Texas A&M University – Texarkana

English 340: Advanced Expository Writing
Course Syllabus
Spring 2016
Instructor: Corinne Billings

Meeting Time: N/A  Location: N/A
Email Address: cbillings@tamut.edu  Office Hours:

COURSE NUMBER: ENG 340.01W (CRN 20347)
CREDITS: 3 SCH
COURSE TITLE: Advanced Expository Writing

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

REQUIRED TEXT

EMAIL ACCOUNT
Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to use the university email account when communicating about coursework.

COURSE 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 LEARNER OUTCOMES
By the end of this course, students who successfully complete English 340 will be able to

1. Apply rhetorical analysis to assess and respond to rhetorical situations (purpose, audience, context, genre, and mode) as demonstrated by successful completion of eight written products (in accordance with individual assignment rubrics).
2. Identify the ways in which expository writing and informative genres differ from other purposes and genres of writing as demonstrated by a grade of C or better on the final essay.

3. Analyze, synthesize, and evaluate collected information about issues of social significance, issues under debate within the students’ major fields of study, or a contemporary concern in their current/intended professional fields by writing four short analytical essays, an annotated bibliography, and a longer expository (inquiry-based) essay.

4. Apply a process-based approach to planning, researching, crafting, and revising an effective inquiry-based expository essay (using the scholarly article model) by creating and submitting a research proposal, annotated bibliography, rough draft, and final product.

5. Demonstrate rhetorical flexibility through the production of a multigenre project to include (1) the inquiry-based expository essay, (2) an Author’s Statement, and (3) a corresponding research poster, photo essay, or collage.

6. Evaluate and respond to the written work of other writers through analyses of published texts and participation in peer review sessions throughout the semester.

7. Evaluate individual writing improvement throughout the semester as demonstrated by completion of a reflective Final Progress Statement.

COURSE DELIVERY METHOD
Blackboard.

COURSE REQUIREMENTS
This course features numerous readings, peer-review sessions, individual writing conferences, and several writing activities. All assignments must be submitted by their assigned date on the syllabus, including completion of the final essay exam.

METHODS OF EVALUATION
Requirements for all assignments completed outside of class:

- **FORMATTING & STYLE**: All papers should by typed, double-spaced using the document and reference formatting and style guidelines for either MLA or APA. The style required is indicated on the individual assignment prompts.

- **TURNITIN.COM**: All external writing assignments should be submitted to the appropriate assignment area on Blackboard no later than 11:59 p.m. the evening before they are due. For a list of applicable assignments and their due dates, see the course calendar. Failure to submit the assignments on time will result in a penalty; failure to submit the assignments at all will result in a zero.

- **RECEIVING CREDIT**: You may not submit your assignments via email without prior approval from the course instructor (see Attendance under the COURSE POLICIES in this syllabus).
ASSIGNMENTS

I. News Article Analyses (2 @ 50 points each) = 100 points
Students will be required to complete analyses of two news articles. The first analysis will be on an article of the instructor’s choosing, and the second analysis will be on an article of the student’s choosing (with instructor approval). Individual assignment prompts will be distributed for each. Each analysis should be at least 500 words and address the author’s or authors’ purpose(s), audience, rhetorical appeals, modes & media, genre conventions, style, design, and sources. Students should not present their analyses in a list or question-and-answer format but as a short, expository essay demonstrative of critical, coherent thought. Analyses should be typed, double-spaced, and adhere to MLA formatting guidelines. Each analysis should be submitted to the designated assignment folder on Blackboard no later than 11:59 p.m. the evening before it is due.

II. Peer-Reviewed Journal Article Analyses (2 @ 100 points each) = 200 points
Students will be required to complete analyses of two peer-reviewed journal articles. The first analysis will be on an article of the instructor’s choosing, and the second analysis will be on an article of the student’s choosing (with instructor approval). Individual assignment prompts will be distributed for each. Each analysis should be at least 800 words and address the author’s or authors’ purpose(s), audience, rhetorical appeals, modes & media, genre conventions, style, design, and sources. Students should not present their analyses in a list or question-and-answer format but as an expository essay demonstrative of critical, coherent thought. Analyses should be typed, double-spaced, and adhere to APA formatting guidelines. Each analysis should be submitted to the designated assignment folder on Blackboard no later than 11:59 p.m. the evening before it is due.

