Texas A&M University – Texarkana
English 340: Advanced Expository Writing
Course Syllabus
Spring 2023

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Office Location: UC 321J
Office Hours: T/R, 1:30-2:30; F, 2-4; and by appointment. I do not have dedicated Zoom office hours, but I can be available over Zoom during any of these time blocks.
COURSE NUMBER: ENG 340
CREDITS: 3 SCH

CONTACTING ME
Because this course is web-based, contact with me is limited. ***Email is the best way to reach me, as these messages also go directly to my cell phone.*** Please **DO NOT** use the Blackboard messaging system to contact me, as messages may get lost or you may receive a delayed response. While I check my email frequently, I am not attached to it, so please be patient – especially during the evenings and weekends. If you do not receive a response from me within 48 hours, you may assume I did not receive your email and you should try again. *A response from me is the only guarantee that I received your original email.*

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.

PREREQUISITES
ENGL 1301 and ENGL 1302 or transferrable equivalents with an earned grade of C or better.

A&M-TEXARKANA EMAIL ADDRESS
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 utilize the university email account when communicating about coursework.

TECHNICAL REQUIREMENTS
The following are the minimum computer requirements for online learning:
- A computer capable of handling streaming video. A mid-range multi-core CPU should be adequate.
- A sound card.
- A high speed internet connection preferably directly connected to the computer via a hard-wired Ethernet connection rather than wirelessly connected.

- Virus and adware protection software.
- Microsoft Word, minimum version 2007 or above.
- **Mozilla Firefox** browser available free.
- The most recent versions of Java, Flash, QuickTime, Adobe Reader, and Shockwave. You can check this in the Firefox browser by visiting: Firefox Plugin Check Tool

Please note: some instructors may require the use of a headset with microphone and/or a webcam. If so, the cost of these items is not included in your course fees and will need to be acquired at your own expense.

Blackboard Mobile for iOS and Android Devices
Android and iOS devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:

The Blackboard Mobile App provides limited access to courses, including the ability to read and contribute to discussions, check grades and announcements, access content, read and comment on blogs, reflect in journals, link to your personal Dropbox, and receive push notifications when courses are updated. Limited course features may also be available via your mobile device's browser; however, your mobile device does not replace your personal computer and should not be used as a substitute for one. High stakes assignments, tests, etc. should be completed on your personal computer, and not on your mobile device.

INSTRUCTOR EXPECTATIONS
You are about to embark on an advanced writing course facilitated through the university's Learning Management System, called *Blackboard*. Because you have elected to take this course online, I assume that you understand how to operate the features of *Blackboard* and that you have the technical aptitude and equipment necessary to maximize your potential for succeeding in this course. **To navigate this class properly, you should know how to:**
- Email me from your TAMUT ACE email account;
- Access ALL features of *Blackboard* (**CAUTION**: mobile devices and tablets **do not** provide you with 100% access to all features of a class, such as the ability to upload assignments);
- Download and view PDF documents/handouts/assignment sheets (Adobe Acrobat reader may be required);
- Download and view PowerPoint presentations and videos;
- Save your writing assignments in .doc, .docx, and/or .rtf file formats (these file types are compatible with *Blackboard* and with Microsoft Word, allowing me to provide feedback and respond appropriately to your assignments);

- Upload assignments (composed in Word or another word processing program) as attachments into the appropriate assignment area in *Blackboard* (**NOTE**: you will **never** email me an assignment);
- Check feedback on your assignments and monitor your grades;
- Create threads, post responses, and reply to the posts of other students/the instructor via the course discussion board; and
- Navigate common features of Microsoft Word, including the ability to change font styles, colors, sizes, insert headers/page numbers, modify paragraph spacing and page margins, and utilize your Spell Checker and Word Count features.

My role is to guide you through the outcomes of this course so you may be a more knowledgeable and skillful academic writer, not to hold your hand when it comes to the technical stuff. However, if you experience any technical issues along the way, you need to notify me immediately. Do not miss deadlines and then tell me you were having technical issues; *these are not acceptable excuses for delayed or missed assignments or deadlines*.

STUDENT TECHNICAL SUPPORT
Solutions to common problems and FAQ's for your web-enhanced and online courses are found on the **Online Student Training** page on our website.

If you cannot find your resolution there, you can submit a support request by contacting the IT HelpDesk:
Email: **helpdesk@tamut.edu**
Phone: 903-334-6603

Submit a **Support Request Ticket**

Additional student help for Blackboard can be found here:
Blackboard Help for Students

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 an issue under debate within the students' major fields of study *or* a contemporary concern in their current/intended professional fields by writing two short analytical essays, an annotated bibliography, and a longer expository (inquiry-based) essay.
4. Apply (a) knowledge from secondary sources and (b) data gathered through primary collection to practical problems.
5. 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.
6. 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.
7. Evaluate and respond to the written work of other writers through analyses of published texts and participation in peer review sessions throughout the semester.
8. Evaluate individual writing improvement throughout the semester as demonstrated by completion of a reflective Final Progress Statement.

