



ENGL 110 Expository Writing

Course Information:

Semester	: June 28, 2021 – July 30, 2021
Credit	: 4
Teaching Hours	: 50 Hours
Location	: Online
Professor	: Chris Gregory
Email	: cgregory@framingham.edu

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. Any updates or changes to syllabus will be indicated in updated versions of syllabus with changes indicated in red. Also, any changes will be posted as announcements and sent to students via email.

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 ENWR 110: Composition II.*

Course Details: To achieve the above, students in this course will be expected to practice writing shorter thesis-driven pieces and to understand how to develop 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 will also need to understand and practice the difference between editing and revising.

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



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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.

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

CLASSWORK: Classwork consists of participation, a presentation, 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 1000-1250 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



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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 three days 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 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



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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*.

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

Technology Requirements:

1. email account that is checked daily—after students register for courses, FSU enrolls students in Blackboard using the email address supplied during registration. If this is not the email address checked on a regular basis, students should change the address. Log onto Blackboard, click on the Personal Information button on the left side of the screen, and then click on Edit Personal Information. It is also important that the email account accepts group emails (ones sent to several addresses at once), for when I write to the class, I do so from the group email feature on Blackboard.
2. reliable access—Because this is an online course, students need reliable, daily access to the internet.
3. **Microsoft Word—All assignments must be submitted as Microsoft Word attachments.**

What I expect from students: Online courses have a distinct environment that requires active engagement. Unlike face-to-face classes in which students can attend but never speak, the primary way to prove attendance in an online course is to participate through writing. Thus students will be expected to do the following:

1. read through the syllabus and all course documents several times, asking for explanation concerning areas not understood. I suggest printing out a hard copy of the syllabus.
2. treat each other and the instructor with civility and respect even in the middle of heated debate.
3. check announcements daily for possible updates to syllabus or changes in course direction.
4. provide the university with a working and accurate email address.
5. go through the Student Tutorial for Blackboard so that they understand how to utilize Blackboard and use submission of their completed course questionnaire to practice using the Assignment feature.
6. remember that there are deadlines for assignments and that grades are reduced because of missed work and/or late work just as in face-to-face courses.



Summer Courses: Summer courses are usually intensive sessions, for we cover the same amount of material in 5 weeks as we would in a 15-week semester. Students should anticipate concentrated reading and be ready to participate.

Schedule

Week 1	M	Introduction to Course: Syllabus Review, Goals and Challenges of Critical Thinking Due today: Introductory video and completed questionnaire
	T	Critical Writing and the Rhetorical Triangle; Introduction to the Controlling Purpose Due Today: Discussion Board responses
	W	Discussion of Essay #1 topic; Review and Discuss Dr. Holloway’s presentation to Showa Boston students in connection to essay topic Due Today: Discussion Board responses Draft of Controlling Purpose
	R	Essay Workshop: Due today: Draft of essay to partner/group* Completed workshop review sheet to partner
	F	Due today: Essay #1
Week 2	M	Topics: Responding to different types of audiences Read “The New World of Work and Seven Survival Skills and review essay #2 Essay prompts Due Today: Discussion Board Responses
	T	Review Critical thinking and reading for both essay and proposal. Complete the online review of Recognizing and Avoiding Plagiarism Due Today: Discussion Board Responses
	W	Topic: Developing Proposals and Utilizing Sources Due Today: Controlling Purpose for Essay #2 Discussion Board responses
	R	Essay #2 Workshop Due Today: Draft of Essay #2 to partner/group* Complete workshop review sheets to partner
	F	Due today: Essay #5
Week 3	M	Topic: Expanding topics for research paper length controlling purpos incorporating sources, essay and controlling purpose review, presentation prep, annotated works cited page prep
	T	Topic: Research Methods and Presentations Due Today: Discussion Board responses
	W	Topic: Analyzing sources Read “Egocentric Thinking and Sociocentric Thinking” and Questions to ask about sources Due Today: Discussion Board responses
	R	Topic: Annotated Bibliography Prep—Summary vs. Paraphrase
	F	Topic: Presentation Prep
Week 4	M	Topic: Source variety, incorporation of images and/or charts in to papers



		Due today: Research paper controlling purpose #1 deadline Discussion Board responses
	T	Topics: Soliciting and Incorporating Feedback
	W	Research Paper Presentations and Feedback
	R	Research Paper Presentations and Feedback
	F	Research Paper Presentations and Feedback
Week 5	M	Due Today: Research Paper controlling purpose #2 deadline annotated works cited page deadline; individual meetings on research projects, final workshop; research paper deadline.
	T	No topic: open question and writing day and individual meetings with Professor about research paper
	W	Due today: Research paper draft for workshop
	R	Individual meetings with Professor about research paper
	F	Research paper deadline

Class Policies:

LATE ESSAYS—Remember, all essays are due by midnight EST on the day the essay is due. Any time after that, essays will be considered late and will lose one letter grade and an additional letter grade for each day that they are late. Unexcused late papers will receive no written comments, merely a letter grade. **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.

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.

ACCOMODATIONS—Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves



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students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or lbridges@framingham.edu.”

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