Expository Writing Dr. Stelmachowicz

Fall 2017

One semester .5 credits **Dual credit course** Concordia University Nebraska

Course Description

Expository Writing is a course focusing on developing student processes for writing in multiple genres, including a research-based academic project and creative works. Students will examine techniques for generating ideas (prewriting); giving and receiving feedback; finding, evaluating, and integrating sources; adapting rhetorical strategies for audience and context; revising; and editing. Students will also discuss the origins and application of English language conventions.

Goals/Objectives

Students who successfully complete the course will …

* Improve their ability to write clearly and concisely
* Understand and improve their writing process to produce more effective and efficient texts
* Refine their writing abilities in multiple genres, including academic writing, analytic writing, and creative writing
* Improve their ability to use rhetorical strategies in a variety of communication contexts
* Expand their ability to give and receive helpful feedback
* Expand their spoken and written vocabularies
* Improve basic information literacy skills

Outcomes

Students will complete

* 30 pages of published (final copy) material covering a variety of genres
* Over 60 pages (typed) of rough draft work and prewriting work as a means of generating ideas for revision
* One major research project that will require them to frame a research question and integrate source material while properly crediting their resources
* Essays of definition, division and classification, analogy, cause and effect, comparison/contrast, persuasive (argumentation), description, and evaluation.
* Writing group projects that will allow them to receive and give feedback on preliminary drafts
* A writing notebook –included will be all written material, drafts, revisions, vocabulary words, writing in class assignments, etc
* A summary portfolio exhibiting their best works

Methods

The instructor will…

* Lecture
* Facilitate discussion
* Assign in class and out of class writing prompts
* Write along with students and share writing strategies
* Share examples of excellent writing to study and imitate
* Offer critique and consultation
* Guide students in peer review and critique
* Guide students through a reflective writing process revision strategy
* Facilitate vocabulary strengthening exercises

Evaluation

Students will be evaluated on

* Involvement and participation in the writing process (in class writing tasks, notebook) **30%**

This means the writer participates fully with designed assignments

* Demonstrated effectiveness of published writing (final drafts submitted) **40%**

This equates to the marks earned on each published paper.

* Completed research paper **20%**

Mark earned for completed research paper. This is an accumulated grade throughout the process of crafting the research paper.

* Demonstrated understanding of rhetorical principles, editing, and evaluation techniques (final portfolio) **10%**

Every assignment is assigned a point value and the approximate breakdown is as follows:

A 93-100 D+ 67-69

A- 90-92 D 63-66

B+ 87-89 D- 60-62

B 83-86 F below 59

B- 80-82

C+ 77-79

C 73-76

C- 70-72

Late work will effect a student grade in a negative manner. Please communicate clearly and effectively if you are falling behind in this class.

**Bibliography**

Clark, Roy Peter. *Writing Tools*. Little, Brown and Co. USA, 2006

Elbow, Peter. *Writing without Teachers.* Oxford University Press USA, 1998

Gallagher, Kelly. *Write Like This.* Stenhouse Publishers Portland, Me, 2011

Kirszner, Laurie. *Patterns for College Writing.* Bedford/St. Martin’s, 2012

Kittle, Penny. *Write Beside Them.* Heinemann Portsmouth, NH, 2008

Strunk, William and White, E. B. *The Elements of Style,* 4th edition. Pearson Education, Inc., 2000.

Zinesser, William K. *On Writing Well.* Collins, 2006

**A Calendar**

Essays we need to write—definition, process, comparison/contrast, analogy, division and classification, cause and effect, description, exemplification, and a research paper. You, as a class, may decide the order we write these essays.

Well, are you ready to apply the seat of your pants to the seat of your chair? It is time to write. **This semester’s long journey may be the most important one you ever take in your academic career.** Huh? Is the class really that good? The reality is this…..this is all about you and your confidence as a writer. We all enter this course at different levels of writing ability. Some students in this course may believe you are already accomplished writers, while others believe they are incompetent writers. Probably most believe they are somewhere in between those two parameters. Either way, you will improve your writing skills in this class…**guaranteed!** Why? Because practice makes a writer better..not practice makes perfect, but makes better. So, since we are aligned together in this classroom for the better part of 5 months or so, let’s make the best of it, have some fun, play with words, expand our vocabularies, and .. write like we have never written before. If you believe you CAN, you WILL. If you tell me you CAN”T, I will agree. This is about competing with oneself.

Over the years I have come to love writing. You may not get there this semester, but if I can coerce you to enjoy parts of the process, alleviate certain fears, and spark within you a greater confidence than you might have today….we all win. And, always remember WINNER, WINNER, Chicken Dinner!

Wed. August 16th Class syllabus, procedures, introductions

Thurs. August 17th Why we write, the writing process, vocabulary acquisition, acrimony, adamant, apocryphal Prewriting—what is it? We begin to write…. Sections in your notebook--a Journal, rough drafts, prompts and daily work, final drafts, creative, vocabulary, etc

Fri. August 18th Writing prompts….Pre-writing. getting ideas for a paper, writing about self, who

am I? or who I am….