COURSE DELIVERY METHOD
Online.

COURSE REQUIREMENTS
This course features numerous readings, peer-review session, individual writing conference, 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**:
-   **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.

-   SAFEASSIGN: When you submit a writing assignment for this course through *Blackboard*, you are also submitting it into the university's plagiarism-detection program. You will have access to all of your originality reports, so you can see what I will see when I view them. By submitting your assignments for this class, you are verifying the work submitted does not violate the university's Academic Integrity policy (see **Academic Integrity** under **COURSE POLICIES** and/or the University catalog for more information).

ASSIGNMENTS

I. Discussion Board (8 @ 15 points each) = **120 points**
Students will be required to post to the Discussion Board. Individual Forum assignments are listed in the Weekly Modules. This is credit/no credit. If you complete a post, you get credit, if you do not (or put in only a sentence or two worth of effort), you do not get credit.

II. 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 <u>at least 500 words</u> 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.

III. 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.

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NOTE: The next assignments (items IV, V, and VI) all occur as parts of the course's multigenre project on a topic of the student's choosing. Students should choose to investigate or explore 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 opportunities to explore these possible issues prior to determining the topic of their multigenre project. The multigenre project also includes the collection of primary data (via interview) as one of the required research sources.

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IV. Research Proposal = 50 points
Students will be required to submit a research proposal outlining the intended focus of their multigenre project. The research proposal should be typed, double-spaced, and formatted according to guidelines required. Proposals should include (1) a description of the issue selected, (2) the student's motivation for selecting the issue, (3) a set of preliminary research questions guiding the student's research, (4) a research plan for where the student will locate primary and/or secondary source material (including specific library databases), and (5) a list of 3-5 keyword search terms.

V. Annotated Bibliography = **150 points**
Students will create an Annotated Bibliography documenting research for their multigenre project. 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.

VI. Multigenre Project = 600 points
For the bulk of the semester, students will spend their time researching (collected from primary and secondary sources) and constructing small projects about the issue presented in the Research Proposal. This multigenre project includes four components (including a presentation). Each of the individual project components is listed and described separately below.

1. Scholarly Article = 400 points (Draft, Final)
Using their research questions as their guide, students will collect, evaluate, and synthesize information (gathered from primary and secondary sources) on the issue they have selected. Secondary source material should be gathered from relevant, credible sources including library databases, media agencies, or government/organizational data. To contribute new and meaningful data to their inquiries, students will also gather primary research data by conducting an interview (face-to-face, email, or phone) with a credible expert in a field relevant to their issue (see Expert Interview below). We will review appropriate and ethical interview procedures and limitations during one course module. Students 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 peer response session, and (3) participation in an individual writing conference (by phone) with the instructor.

2. Presentation Remix = 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 composing with a presentation software (e.g., Prezi, Powerpoint, or some other suitable software). 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.

3. Author's/Artist'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 or Artist's Statement addressing the purpose, inspiration, and intended effect(s) of their photo essays, collages, or research posters.

VII. Final Progress Statement and Essay = 150 points
Students will submit an expository essay identifying the ways in which expository writing and informative genres differ from other purposes and genres of writing. Further, students will prepare a progress statement explaining what writing improvements have been made throughout the semester using evidence from assignments as comparisons. The essay will be a timed assignment in *Blackboard* and students will have 2 ½ hours to write and submit this final assignment.

SUMMARY OF ASSIGNMENTS

- Discussion Board   120
- 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   150
- Expository Essay/Scholarly Article-Draft   50
- Expository Essay/Scholarly Article-Final   350
- Presentation Remix   100
- Author's Statement   100
- Final Progress Statement and Essay   150

Total Points Available: 1370

GRADING SCALE

1370-1233 accumulated points (90-100%) = A
1232-1096 accumulated points (80-89%) = B
1095-959 accumulated points (70-79%) = C
958-822 accumulated points (60-69%) = D
Fewer than 821 accumulated points (0-59%) = F

COURSE POLICIES & STUDENT RESOURCES

COURSE SETUP and ASSIGNMENT DEADLINES

This online course will be setup in Blackboard using weekly modules that run Monday-Sunday. Generally, assignments are **due by 11:59pm on Sunday of that module**. Any assignment due on a day other than Sunday will be clearly marked as such. You can locate an assignment's due date in two different locations: in the weekly module description and through the assignment functionality when you view/submit the assignment. I strongly recommend that you open each module on Monday to review its contents and due dates; **do not wait** until Friday or Saturday to see what is due for the week.

