

ENG340.002: Advanced Expository Writing
TR 1:00 p.m.-2:15 p.m.
University Center 248
Spring Semester (2011)
Texas A&M University-Texarkana
903-223-3022
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Dr. Brian C. Billings
University Center 222
1:00 p.m.-3:00 p.m. (M)
6:00 p.m.-7:00 p.m. (M)
2:30 p.m.-4:00 p.m. (T)
6:00 p.m.-6:30 p.m. (T)
1:00 p.m.-3:00 p.m. (W)
6:00 p.m.-7:00 p.m. (W)
2:30 p.m.-4:00 p.m. (R)
6:00 p.m.-6:30 p.m. (R)

Course Texts:

Crusius, Timothy W., and Carolyn E. Channell. *The Aims of Argument: A Text and Reader*. 7th ed. Boston: McGraw, 2011. Print. (ISBN: 978-0077343794)

Kipfer, Barbara Ann, ed. *Roget's Twenty-First-Century Thesaurus*. 2nd ed. New York: Dell, 1999. Print. (ISBN: 978-0440242697)

Morehead, Albert, Loy Morehead, and Philip D. Morehead, eds. *The New American Webster Handy College Dictionary*. 4th ed. New York: Signet, 2006. Print. (ISBN: 978-0451219053)

Troyka, Lynn Quitman, and Douglas Hesse. *Quick Access: Reference for Writers*. 6th ed. Upper Saddle River: Pearson, 2009. Print. (ISBN: 978-0205664818)

Description: This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions.

Objectives:

- 1) Explore considerations of audience and purpose for writing.
- 2) Present strategies for effective illustration of points.
- 3) Investigate techniques for developing a distinctive writing voice.
- 4) Discuss approaches for constructing effective sentences, paragraphs, and compositions.
- 5) Share and implement principles for editing and proofreading written works to increase clarity and brevity.

Student-Learning Outcomes: 1) Paraphrase and personalize class-session content to aid comprehension of said content by writing index-card comments and earning at least *ten of a possible ten points* for each index card as evaluated by the assignment parameters for index-card comments articulated in the syllabus.

- 2) Using a personal perspective, analyze, synthesize, and evaluate collected information about a commonplace item or practice by writing a humorous editorial and earning *fifty-five of a possible seventy-five points* as evaluated by the grading rubric provided by the instructor.
- 3) Using a personal perspective, analyze, synthesize, and evaluate collected information about an individual's insights concerning a specific activity, a learning experience, or an issue of social significance by performing and transcribing an interview and earning *fifty-five of a possible seventy-five points* as evaluated by the grading rubric provided by the instructor.
- 4) Using a personal perspective, analyze, synthesize, and evaluate collected information about a recent choice made in one branch of United-States politics by writing a political reflection and earning *fifty-five of a possible seventy-five points* as evaluated by the grading rubric provided by the instructor.
- 5) Using a professional perspective, analyze, synthesize, and evaluate collected information about a commonplace item or practice by writing an expository essay and earning *seventy of a possible one hundred points* as evaluated by the grading rubric provided by the instructor. This essay incorporates details from this course's required humorous editorial.
- 6) Using a professional perspective, analyze, synthesize, and evaluate collected information about a specific activity, a learning experience, or an issue of social significance by writing an expository essay and earning *seventy of a possible one hundred points* as evaluated by the grading rubric provided by the instructor. This essay incorporates details from this course's required interview.
- 7) Using a professional perspective, analyze, synthesize, and evaluate collected information about a recent choice made in one branch of United-States politics by writing an expository essay and earning *seventy of a possible one hundred points* as evaluated by the grading rubric provided by the instructor. This essay incorporates details from this course's required political reflection.
- 8) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required humorous editorial essay and editorial-oriented expository essay by crafting a combined version of these essays and earning

ninety of a possible one hundred and twenty-five points as evaluated by the grading rubric provided by the instructor.

- 9) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required transcribed interview and interview-oriented expository essay by crafting a combined version of these essays and earning *ninety of a possible one hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor.
- 10) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required political-reflection essay and reflection-oriented expository essay by crafting a combined version of these essays and earning *ninety of a possible one hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor.
- 11) Evaluate peers' writing by attending six peer-sharing sessions and commenting upon the strengths and weaknesses of shared essays using responses written on index cards; the collected comments must earn *two hundred and ten of a possible three hundred points* as evaluated by the scoring parameters articulated in the syllabus.
- 12) Review and evaluate personal writing improvement throughout the semester by collecting all course materials in a folder (introduced by a progress statement) and earning *seventy of a possible one hundred points* as evaluated by the scoring parameters articulated in the syllabus.
- 13) Evaluate and revise essays by working with various tutors during six ASK-Center sessions and earning *two hundred and ten of a possible three hundred points* as evaluated by the assignment parameters for ASK-Center sessions articulated in the syllabus.