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NOTE: The next six assignments (items III, IV, and V [A-D]) all occur as parts of the course’s multigenre on a topic of the student’s choosing. Students should choose to investigate or explore an issue of social significance, an issue under debate within their major fields of study, or a contemporary concern in their current/intended professional fields. Students are encouraged to use News Article Analysis 2 and Journal Article Analysis 2 as an opportunity to explore possible issues prior to determining the topic of their multigenre project.

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III. Research Proposal = 50 points
Students will be required to submit a research proposal outlining the intended focus of their multigenre. The research proposal should be typed, double-spaced, and formatted according to guidelines reviewed in class. Proposals should include a description of the issue selected and the student’s motivation for selecting the issue, a set of preliminary research questions guiding the student’s research, a research plan for where the student will locate primary and/or secondary source material, and a list of 3-5 keyword search terms.

IV. Annotated Bibliography = 200 points
Students will create an Annotated Bibliography documenting research for their multigenre. The Annotated Bibliography should incorporate a minimum of ten (10) sources to include peer-
reviewed articles, books, other scholarly works, or relevant and credible popular media. Each entry should contain a minimum of 150 words. All sources should be documented using APA format. A separate prompt and sample Annotated Bibliography will be distributed during the semester. The Annotated Bibliography should be submitted to the designated assignment folder on Blackboard no later than 11:59 p.m. the evening before it is due.

V. Multigenre Project = 650 points
For the bulk of the semester, students will spend their time researching (collected from primary and/or secondary sources) and constructing small projects about the issue presented in the Research Proposal. This multigenre project includes three components and a project presentation. Each of the individual project components is listed and described separately below.

A. Scholarly Article (Expository Essay) = 400 points
Using their research questions as their guide, students will collect, evaluate, and synthesize information (gathered from primary and/or secondary sources) on the issue they have selected. They will then write an expository essay following the conventions of the scholarly article genre of no fewer than 1,500 words (not including title page, abstract, References page, and any appendices) in APA format. A detailed prompt will be distributed during the semester. Included within the points for this assignment are (1) completion of a rough draft, (2) participation in a class-wide peer review session, and (3) participation in an individual writing conference with the instructor. The Scholarly Article should be submitted to the designated assignment folder on Blackboard no later than 11:59 p.m. the evening before it is due.

B. Photo Essay, Collage, or Slide Show = 100 points
As the second component to the Multigenre project, students will be required to remix information from their scholarly articles for new purposes by exploring one of three possible complementary genres: a photo essay, collage, or slide show. Students will be required to consider their purpose, audience, design, mode, medium, style, and conventions for each of these and, ultimately, choose and complete one of the three.

C. Author’s Statement = 100 points
As the third component to the Multigenre project and as a complement to component two, students will complete an Author’s Statement addressing the purpose, inspiration, and intended effect of their photo essays, collages, or slide show.

D. Multigenre Project Presentation = 50 points
As an oral component to this course, students are required to participate in a presentation of the multigenre projects. This presentation will include reading from a small portion of their scholarly articles; presentation of their photo essays, collages, or slide shows; and a brief discussion of their author’s statement. This presentation must be recorded and submitted to the appropriate assignment box before 11:59 p.m. on the due date. I will provide detailed instructions on how to submit video recordings to Blackboard in the supplemental information folder.
VI. Final Progress Statement = 50 points
Students should prepare a progress statement (at least 800 words) explaining what writing improvements have been made throughout the semester using evidence from assignments as comparisons. Submit this to the instructor for a grade on the final day of class (see course schedule for details).

VIII. Final Essay = 100 points
Students are required to submit an expository essay identifying the ways in which expository writing and informative genres differ from other purposes and genres of writing. Each student is expected to integrate secondary resources into the final product, referencing all evidence using the appropriate documentation style. This essay will be written in-class in lieu of a final exam.

SUMMARY OF ASSIGNMENTS
- News Article Analysis 1 50
- News Article Analysis 2 50
- Journal Article Analysis 1 100
- Journal Article Analysis 2 100
- Research Proposal 50
- Annotated Bibliography 200
- Expository Essay / Scholarly Article 400
- Photo Essay, Collage, or Slide Show 100
- Author’s Statement 100
- Multigenre Project Presentation 50
- Final Progress Statement 50
- Final Essay 100

Total Points Available: 1350

GRADING SCALE
1210-1350 accumulated points (90-100%) = A
1075-1209 accumulated points (80-89%) = B
940-1074 accumulated points (70-79%) = C
805-939 accumulated points (60-69%) = D
Fewer than 805 accumulated points (0-59%) = F

COURSE POLICIES

LATE WORK
I do not accept late work. If you anticipate difficulties in meeting assignment deadlines, I encourage you to speak with me.

