norton & Company, 2012. ISBN-13: 978-0-393-91219-7.

Selby, Norwood, and Pamela S. Bledsoe. *Essential College English: A Grammar, Punctuation, and Writing Workbook*. 7th Edition. Pearson Longman, 2008. ISBN-13: 978-0-205-53317-6.

Additional texts available online / provided by instructor

## COURSE CONTENT/OUTLINE

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### **Week One (8<sup>th</sup> July-12<sup>th</sup> July): Introduction to Rhetorical Theory**

William Covino and Matthew Joliffe, "What is Rhetoric?" (excerpts)

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

Elizabeth Grose, "Cleaning: The Final Feminist Frontier"

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

### **Week Two (15<sup>th</sup> July-19<sup>th</sup> July): Rhetorical Theory Expanded: Exigence, Constraints, Context, Diction, Humor**

Lars Eighner, “On Dumpster Diving”

Mark Twain, “Advice to Youth”

David Sedaris, “Graveyard Shift”

Al Gore, “The Climate Emergency”

*Presentation 1 due*

**Week Three (22<sup>nd</sup> July-26<sup>th</sup> July): 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*

*Grammar test 1*

**Week Four (29<sup>th</sup> July-2<sup>nd</sup> August): Analyses (Analytical Principles + Subjects), Research Expanded**

Marie Winn, “The Plug-In Drug”

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 90-98)

Assorted research (SAW 130-145)

*Presentation 2 due*

*Logical fallacy test*

**Week Five (5<sup>th</sup> August-9<sup>th</sup> August): 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*

*Grammar test 2*

## GRADING CRITERIA

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Your final course grade will be calculated according to the following grade weights:

|                                    |     |
|------------------------------------|-----|
| Essay 1: Rhetorical analysis       | 15% |
| Essay 2: Persuasive research paper | 20% |
| Presentation 1                     | 10% |
| Presentation 2                     | 10% |
| Grammar test 1                     | 10% |
| Grammar test 2                     | 10% |
| Logical fallacies test             | 10% |
| Participation                      | 10% |
| Short exercises                    | 5%  |

## COURSE EXPECTATIONS

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### **Workload Expectations**

Expository Writing is a 4-credit course. It is also an intensive course completed in just 5 weeks. If you are used to taking 3-credit courses, or you are unfamiliar with intensive courses, you should know the workload for this course is significantly larger, and it must be completed within a smaller timeframe. In addition to attending class sessions, you are required to complete a significant amount of work outside class time. This 4-credit course adheres to the U.S. federal definition of a credit hour. According to this definition, for every 1 hour of classroom instruction you attend, you must complete a minimum of 2 hours of out-of-class work. Since this course meets for 2 hours daily (10 hours of classroom time weekly), the expectation is that students spend 20 hours per week doing out-of-class work. For this 5-week, 4-credit course, you will attend 50 hours of classroom time and complete 100 hours of out-of-class work (since the credit hour is defined as 50 minutes).

### **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**

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. 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**

Make-up exams will be completed during my office hours on Tuesdays or by appointment. Late assignments will be accepted at my discretion. Some assignments cannot be made up. When you are absent, you should notify me as soon as possible via email or in person. I will provide individual instructions on how and when to complete the work. 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 2 unexcused absences during the course. For each unexcused absence you have over 2, I will deduct 1/3 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 uncertain of whether your absence can be excused, please ask me. If you are frequently late to class, your tardiness will be counted as absences at my discretion.

**IMPORTANT: IF YOU MISS 6 OR MORE CLASSES, YOU WILL AUTOMATICALLY FAIL THE COURSE.**

## **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 I gave you in class, 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.). The 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.

## **ACADEMIC HONESTY POLICY**

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Framingham State University's policy regarding academic honesty (taken from the undergraduate catalog):

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. In addition to the required statement, faculty members shall, at their discretion, include in the course syllabus additional statements relating the definition of academic honesty to their courses. 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; 4. Submitting without authorization the same assignment for credit in more than one course; 5. Use of dishonest procedures in computer, laboratory, studio, or field work; 6. Misuse of the University's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain; 7. Falsification of forms used to document the academic record and to conduct the academic business of the University.”

## U.S. COPYRIGHT LAW

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