Index-Card Comments: All sessions will begin with index-card comments. Each student will write his or her name, the name of the instructor, the name of the course, and the title "Index-Card Comments" on an index card. Five complete sentences examining class content will be written beneath this introductory information during the first five minutes of class. The instructor will collect all index cards when class concludes and return them when the next class session begins. Each completed index card is worth *ten points*, and a student must write all five comments to receive complete credit for the assignment. The instructor will assign *no points* for a card featuring four or fewer comments. Also, a student who has *failed to perform critical reading* of an assigned text *may not submit an index card* for that day.

Projects: 1) Essays: Complete all of the following assigned essays:

- a) Editorial: Write a humorous editorial between 1,250 and 1,500 words in length. Examine a commonplace item or practice that deserves praise or derision. Use first person and second person. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard MLA format. The humorous editorial is worth *seventy-five points*.
- b) Expository Essays:
 - i) Transform your editorial into an expository essay between 1,500 and 1,750 words in length. Use third-person point of view. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard MLA format. This expository essay is worth *one hundred points*.
 - ii) Transform your interview into an expository essay between 1,500 and 1,750 words in length. Use third-person point of view. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard APA format. This expository essay is worth *one hundred points*.
 - iii) Transform your political reflection into an expository essay between 1,500 and 1,750 words in length. Use third-person point of view. Append a bibliography and an endnotes page to the essay to document all quoted or paraphrased material in the essay. Follow standard CM format. This expository essay is worth *one hundred points*.
- b) Final Revisions:
 - i) Revise your first expository essay to create an essay that is 2,000 words in length. Use third-person point of view. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard MLA format. This final revision is worth *one hundred and twenty-five points*.
 - ii) Revise your second expository essay to create an essay that is 2,000 words in length. Use third-person point of view. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard APA format. This final revision is worth *one hundred and twenty-five points*.
 - iii) Revise your third expository essay to create an essay that is 2,000 words in length. Use third-person point of view. Append a bibliography and an endnotes page to the essay to document all quoted or paraphrased material in the essay. Follow standard CM format. This final revision is worth *one hundred and twenty-five points*.

- c) Interview: Perform and transcribe an interview between 1,250 and 1,500 words in length. Explore the interviewee's insights about a specific activity, a learning experience, or an issue of social significance. Place a description of the interview's context before the transcription. Use dialogue tags. Skip lines only between sections of dialogue. Use first-person and second-person points of view. Append a bibliography to the essay to document all quoted or paraphrased material in the essay. Follow standard APA format for heading information and pagination. The interview is worth *seventy-five points*.
- d) Political Reflection: Write a political reflection between 1,250 and 1,500 words in length. Reflect upon a recent choice made in one branch of United-States politics. Use first-person and second-person points of view. Append a bibliography and an endnotes page to the essay to document all quoted or paraphrased material in the essay. Follow standard CM format. The political reflection is worth *seventy-five points*.
- 2) Peer Sharing: On each peer-sharing day, bring copies of the pertinent essay for all class members. Before class begins, distribute these copies and claim review cards from the instructor. Read your essay at the appropriate time. (The instructor will provide an order for readers during each session.) After hearing a writer read his or her essay aloud, place the writer's name on a card and write three to five responses to the essay. Use complete sentences. Give the cards to the appropriate writers at the end of class and claim cards from these writers in exchange. Peer-sharing sessions will not take place for final revisions. Collectively, the peer-sharing sessions are worth *three hundred points*.
- 3) Portfolio: Keep all course materials in a folder. Organize the folder's contents using the following sections: handouts, notes, essays, peer-sharing sessions, and syllabus. A progress statement (explaining what improvements in personal writing have been made throughout the semester) will serve as the portfolio's introduction. This statement must range between 500 and 1,000 words in length. Submit this collection of papers to the instructor for a grade on the final day of class. The portfolio is worth *one hundred points*.

Requirements: This course features numerous readings, three hours of required ASK-Center consultation time, six peer-sharing sessions, and nine writing projects. Students should be prepared for active class discussion during each class session. An essay must be submitted by its assigned date on the syllabus.

Submissions: Assignments must be typed and submitted to the instructor as hard copies. Assignments must also be posted electronically to *Turnitin.com*. (The class identification number is 3744793, and the class password is *writetheme*.) An assignment must be submitted by the appropriate due date printed on the syllabus.