CONTACTING ME
Because this class relies upon Blackboard for its implementation, I will check the Blackboard e-mail system more regularly than my university e-mail. Address all correspondence for this course through the Blackboard e-mail system unless you are unable to access Blackboard. If you cannot contact me using the Blackboard e-mail system, please send me a message at cbillings@tamut.edu.
EXTRA CREDIT
Because this is an upper-division course, extra credit opportunities are limited. The only extra credit opportunities you will have in this course are those designed to make you better thinkers and better writers. The most you can expect to receive from the extra credit opportunities described below is a total of 100 points.

If you use the Success Center and receive feedback from a tutor on your major projects or papers at least 3 days prior to the assignment due date, and you include a complete proof sheet with your assignment, you will receive 10 extra credit points toward that assignment. There is a maximum of 40 points over the course of the term (although I encourage you to visit the SC as many times as you need).

Every year, the Program for Learning and Community Engagement (or, PLACE) selects a theme for the year. This year’s theme is “Economic Opportunity.” Throughout the semester, there will be speakers on campus, community service projects, faculty SuperLectures, symposia, and other events designed to engage students, faculty, staff, and our community with issues related to economic opportunity. If you attend and/or participate in one of these events and submit a typed essay of at least 500 words summarizing the event/activity; its importance regionally, nationally, and/or globally; and what you learned from the event/activity, you will be eligible for 15 extra credit points that will be tacked on to your end of the semester point total. There is a 60 point maximum (4 events). I will provide you with a list of eligible events at the beginning of the semester along with any updates to those events.

ACADEMIC INTEGRITY
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty will be grounds for a grade of “F” in the course and/or disciplinary actions. For additional information, see the university catalog.

COURSE TECHNOLOGY
By enrolling in this course, you affirm that you possess the computer skills that are necessary to complete this course. I am NOT responsible for troubleshooting problems with technology. If you experience technical difficulties with Blackboard, please contact the help desk at Helpdesk@tamut.edu. I will not consider technical difficulties grounds for submitting late work unless you notify me concerning the issue via Blackboard or university e-mail BEFORE the assignment’s due date. Do NOT send assignments to my university e-mail unless I specifically request that you do so.

ACCOMMODATIONS – DISABILITY ACCOMMODATIONS
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Drop Policy
Beginning with the first class day of the semester, faculty should report to the Registrar’s Office via the preliminary class roster and/or email communication, by a date established by the
Registrar’s Office, any student who is not attending their class or who has not logged into Blackboard for an online class.

Faculty members shall automatically initiate an administrative drop for any student who has not been in attendance (face to face class) or has not reported in (web or web enhanced class) by the due date of the preliminary class roster as established by the Registrar’s Office.

The Registrar’s Office will notify students by certified mail and/or email that the instructor has initiated the drop process and will instruct them to contact the instructor immediately. If the instructor does not rescind the request in writing within seven (7) days of documentable receipt of the notification, the Registrar’s Office will drop the student from the class. Faculty who fail to submit an administrative drop by the established deadline, should record the grade earned by the student at the end of the semester. Faculty submitting a grade of F for a student will be required to enter the last date of attendance during the grading cycle. Subsequent to the census date final roster, all drops during the semester must be student initiated.

Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar Web site. Any student who is registered in a developmental education course and fails to attend that course will be administratively dropped/withdrawn from all university courses.

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<tr>
<th>Drop/Withdraw deadlines for the Spring 2016 semester</th>
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<tr>
<td>Session</td>
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<td>Full Term (16 week)</td>
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Course calendar begins on next page.
COURSE CALENDAR, SPRING 2016

Note: The instructor reserves the right to alter the course calendar in any way determined appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

WEEK 1: Monday, January 25
- Instructor & student introductions
- Course & Syllabus Review
- Primary Focus: What is expository writing, and why is it valuable?
- Timed writing: Literacy Narrative
- Read Chapter 1, “Understanding Genres” (pp. 4-37)
- Review MLA formatting guidelines, pp. 395-414

WEEK 2: Monday, February 1
- Primary Focus: Rhetorical situation, rhetorical appeals, and genre
- MLA formatting review
- Activity: Basic Genre Analysis (Analysis Checklist handout)
- Read Chapter 3, “Informative Genres” PART I: (pp. 87-142)
- Complete Analysis Checklist on Wade’s “For Cats, a Big Gulp…” (p. 138-139)

