



ENGL 110 - Expository Writing

Course Information:

Semester	: July 6, 2020 - August 7, 2020
Credit	: 4
Teaching Hours	: 50 Hours
Time	: 2 hours/day, Mon-Fri
Professor	: Dr. L. Holloway
Email	: lholloway@framingham.edu
Office hours	: 30 minutes before and after each class meeting

NOTE CONCERNING SYLLABUS: *Students should reread the descriptions of requirements and class policies thoroughly and review deadlines repeatedly over the semester. If there are questions or concerns, please ask. Students will be held responsible for knowing, understanding, and following the policies and course expectations. Loss of syllabus or ignorance of its contents IS NOT a justifiable excuse for missed work or lack of class participation. A copy of the syllabus and other course documents are posted on the companion Blackboard site for this class. Any updates will be shown there, so check site if absent from class.*

Catalog 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 writing a well-researched and documented paper that draws on traditional and electronic sources. *Note: Students must earn a C- or better to pass ENGL 110 Expository Writing.*

Course Details:

To achieve the above, students in this course will be expected to practice writing shorter thesis-driven pieces and to understand the general of developing a thesis on the paragraph and essay level. Students will review and practice the tenants of critical reading and writing, develop and present proposals for their longer work and practice summarizing, paraphrasing, and understanding the correct ways in which to use sources. Students need to come to class prepared to be actively engaged in the work and to do class writing workshops.

Learning Outcomes:

The following outcomes have been approved by the English Department.

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. Use correct syntax, grammar, and mechanics.

Requirements:

Classwork (20%); Two Essays (30%); Controlling Purpose Assignments (15%); Annotated Works Cited Page (10%); Research Paper (25%)

Points	Value	Scale	Points	Value	Scale	Points	Value	Scale
95-100	4.0	A	80-82	2.7	B-	67-69	1.3	D+
90-94	3.7	A-	77-79	2.3	C+	63-66	1.0	D+
87-89	3.3	B+	73-76	2.0	C	60-62	0.7	D-
83-86	3.0	B	70- 72	1.7	C-	below 59	0.0	F

CLASSWORK: Classwork consists of participation, presentations, and workshop submissions and responses.



ESSAYS: students are expected to write two essays to work on solidifying their understanding of developing and supporting a thesis on a smaller scale before doing so in the research paper. Each of these should be between 1000-1200 words.

RESEARCH PAPER: The research paper is a researched, analytical essay of 2400-3000 words. Students should work through some of their writing and research ideas through the controlling purpose assignment below. **Important:** No research paper will be evaluated unless the controlling purpose assignments have also been submitted for evaluation and revised accordingly.

CONTROLLING PURPOSE ASSIGNMENTS: Students will need to submit drafts of controlling purpose ideas for essay #2 and two for the research paper. The controlling purpose goes beyond a simple thesis statement to include plans for introduction, body, and the conclusion of the argument being made. We will review this during the first week of class. Students should review their notes about the Controlling Purpose before drafting each time and take a look at the sample controlling purpose assignments and the sample student writing to understand the kind of focus and development required.

- **Essay Controlling Purpose**—Students are just expected to have a minimal of three sentences that reflect the three different areas of the controlling purpose and to be clear about how they are distinguishing between the introduction and conclusion of their essay.
- **Research Controlling Purpose #1**—students need to send in a draft of the three parts of the controlling purpose and a list of possible sources. Students in the past have sent in more than one idea if they are trying to choose between several ideas.
- **Research Controlling Purpose #2**—students should have a final draft of the complete controlling purpose, a draft of the introduction, and a list of questions about or problems with their papers.

Basic Areas of Evaluation: All formal writing will be evaluated on the following criteria.

CONTENT

- **Relevance:** Relates to assignment directly and fully
- **Controlling Purpose:** Each essay and research paper needs to develop a complete controlling purpose. There should be nothing in the writing that does not relate to the controlling purpose in each section and the controlling purpose overall.
- **Support:** The support of your controlling purpose needs to be arranged logically. The parts should relate to each other and to your overall agenda. Transitions between and within paragraphs should show the connection between ideas and reveal the reason behind organizational choices. Quotations should be used correctly and accurately.