Conferences: Students should conference with the instructor for assignment clarification or immediate writing feedback. Conferences are available during the instructor's office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail.

Consultation Time: Each student must spend at least *three hours* of consultation time with tutors in Texas A&M University-Texarkana's ASK Center (UC321). Tutors will provide proof of each consultation session. Please remember that a conference with the instructor counts as consultation time.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. *Two absences* are allowed. According to the university's attendance policy, a student who misses more than two class sessions will be dropped from this course. Excused absences may be granted at the instructor's discretion.

Cellular Phones: All cellular phones must be set to vibrate during class sessions. Do not send text messages during class.

Academic Honesty: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, and plagiarism (the copying or undocumented use of materials from any source) constitute academic dishonesty and may be grounds for a grade of *F* in this course and/or disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

ADA Statement: Students with disabilities may request reasonable accommodations through the Texas A&M University-Texarkana Disability Services Office (UC255A) by calling 903-223-3062.

E-Mail Statement: After applying to and being accepted into a program by Texas A&M University-Texarkana, an individual will receive an A&M-Texarkana e-mail account. Instructors and university officials will deliver official university correspondence to this account. Each individual is responsible for information sent and received via his or her university e-mail account, and each individual must check his or her official A&M-Texarkana e-mail account completely and frequently. Faculty members and students must use their university e-mail accounts when communicating about coursework.

Grading: Each assignment corresponds to a given point value. Grades are computed by dividing a student's accumulated points by the number of points possible.

Points by Assignment

Consultation Time (Six Sessions)	300
Essays	
Editorial	75
Expository (Three)	300
Final Revision (Three)	375
Interview	75
Political Reflection	75
Index-Card Comments (Per Session)	10
Peer-Sharing Sessions (Six)	300
Portfolio	100

Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Index-Card Comments (Fifteen)	150	150
Interview	55	75
Peer-Sharing Sessions (Two)	100	100
Portfolio	90	100
Totaled Points:	395	425

Grade = $395/500 = 92.94\% \sim 93.0\% = A$

Tentative Schedule

- 01/18/11: Course Introduction
Rhetorical Tropes
Transactional Prose and Critical Reading
- 01/20/11: Argument and Rhetoric
“Understanding Argument” (*The Aims of Argument*, 3-13)
“Reading an Argument” (*The Aims of Argument*, 15-30)
MLA Documentation and Format
“MLA In-Text Citations” (*Quick Access*, 212-218)
“MLA Works-Cited List” (*Quick Access*, 218-246)
“A Student’s MLA-Style Research Paper” (*Quick Access*, 246-267)
Plagiarism
“Ethical Writing and Plagiarism” (*The Aims of Argument*, 161-176)
“Using Sources and Avoiding Plagiarism” (*Quick Access*, 192-205)
- 01/25/11: Argument and Rhetoric
“Analyzing an Argument: The Toulmin Method” (*The Aims of Argument*, 31-40)
“Reading and Writing about Visual Arguments” (*The Aims of Argument*, 63-94)
Critical Reading
“What’s to Hate about Wal-Mart” (Provided)
Punctuation
“Commas” (*Quick Access*, 429-440)
Writing an Editorial
Topic Selection Due (Physical Copy)
- 01/27/11: Argument and Rhetoric
“Fallacies—and Critical Thinking” (*The Aims of Argument*, 609-624)
“Motivating Action: Arguing to Persuade” (*The Aims of Argument*, 241-269)
Critical Reading
“Health Clubs: Only for the Beautiful and the Fit” (Provided)
Writing an Editorial
Thesis Statement and Supporting Points Due (Physical Copies)
- 02/01/11: Punctuation
“Semicolons” (*Quick Access*, 441-442)
Critical Reading
“Broken Things” (Provided)
Writing an Editorial
Introduction and One Body Paragraph Due (Physical Copies)
- 02/03/11: Instructor’s Absence

