

ENG340.001: Advanced Expository Writing
MTWR 1:00 p.m.-2:55 p.m.
University Center 248
Summer II Semester (2013)
Texas A&M University-Texarkana
903-223-3022
brian.billings@tamut.edu

Dr. Brian C. Billings
University Center 222
3:00 p.m.-4:00 p.m. (MTWR)

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*. 7th ed. Upper Saddle River: Pearson, 2012. Print.
(ISBN: 978-0321846181)

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) Using a professional perspective, analyze, synthesize, and evaluate collected information about 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.

- 2) Using a professional perspective, analyze, synthesize, and evaluate collected information about an issue of social significance by writing an argumentative essay and earning

seventy of a possible one hundred points as evaluated by the grading rubric provided by the instructor.

- 3) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required expository essay by crafting an extended version of this essay and earning *ninety of a possible one hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor.
- 4) Using a revisionist perspective, analyze, synthesize, and evaluate information presented in this course's required argumentative essay by crafting an extended version of this essay and earning *ninety of a possible one hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor.
- 5) Evaluate peers' writing by attending two week-long peer-review sessions and commenting upon the strengths and weaknesses of shared essays; the review sessions must yield *two hundred and ten of a possible three hundred points* as evaluated by the grading rubric provided by the instructor.
- 6) Apply techniques for improving grammar and mechanics by completing ten quizzes and earning *two hundred and ten of a possible three hundred points* as evaluated by the scoring parameters articulated in the syllabus.
- 7) 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.
- 8) Evaluate and revise essays by working with various tutors during numerous class sessions held in the Student Success Center and earning *two hundred and ten of a possible three hundred points* as evaluated by the assignment parameters for these sessions articulated in the syllabus.

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

- a) Argumentative Essay: Write an argumentative 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 points*.

- b) Expository Essay: Write 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 points*.
- c) Final Revisions:
- i) Revise your 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 (due on the day following your assigned review day) is worth *one hundred and twenty-five points*.
- ii) Revise your argumentative 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 (due on the day following your assigned review day) is worth *one hundred and twenty-five points*.
- 2) Peer Review: If your essay is under review, provide copies of your essay to all class members before each assigned review day. (Choose your review days during the first day of class by signing the sheet provided by the instructor.) Remain silent during the review session as your peers examine and comment upon each sentence of your essay. If your essay is not under review, please make constructive comments about the essay being examined. Collectively, the peer-review sessions are worth *three hundred points*. The instructor will subtract points for lack of preparedness and lack of participation.
- 3) Portfolio: Keep all course materials in a folder. Organize the folder's contents using the following sections: handouts, notes, essays, peer-review sessions, quizzes, 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, required consultation time in the Student Success Center, several quizzes focusing upon grammar and mechanics, two peer-review weeks, and four 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 *6335444*, 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.

Consultation Time: Each student must spend the latter half of each class session not dedicated to peer review with tutors in Texas A&M University-Texarkana's Student Success Center (UC330). Collectively, sessions with tutors are worth *three hundred points*. The instructor will subtract points for lack of preparedness and lack of participation.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. A student who misses more than *one class session* should consider withdrawing from this course.

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 (7101 University Avenue, Texarkana, Texas, 75503) 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: 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	300
Per Consultation Period	30
Essays	
Argumentative	100
Expository	100
Revised Argumentative	125
Revised Expository	125
Peer-Review Sessions	300
Per Review Session	37.5
Per Comment	3.75
Portfolio	100
Quizzes (Ten)	300

Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Expository Essay	80	100
Revised Expository Essay	110	125
Peer-Review Sessions	250	300
Portfolio	90	100
Totaled Points:	530	625

Grade = $530/625 = 84.80\% \sim 85.0\% = B$

Tentative Schedule

- 07/15/13: Introduction and Diagnostic Examination
- 07/16/13: 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)
Quizzes
 First Quiz
Syntax
 First Sentence Pattern
 Second Sentence Pattern
- 07/17/13: 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 Is Civility?’” (*The Aims of Argument*, 541-544)
Punctuation
 “Commas” (*Quick Access*, 429-440)
Quizzes
 Second Quiz
Syntax
 Third Sentence Pattern
 Fourth Sentence Pattern
Writing an Expository Essay
 Topic Selection Due (Physical Copy)
- 07/18/13: 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
 “The Rhetoric of the Rant” (*The Aims of Argument*, 552-554)
Quizzes
 Third Quiz

Syntax
Fifth Sentence Pattern
Sixth Sentence Pattern
Writing an Expository Essay
Thesis Statement and Supporting Points Due (Physical Copies)

07/22/13: Punctuation
“Semicolons” (*Quick Access*, 441-442)
Critical Reading
“Play with Your Food, Just Don’t Text” (*The Aims of Argument*, 545-548)
Quizzes
Fourth Quiz
Syntax
Seventh Sentence Pattern
Eighth Sentence Pattern
Writing an Expository Essay
Introduction and First Body Paragraph Due (Physical Copies)

07/23/13: Critical Reading
“Can Political Rhetoric Be Too Civil?” (*The Aims of Argument*, 555-557)
Punctuation
“Colons” (*Quick Access*, 442-443)
Quizzes
Fifth Quiz
Syntax
Ninth Sentence Pattern
Tenth Sentence Pattern
Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

07/24/13: First Peer-Review Week (Four Sessions)

07/25/13: First Peer-Review Week (Four Sessions)
Revised Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

07/29/13: First Peer-Review Week (Four Sessions)
Revised Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

07/30/13: First Peer-Review Week (Three Sessions)
Revised Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

07/31/13: 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)
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)
Quizzes
 Sixth Quiz
Writing an Argumentative Essay
 Topic Selection Due (Physical Copy)
Revised Expository Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

08/01/13: 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)
Quizzes
 Seventh Quiz
Writing an Argumentative Essay
 Thesis Statement and Supporting Points Due (Physical Copies)

08/05/13: Critical Reading
 “The New Immigrants and the Issue of Assimilation” (*The Aims of Argument*, 509-514)
Quizzes
 Eighth Quiz
Writing an Argumentative Essay
 Introduction and First Body Paragraph Due (Physical Copies)

08/06/13: Punctuation
 “Periods, Question Marks, and Exclamation Points” (*Quick Access*, 452-454)
 “Other Punctuation Marks” (*Quick Access*, 454-460)
Quizzes
 Ninth Quiz

08/07/13: Mechanics
 “Abbreviations” (*Quick Access*, 470-473)
 “Capitals” (*Quick Access*, 463-468)
 “Hyphens” (*Quick Access*, 460-463)
 “Italics (Underlining)” (*Quick Access*, 468-470)

“Numbers” (*Quick Access*, 473-475)

Quizzes

Tenth Quiz

Argumentative Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

08/08/13: Second Peer-Review Week (Four Sessions)

08/12/13: Second Peer-Review Week (Four Sessions)

Revised Argumentative Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

08/13/13: Second Peer-Review Week (Four Sessions)

Revised Argumentative Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

08/14/13: Second Peer-Review Week (Three Sessions)

Revised Argumentative Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)

08/15/13: Portfolios Due

Revised Argumentative Essay Due (Electronic Copy [*Turnitin.com*] and Physical Copy)