Tues. August 22rd Revision/Editing discussed/defined……..**Rough draft due**

Wed. August 23th Final draft due—hey it’s the first paper, relax journal entry #1

Thurs. August 24th Prompts—prewrite—discuss the 1st paper and grading procedures

Discuss abstract and concrete words

Fri. August 25th Begin writing description paper—prompts journal entry #2

Tues. August 29th  Revision/editing again……….and again

Wed. August 30th Description paper rough drafts due

Thurs. August 31st **Final draft description paper due**—prompts for process paper

Fri. September 1st Process paper prompts….how do you do this? journal entry #3

Tues. Sept. 5th  Review process paper style--prompts

Wed. Sept. 6th  Process rough drafts due

Thurs. Sept. 7th  **Process final drafts due**………… journal entry #4

Prompts compare/contrast

Fri. Sept. 8th  Block or side by side

Tues. Sept. 12th  Where are we? Revision/editing

Wed. Sept. 13th  Rough drafts due compare/ contrast

Thurs. Sept. 14th **Definition Day—pick a word—single day essay challenge**

Fri. Sept. 15th Definition idea prompts and activities

Tues. Sept. 19th  **Final Draft Compare/Contrast papers**

Definition papers discussed and rough drafts created ? Prompts

Wed. Sept. 20st Continue work on definition paper—writing one in class

Journal #5

Thurs. Sept. 21st  Revise and edit Rough Drafts--Definition papers

Research topic ideas

Fri. Sept. 22nd Student Help Day—if you are missing work, you are here that day

Tues. Sept. 26th  **Definition papers due**\*\* persuasive essays—prompts…let’s argue

Wed. Sept. 27th argumentation—read editorials

Thurs. Sept. 28th Olympic Day

Fri. Sept. 29th **Journal #6….…..**work on argumentation

Tues. October 3rd **Letter to editor (author) due**—include article—

Wed. Oct. 4th Vocabulary day—continue work on your story or persuasive essay

Thurs. Oct. 5th  Rough draft persuasive essay

Fri. Oct. 6th Continue work on Definition/ RESPECT== no pronouns

Tues. Oct. 10th **Final paper—persuasive essay—no pronouns—analogy prewrite**

Wed. Oct. 11th Analogy ideas—begin an analogy—examples—**testing day**

Thurs. Oct. 12th Analogy ideas—begin an analogy—examples Work on analogies—thesis paper ideas discussed

Fri. Oct. 13th **Vocab stories due**—analogy rough drafts

Tues. Oct. 17th **Analogy final published paper due**—research topics

Wed. Oct. 18th Division and classification brainstorming

Thurs. Oct. 19st Research paper thesis sentence due—Division and classification prewrite

Fri. Oct. 20st More on div and classification—Cliché day—moving to cliché array

Tues. Oct. 24th Research idea-thesis due—research two sources

**Wed. Oct. 25th** Division and Classification work

Thurs. Oct. 26th **7th and 8th grade visit day**

Fri. Oct. 27th **Div and Classification paper due—**more writing

**Tues. Oct. 31st** Cause and effect rough drafts **prompts D and C papers due**

**Wed. Nov. 1st  Research Paper—Thesis due—main idea--position**

**Thurs. Nov. 2th** Cause and effect rough drafts due—

**Fri.. Nov. 3th Creative Day—cliches –poetry?**

**Tues. Nov. 7th ………**Research…talk about outlines….SAMPLE

**Wed. Nov. 8th** Research….

**Thurs. Nov. 9th Outline for research paper due or 4 sources due**

**Fri. Nov. 10th** Writing philosophy---who are you as a writer and why? Cause and effect rough drafts

**Tues. Nov. 14th** Cause and effect rough drafts….research

**Wed. Nov. 15th** Begin evaluation essay discussion…movie or book,…research

**Thurs. Nov. 16th** Evaluation prompts--research

**Fri. Nov. 17th  Rough drafts due—early birds--+.05**

Evaluation rough draft work

**Tues. Nov. 21st Rough drafts due—the rest**

**Wed. Nov. 22rd** More vocab fun—Be creative

**Thurs. Nov. 23th HAPPY THANKSGIVING**

**The Rest of the Story----------Semester Expository Writing-2016**

**Tues. Nov. 28th Rough draft returns…☺**

**Wed. Nov. 29th Creative pieces for publication—Childhood lost, evaluation of literary work, MLA Works Cited page—finding your best sentence**

**Thurs. Nov. 30th Working on Class publication/MLA citation reminders/worksheet—best sentence search continued**

**Fri. Dec. 1st  Bes sentence search –the winners—MLA citation page due\*\*\*\*\*\*\*\*\*\*\***

**Tues. Dec. 5th Early turn in for Research paper +10**

**Wed. Dec. 6th Twas the Night…….**Christmas pieces in class….Virginia piece due/Childhood\*\*\*\*

**Thurs. Dec. 7th  Christmas Satire………**

**Fri. Dec. 8th Research Papers due++++++++++300**

**Tues. Dec. 12th  Literary evaluation paper due\*\*\*\*\*\*\*\*\*\*\***

**Wed. Dec. 13th Review for the final**

**Thurs. Dec. 14th Cut and paste**

**Fri. Dec. 15th Finals**

**Mon. Dec. 18th Finals**

**Tues. Dec. 19th Finals**