- 02/08/11: Punctuation
 “Colons” (*Quick Access*, 442-443)
 First Peer-Sharing Session
 Editorial Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 02/10/10: Argument and Rhetoric
 “Making Your Case: Arguing to Convince” (*The Aims of Argument*, 207-240)
 Critical Reading
 “The Coal Paradox” (*The Aims of Argument*, 456-460)
 Punctuation
 “Apostrophes” (*Quick Access*, 444-447)
 Transforming the Editorial
 Revised Language Due (Physical Copy)
- 02/15/10: Argument and Rhetoric
 “Writing Research-Based Arguments” (*The Aims of Argument*, 95-166)
 Critical Reading
 “The Economic Crunch” (*The Aims of Argument*, 491-496)
 Punctuation
 “Quotation Marks” (*Quick Access*, 447-452)
 Transforming the Editorial
 Secondary Sources Due (Physical Copies)
- 02/17/10: Critical Reading
 “The New Immigrants and the Issue of Assimilation” (*The Aims of Argument*, 509-514)
 Transforming the Editorial
 Incorporated Sources Due (Physical Copy)
- 02/22/10: Punctuation
 “Periods, Question Marks, and Exclamation Points” (*Quick Access*, 452-454)
 Second Peer-Sharing Session
 Transformed Editorial Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 02/24/10: Punctuation
 “Other Punctuation Marks” (*Quick Access*, 454-460)
 Writing the First Final Revision (Writing Day in the ASK Center)
- 03/01/10: Mechanics
 “Hyphens” (*Quick Access*, 460-463)
 Writing the First Final Revision (Writing Day in the ASK Center)

- 03/03/10: Mechanics
 “Capitals” (*Quick Access*, 463-468)
 APA Documentation and Format
 “APA In-Text Citations” (*Quick Access*, 270-275)
 “APA References List” (*Quick Access*, 276-294)
 “A Student’s APA-Style Research Paper” (*Quick Access*, 295-306)
 First Final Revision Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 03/08/10: Argument and Rhetoric
 “Resolving Conflict: Arguing to Mediate” (*The Aims of Argument*, 271-305)
 Critical Reading
 “Emmett Sherwood’s Dodge City” (Provided)
 Mechanics
 “Italics (Underlining)” (*Quick Access*, 468-470)
 Writing an Interview
 Interviewee Justification and Topic Selection Due (Physical Copies)
- 03/10/10: Mechanics
 “Abbreviations” (*Quick Access*, 470-473)
 Critical Reading
 “A Conversation with Warren Buffett” (Provided)
 Writing an Interview
 Preamble and Questions Due (Physical Copies)
- 03/15/10: Spring Break
- 03/17/10: Spring Break
- 03/22/10: Mechanics
 “Numbers” (*Quick Access*, 473-475)
 Critical Reading
 “Amazon Exclusive: A Q&A with Rebecca Stead” (Provided)
 Writing an Interview
 Edited Selected Answers Due (Physical Copies)
- 03/24/10: Third Peer-Sharing Session
 Interview Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 03/29/10: Critical Reading
 “On Human Bioenhancements” (*The Aims of Argument*, 588-590)
 Transforming the Interview
 Thesis Statement and Supporting Points Due (Physical Copies)

- 03/31/10: Critical Reading
 “The Border Patrol State” (*The Aims of Argument*, 533-537)
 Transforming the Interview
 Introduction and Secondary Sources Due (Physical Copies)
- 04/05/10: Critical Reading
 “Waking Up and Taking Charge” (*The Aims of Argument*, 497-503)
 Transforming the Interview
 Incorporated Sources and One Body Paragraph Due (Physical Copies)
- 04/07/10: Fourth Peer-Sharing Session
 Transformed Interview Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 04/12/10: Writing the Second Final Revision (Writing Day in the ASK Center)
- 04/14/10: CM Documentation
 “CM-Style Documentation” (*Quick Access*, 307-321)
 Second Final Revision Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 04/19/10: Argument and Rhetoric
 “Joining the Conversation: Arguing to Inquire” (*The Aims of Argument*,
 179-205)
 Critical Reading
 “Can Political Rhetoric Be Too Civil?” (*The Aims of Argument*, 555-557)
 Writing a Political Reflection
 Thesis Statement, Topic Justification, and Supporting Points Due
 (Physical Copies)
- 04/21/10: Critical Reading
 “Play with Your Food, Just Don’t Text” (*The Aims of Argument*, 545-548)
 Writing a Political Reflection
 Introduction and One Body Paragraph Due (Physical Copies)
- 04/26/10: Fifth Peer-Sharing Session
 Political Reflection Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 04/28/10: Critical Reading
 “The Rhetoric of the Rant” (*The Aims of Argument*, 552-554)
 Transforming the Political Reflection
 Revised Language and Secondary Sources Due (Physical Copies)
- 05/03/10: Critical Reading
 “What Is Civility?” (*The Aims of Argument*, 541-544)
 Transforming the Political Reflection
 Incorporated Sources Due (Physical Copies)

- 05/05/10: Sixth Peer-Sharing Session
Transformed Political Reflection Due (Electronic Copy [*Turnitin.com*] and
Physical Copy)
- 05/10/10: Writing the Third Final Revision (Writing Day in the ASK Center)
- 05/12/10: Third Final Revision Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
Portfolio Due