PRESENTATION

- **Format:** All papers should follow format rules for margins, titles, headers, quotations, etc..
- **Paragraphs:** Each paragraph needs to have a clear function to your overall controlling purpose as well as function as a cohesive unit. Each paragraph is evaluated on the strength of its topic sentence, unity, development, and coherence. Within the development of an essay, there should be a logical reason for paragraph



organization based on essay content and agenda. There should be strong structural and contextual relationships between them.

- **Diction/Word Choice:** Students should try to say exactly what they mean by making the best choice of words possible. Make sure to use words correctly. For example, many students will use the right word but the wrong part of speech. Do not use contractions unless quoting someone who uses them

USAGE

- **Syntax/Sentence Structure:** Sentences need to be correctly constructed as well as clear and smooth. Errors here usually involve problems with run-ons, sentence fragments, structure of phrases and clauses, placement of phrases and clauses, and/or connection between parts of sentences.
- **Grammar:** Students need to use standard written English for academic writing. Be especially careful of verb forms and pronoun references. Check above usage link when in doubt.
- **Punctuation:** Once again, follow the conventions of standard written English. Be especially careful to punctuate sentences incorporating quotations correctly.
- **Spelling:** Last but definitely not least. Many misspelled words make your work look sloppy. Even with spell check programs, you will need to check for homonym sets and recheck proper names. Watch for commonly confused words and phrases. For example, there is a difference between *everyday* and *every day*.

Texts and Materials:

There is no specific text for this course. Course Materials, including primary readings for essay topics, will be distributed on the course Blackboard site and in class.

Course Schedule:

Week 1 7/6-7/10	Critical Writing, Critical Reading, Rhetorical Triangle, the Controlling Purpose; E deadline
Week 2 7/13-7/17	Responding to different audiences; proposals, workshop practice, review; Essay #1
Week 3 7/20-7/24	Research Methods, incorporating sources, essay and controlling purpose review, presentation prep, annotated works cited page prep
Week 4 7/27-7/31	Research paper controlling purpose deadline; presentations, workshops, incorporat feedback
Week 5 8/3-8/7	Research controlling purpose deadline; annotated works cited page deadline; indiv meetings on research projects, final workshop; research paper deadline.

Class Policies:

LATE ESSAYS—Remember, all essays are due within the first ten minutes of class. Any time after that, they will be considered late and will lose one letter grade for each day that they are late. Unexcused late papers will receive no written comments, merely a letter grade. Students should not let last minute printing problems keep them from handing in papers; send papers to me in an email attachment if your printer is not working. **IMPORTANT: Even if a paper will**



be so late it will automatically receive a failing grade, it should still be handed in to receive partial credit. A paper can get up to 55 points for an F. An F is always better than a zero. All papers must be received by the last day of class to receive any points.

ABSENCES—Every class is important. Because a great amount of material is covered during class meetings, students are expected to attend class regularly. It is up to each student to make sure they get notes and/or handouts from days that they are absent. Every handout is numbered so that students can check to see what handouts they are missing. I will also post documents on the course blackboard site.

LATENESS—Frequent lateness is disruptive and rude. My courses are almost always morning classes. If you are not a morning person, you should seriously consider whether signing up for such courses is a good idea. If you are unavoidably late, come in quietly so that you do not disrupt class. If you are habitually late, I will issue a warning. After that, every three latenesses will count as an absence.

CELL PHONES—Please put all cell phones and pagers on vibrate before entering the classroom. Students whose cell phones ring during tests, projects, or exams will be asked to turn in work immediately even if the work is not complete. The following quotation sums up my attitude about cell phone interruptions:

“It’s never appropriate. What did we do without a crackberry? We waited that’s what we did! We waited until we got to that big, black heavy phone at our grandmother’s house. We discovered that good news could wait and bad news would find you in the Amazon jungle.”—Rudy Rasmus

The class is only 50 minutes long. Friends, parents, and bosses can wait.

Academic Honesty— 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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