Expository Writing Dr. Stelmachowicz

Fall 2019

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. This course is constructed around the development of each individual writer and strengthening each student’s existing skills while providing strategies for developing new skills and confidence as a developing writer. 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
* Vocabulary searches for the class and discuss their words with the group
* 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**

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!

Thurs.. August 15th Class syllabus, procedures, introductions

Friday August 16th Why we write, the writing process, vocabulary **tantamount, transcient, transcend, tranquil, tangentially** 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 Writing prompts….**Pre-writing**. getting ideas for a paper, writing about self, who am I? or who I am….

Tues. August 20th **Revision/Editing** discussed/defined……..**Rough draft due -- who am I?**

Wed. August 21st Final draft due—hey it’s the first paper, relax journal entry #1

Thurs. August 22nd Prompts—**prewrite**—discuss the 1st paper and grading procedures

Discuss abstract and concrete words-**descriptive essay**

Fri. August 23rd Begin writing description paper—prompts journal entry #2

Tues. August 27th  **Revision/editing** again……….and again

Wed. August 28th Description paper rough drafts due

Thurs. August 29h **Final draft description paper due**—prompts for process paper

Fri. August 30th Process paper prompts….how do you do this? journal entry #3

Tues. Sept. 3th Review process paper style--prompts

Wed. Sept. 4th  Process rough drafts due…edit and revise

Thurs. Sept. 5th  **Process final drafts due**………… journal entry #4

Prompts definition—discuss rhetoric/logic

Fri. Sept. 76h  Choose your strategy

Tues. Sept. 10th  Where are we? Revision/editing

Wed. Sept. 11th Rough drafts due **Definition**

Thurs. Sept. 12th **Definition final papers due—**Search for editorials/sample editorials

Fri. Sept. 13th Compare and Contrast Day**—brainstorming**

Tues. Sept. 17th   **Compare/Contrast papers discussed/handout**

Wed. Sept. 18th  Continue work on compare/contrast papers —writing one in class

Thurs. Sept. 19th **Revise and edit** Rough Drafts—Comparison/contrast papers

Research topic ideas

Fri. Sept. 20th Student Help Day—if you are missing work, you are here that day

Tues. Sept. 24th  **Comparison/contrast papers due**\*\* persuasive essays—prompts…let’s argue-- Journal #5

Wed. Sept. 25th argumentation—find and read editorials—topics for research paper discussed

Thurs. Sept. 26th **Olympic Day—class does not meet**

Fri. Sept. 27th  **Journal #6….…..Letters to the editor due** include article350 words minimum

work on vocab stories

Tues. October 1st **Vocabulary work—persuasive/argumentation work**

Wed. Oct. 2nd Research paper discussion/topics etc.

Thurs. Oct. 3rd  Persuasive essay work—researching for thesis paper topic

Fri. Oct. 4th Rough Draft persuasive/argumentation--

Tues. Oct. 8th **Final paper—persuasive essay—Vocab stories begin**

Wed. Oct. 9th Analogy ideas

Thurs. Oct. 10th Vocab stories continue

Fri. Oct. 11th **Analogy work**

Tues. Oct. 15th **Analogy work**—research topics discussion

Wed. Oct. 16th Testing Day

Thurs. Oct. 17th  **\*\*\*Research paper idea due**! 10 pts.—Talk about division and classification

Fri. Oct. 18th Work on Vocab stories—Cliché----**vocab stories** **due\*\*\*\*\*\*\*\***

Tues. Oct. 22nd Work on Analogies

**Wed. Oct. 23th** Analogy rough drafts dueDoes the analogy work**? --** Division and Classification prewrite again…handout

Thurs. Oct. 24th **7th and 8th grade visit day**

Fri. Oct. 25th **Analogy final drafts due—**more writing——cliché’s—division and classification prompts

**Tues. Oct. 29th** Division and classification **rough drafts due**--- work

**Wed. Oct. 30th  \*\*\*Research Paper—Thesis due—main idea—two sources 20 pts.**

**Thurs. Oct. 31st** Division and Classification Rough Draft due—

**Fri.. Nov. 1st Creative Day—cliches –poetry?**

**Tues. Nov. 5th \*\*Final Draft Division and Classification**

**………**Research…talk about outlines….SAMPLE RESEARCH ARTICLES---Cause and effect prewrite, prompts

**Wed. Nov. 6th** Research….**Information literacy review**---what are good sources worksheet

**Thurs. Nov. 7th Outline for research paper due or 4 sources due –20 pts.**

**Fri. Nov. 8th** Are you lost—final viewing Cause and effect rough **drafts due**

**Tues. Nov. 12th Are you lost response due**….research

**Wed. Nov. 13th** Begin evaluation essay discussion—Review information literacy discussion… movie or **book evaluation**…research—replacement essay—good vs. bad sources and reviews

**Thurs. Nov. 14th** Research—**MLA Citation review, worksheet, updates**

**Fri. Nov. 15th  Rough drafts due—early birds--+.05**

**Evaluation rough draft work**

**Tues. Nov. 19th Thesis paper Rough drafts due—the rest**

**Wed. Nov. 20th Thanksgiving break**

**Thurs. Nov. 22nd HAPPY THANKSGIVING**

**The Rest of the Story----------Semester Expository Writing-2018**

**Tues. Nov. 26th Rough draft returns…☺ Cause and effect final due+++**

**Wed. Nov. 27th** Creative Christmas pieces for publication—Childhood lost, evaluation of literary work, **MLA Works Cited page—**finding your best sentence

**Thurs. Nov. 28th** Working on Class publication/MLA citation reminders/worksheet—bestsentence search continued—Evaluation essay discusses---a literary work read at LHS

**Fri. Nov. 29th  Best sentence search --due—MLA citation page due\*\*\*\*\*\*\*\*\*\*\* Letter to Virginia due**

**Tues. Dec. 3rd Best sentence ….Early turn in for Research paper +10 Twas the Night…begin**

**“Are you lost paper”**

**Wed. Dec. 45h Twas the Night…….**Christmas pieces in class….**Virginia piece due**/Childhood\*\*

Childhood paper---where has childhood gone? Have we lost the innocence we once knew?/or Christmas traditions in your family celebration….relive, review, renew the feeling of Christmas in a personal essay…..great opportunity for bonus points……..**NOT REQUIRED, BUT DESIRED 50pts. possible before Dec.17th**

**Thurs. Dec. 5th  Christmas Satire…essay, poem, carol or hymn 50 Poem explication due 100**

**Fri. Dec. 6th Research Papers due++++++++++300 pts.**

**Tues. Dec. 10th  Literary evaluation paper rough draft due\*\*\*20 pts.**

**Wed. Dec. 11th Review for the final-- Literary evaluation paper due\*\*\*\*\*\*\*\*\*\*\*100 pts.**

**Thurs. Dec. 12th Christmas Satire due…..Cut and paste--Literary magazine entries due (2 each)**

**Fri. Dec. 13th Review—catch up day**

**otebook due 100 pts.**

**Tues. Dec. 17th Finals**

**Wed. Dec. 18th Finals**

**Thurs. Dec. 19th Finals**