

ENG340.001: Advanced Expository Writing
MW 2:30 p.m.-3:45 p.m.
University Center TBA
Fall Semester (2011)
Texas A&M University-Texarkana
903-223-3022
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Dr. Brian C. Billings
University Center 222
11:00 a.m.-12:00 p.m. (M)
12:30 p.m.-2:30 p.m. (M)
4:00 p.m.-4:30 p.m. (M)
12:30 p.m.-3:00 p.m. (T)
11:00 a.m.-12:00 p.m. (W)
12:30 p.m.-2:30 p.m. (W)
4:00 p.m.-5:00 p.m. (W)
12:30 p.m.-2:30 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 provided 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 *seventy of a possible one hundred 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 *seventy of a possible one hundred points* as evaluated by the grading rubric provided by the instructor.
- 4) Using a professional perspective, analyze, synthesize, and evaluate collected information about a commonplace item or practice by writing an expository essay and earning *one hundred and five of a possible one hundred and fifty points* as evaluated by the grading rubric provided by the instructor. This essay incorporates details from this course's required humorous editorial.
- 5) 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 *one hundred and five of a possible one hundred and fifty points* as evaluated by the grading rubric provided by the instructor. This essay incorporates details from this course's required interview.
- 6) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required editorial-oriented expository essay or interview-oriented expository essay by crafting an extended version of one of these essays and earning *two hundred and eighty of a possible four hundred points* as evaluated by the grading rubric provided by the instructor.
- 7) Evaluate peers' writing by attending five 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 provided in the syllabus.

- 8) 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 provided 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*. 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 points of view. 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 *one hundred 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 essay is worth *one hundred and fifty 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 essay is worth *one hundred and fifty points*.
- c) Final Revision: Transform your first or second expository essay into an essay that is 2,000 words in length. Use third-person point of view and footnotes. Follow standard CM format. This final revision is worth *four hundred points*.
- d) 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 transcribed dialogue. Use first-person and second-person points of view. Follow standard APA format. The interview is worth *one hundred points*.

- 2) Peer Sharing: On each peer-sharing day, readers must bring copies of their essays for all class members. Before class begins, students retrieve these copies and claim review cards from the instructor. Each reader presents his or her 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, each reviewer places the writer's name on a card and writes three to five responses to the essay using complete sentences. Reviewers give these cards to the readers at the end of class. 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, five peer-sharing sessions, and seven 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 *4146232*, and the class password is *writeatheme*.) 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.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. A student should miss no more than *two* class sessions to maintain a passing grade. Dropping the course is the student's responsibility.

University Drop Policy: To drop this course after the twelfth class day, a student must complete the *Drop or Withdrawal Request Form* located on the university's Web site (<http://tamut.edu/registrar/droppingwithdrawing-from-classes.html>) or obtained in the registrar's office. The student must submit the signed and completed form to the instructor of each course indicated on the form for his or her signature. *An obtained signature is not an approval to drop but confirmation that the student has discussed the drop or withdrawal with the faculty member.* The student must submit the completed form to the registrar's office for processing in person, by e-mail (registrar@tamut.edu), by mail (P. O. Box 5518, Texarkana, Texas, 75505) or by fax (903-223-3140). The registrar's office will not accept or process drop or withdrawal forms missing any required information. *Responsibility rests with the student to ensure that the registrar's office receives a properly completed form.* If a student stops participating in class

(attending and submitting assignments) but does not complete and submit a drop or withdrawal form, that student will receive a final grade based upon completed work as outlined in the syllabus.

Cellular Phones: Set all cellular phones 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

Essays

Editorial	100
Expository (Two)	300
Final Revision	400
Interview	100
Index-Card Comments (Per Session)	10
Peer-Sharing Sessions (Five)	300
Portfolio	100

Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Index-Card Comments (Fifteen)	150	150
Interview	80	100
Peer-Sharing Sessions (Two)	120	120
Portfolio	90	100
Totaled Points:	440	470

Grade = $440/470 = 96.62\% \sim 97.0\% = A$

Tentative Schedule

- 08/29/11: Course Introduction
Rhetorical Tropes
Transactional Prose and Critical Reading
- 08/31/11: 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*, 167-176)
 “Using Sources and Avoiding Plagiarism” (*Quick Access*, 192-205)
- 09/05/11: Holiday
- 09/07/11: 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)
- 09/12/11: 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)
- 09/14/11: Punctuation
 “Semicolons” (*Quick Access*, 441-442)
Critical Reading
 “Broken Things” (Provided)
Writing an Editorial
 Introduction and One Body Paragraph Due (Physical Copies)

- 09/19/11: Punctuation
 “Colons” (*Quick Access*, 442-443)
 First Peer-Sharing Session
 Editorial Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 09/21/11: 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)
- 09/26/11: 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)
- 09/28/11: Critical Reading
 “The New Immigrants and the Issue of Assimilation” (*The Aims of Argument*, 509-514)
 Transforming the Editorial
 Incorporated Sources Due (Physical Copy)
- 10/03/11: Punctuation
 “Periods, Question Marks, and Exclamation Points” (*Quick Access*, 452-454)
 Second Peer-Sharing Session
 Transformed Editorial Due (Physical Copies from Readers Only)
- 10/05/11: Punctuation
 “Other Punctuation Marks” (*Quick Access*, 454-460)
 Writing the First Expository Essay (Writing Day)
- 10/10/11: Mechanics
 “Hyphens” (*Quick Access*, 460-463)
 Writing the First Expository Essay (Writing Day)

- 10/12/11: 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)
- 10/17/11: 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)
 First Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 10/19/11: Mechanics
 “Abbreviations” (*Quick Access*, 470-473)
 Critical Reading
 “A Conversation with Warren Buffett” (Provided)
 Writing an Interview
 Preamble and Questions Due (Physical Copies)
- 10/24/11: 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)
- 10/26/11: Third Peer-Sharing Session
 Interview Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 10/31/11: Critical Reading
 “On Human Bioenhancements” (*The Aims of Argument*, 588-590)
 Transforming the Interview
 Thesis Statement and Supporting Points Due (Physical Copies)
- 11/02/11: Critical Reading
 “The Border Patrol State” (*The Aims of Argument*, 533-537)
 Transforming the Interview
 Introduction and Secondary Sources Due (Physical Copies)

- 11/07/11: 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)
- 11/09/11: Fourth Peer-Sharing Session
Transformed Interview Due (Physical Copies from Readers Only)
- 11/14/11: Writing the Second Expository Essay (Writing Day)
- 11/16/11: Instructor’s Absence (Writing Day)
- 11/21/11: Instructor’s Absence (Writing Day)
- 11/23/11: CM Documentation
“CM-Style Documentation” (*Quick Access*, 307-321)
Second Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
- 11/28/11: 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)
- 11/30/11: Extending the Expository Essay (Writing Day)
- 12/05/11: Extending the Expository Essay (Writing Day)
- 12/07/11: Fifth Peer-Sharing Session
Revised Expository Essay Due (Physical Copies from Readers Only)
- 12/12/11: Final Revision Due (Electronic Copy [*Turnitin.com*] and Physical Copy)
Portfolio Due