WEEK 3: Monday, February 8
- Primary Focus: Writing to Inform: Informative genres, news articles, and analyzing news articles (Analysis Checklist on Wade’s article)
- Introduce News Article Analysis 1 assignment
- Activity: News Article Analysis practice
- Read Chapter 3, “Informative Genres” PART II: (pp. 143-175)
- Complete News Article Analysis 1

WEEK 4: Monday, February 15
- Primary Focus: News Articles v. Peer-reviewed journal articles
- Introduce News Article Analysis 2 assignment
- Complete News Article Analysis 2
- Read and Review APA formatting guidelines, pp. 415-435

WEEK 5: Monday, February 22
- APA Review
- Practice Quiz: MLA v. APA
- Introduce Peer-Reviewed Article Analysis 1 assignment
- Practice activity: Analyzing peer-reviewed journal articles
- Complete Peer-Reviewed Journal Article Analysis 1
- Read Chapter 10, “Assembling a Multigenre Project” (pp. 501-518)
- Read Chapter 5, “Exploring Topics & Creating a Research Proposal” (pp. 261-302)
WEEK 6: Monday, February 29
- Introduce Peer-Reviewed Article Analysis 2 assignment
- Primary Focus: When one genre is not enough: The Possibilities and Challenges of Multigenre Projects
- Basic overview of Multigenre Project (MP) components and due dates
- Introduce Research Proposal and Annotated Bibliography
- Complete Peer-Reviewed Journal Article Analysis 2
- Complete Research Proposal for your Multigenre Project (MP)
- Read Chapter 6, “Evaluating & Choosing Sources” (pp. 303-365)

WEEK 7: Monday, March 7
- Primary Focus: Locating, evaluating, and selecting sources
- Class activity: Evaluating print and web source material (Article Evaluation checklist & CRAP Test)
- Introduce MP component 1: Scholarly Article assignment
- Class activity: Audience analysis worksheet
- Conduct research on the issue you’ve identified for your multigenre project
- Complete Annotated Bibliography
- Read Chapter 7, “Integrating & Documenting Sources” (pp. 366-392)

NO CLASSES, March 14 – 18 (Spring Break)

WEEK 9: Monday, March 21
- Primary Focus: Developing Ethos: Integrating source material as an expert
- Class activity: paraphrasing
- Discussion and activity: Planning possibilities for scholarly articles: idea mapping, free writing, looping, and outlining
- Start drafting Scholarly Article (come prepared for peer review next week with a hardcopy of a draft of no less than four complete pages)
- Read “Photo Essays” (pp. 77-86) and “Collages/Visual Arguments” (pp. 245-257)
- Read “The Poster Presentation” (pp. 309-310), handout from Technical Communication Today

WEEK 10: Monday, March 28
- Introduce MP component 2: Photo Essay, Collage, or Research Poster
- Primary Focus: Visual Genres (photo essays, collages, and posters); blending text and images
- Peer review: rough drafts of Scholarly Articles
- Continue drafting and revising your scholarly article; prepare for writing conference
- Start working on MP component 2 – bring necessary materials to work in class next week!
- Read Chapter 9, “Revising & Remixing Your Work” (pp. 481-500)
WEEK 11: Monday, April 4 – meet in computer lab, TBD
  ▪ Finalize Scholarly Article (due Monday, April 11; due to Turnitin.com by 11:59pm on Sunday, April 10)
  ▪ Keep working on MP component 2 (photo essay, collage, or poster) due April 18

WEEK 12: Monday, April 11
  ▪ Introduce expectations for Multigenre Project presentations
  ▪ Multigenre projects in other media: viewing and discussion
  ▪ Finalize photo essay, collage, or research poster
  ▪ Read “Author’s/Artist’s Statements” (pp. 231-244) and “Composing an Accompanying Author’s or Artist’s Statement” (pp. 476-479)
  ▪ Start preparing Multigenre Project presentation

WEEK 13: Monday, April 18
  ▪ Introduce MP component 3: Author’s Statement
  ▪ Primary Focus: Author’s / Artist’s Statements: The role of persuasion in expository writing
  ▪ Introduce Final Progress Statement assignment
  ▪ Introduce final essay exam prompt and discuss expectations and procedures
  ▪ Finalize Author’s Statement and MP presentation

WEEK 14: Monday, April 25
  ▪ Project Presentations
  ▪ Complete Final Progress Statement
  ▪ Prepare for in-class final essay

WEEK 15: Monday, May 2
  ▪ Complete in-class Final Essay