CLASS PARTICIPATION & NETIQUETTE

Students are responsible for beginning their participation on the **first class day** by logging on and completing assignments according to the learning modules. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an administrative drop from the course. In alignment with the university's policies on student conduct (see the University catalog), students are expected to communicate with each other and the instructor in a way that demonstrates mutual respect and civility. Hate speech, inflammatory language (insults, name calling), cyberbullying, or other potentially offensive language is prohibited. *In short, be constructive not destructive.*

Students with federal loans and/or grants, please note:

Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course, the student will be required to refund all federal funds prorated from the last date of participation. A student's last access to

Blackboard **would not suffice** as participation. The required weekly activity could include a comment to a blog, a discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

LATE WORK
I do not accept late work. If you anticipate difficulties in meeting assignment deadlines, I encourage you to contact me ahead of time. **Remember: do NOT use the messaging feature in** *Blackboard***; email anytime or call/visit me during office hours**.

COURSE FEEDBACK & COMMUNICATION
Ensuring you receive timely, substitutive feedback from me throughout this course is important to me. As stated previously in this syllabus (barring any unforeseen circumstances, university closures, or holidays), I return student emails and voicemails within 48 hours of their receipt – oftentimes sooner. You also have the opportunity to ask questions and receive immediate feedback during the bimonthly Open Call sessions (see **Learner Engagement** below for more details). During class activities that involve discussion board forum postings, I often weigh in throughout the week leading up to the Sunday due date for that particular module (usually on Thursdays or Fridays). I will also provide additional feedback to discussion forum postings and other course activities during the Open Call session subsequent to that activity. **Please note:** due to student privacy restrictions imposed by FERPA, I am unable to answer any grade-specific questions through the Open Call sessions or Discussion Board forums. (You can read more about FERPA on our university website - **http://www.tamut.edu/Admissions/Enrollment-Services/Registrar/FERPA.html**). If you have a question about your grades or course progress, I encourage you to email or call me so we can set up a time to discuss your concerns. Finally, I also provide timely feedback on your individual assignments. The feedback I provide not only outlines strengths and areas of improvement on the particular assignment but also addresses opportunities for improvement applicable to future assignments in the course or to academic writing in general. In most cases, you receive feedback from me prior to the next substantial piece of writing (see **Monitoring Your Learning Progress** below).

MONITORING YOUR LEARNING PROGRESS
As writing is an inherently individual process, you will all grow as writers at a different pace, making changes throughout the weeks we have together. In order to maximize your learning and writing potential, I encourage you to take advantage of the course handouts, videos, and web links provided to you throughout the course. On all written work, you should expect to receive feedback from me that includes a combination of three approaches: line-item suggestions using the Track Changes function in Word, holistic feedback provided by the Comments features and end notes you receive from me, and a formal assessed rubric outlining the points achieved in each of the evaluated areas. The feedback I provide not only outlines strengths and areas of improvement on the particular assignment but also addresses opportunities for improvement applicable to future assignments in the course or to academic writing in general. In most cases, you receive feedback from me prior to the next substantial piece of writing. For example, after completing news article analysis I, you receive feedback from me prior to submitting news article analysis II. Likewise, I expect that you will take my feedback into consideration when completing subsequent assignments. This course does not permit for revise-and-resubmit work on individual assignments; rather, I look for demonstrative writing progress as we move from benchmark assignments (News Article Analysis & Peer-Reviewed Journal Article Analyses) to advanced assignments (Research Proposal & Annotated Bibliography) to the course's signature

work (Scholarly Article). During the development of your scholarly article, you will receive feedback on your draft by me. This will allow you several opportunities to gather reader feedback on your article prior to final submission. If you want the opportunity to receive feedback on drafts of other work, I encourage you to work with a writing tutor in the Success Center or email me with specific questions or guidance on assignments.

LEARNER ENGAGEMENT

While you always have the opportunity to reach out to me by email or by phone, throughout this course, you will have structured opportunities to interact with me and with your peers; such interactions are vital to your overall mastery of course content, aid you with resources to improve your own writing, and provide you with a captivated audience for sharing your ideas and your writing. This engagement takes the place of what normally occurs during the face-to-face classroom interactions. In this class, peer-to-peer engagement takes place in the following ways:

- **Discussion board** elements are embedded within several early modules. These forums allow you to share your findings with your classmates, affirm your understanding of the module goals, and generate new ideas.
- **Optional Instructor Phone Conference** takes place during the drafting stage of your scholarly article. During a four-day period, you may schedule a phone conference with me to discuss progress and feedback to your article rough draft. You can also receive additional written feedback from me in hardcopy for you to take into consideration as you draft your final scholarly article for submission. You also have the opportunity to ask additional questions about your progress in the course or the course itself.

MILITARY PERSONNEL AND VETERANS:

Thank you for serving our country. I recognize the complexities that may occur when you are an active military student or student veteran. If you want to self-disclose your prior or current military status with me, please feel comfortable doing so. Know that I will never discuss nor ask you to disclose this information with others (including your fellow students). If you have temporary or permanent physical or mental health concerns that may warrant reasonable accommodations, please speak with Mr. Carl Greig (CGreig@TAMUT.edu) in the Student Life office. You may also discuss these concerns with me privately – although you are not obligated to do so. Drill schedules, activation for active duty, complications with education benefits disbursements, VA appointments, and other unforeseen military or veteran-related developments can complicate your academic life. If you make me aware of any complications, I will do everything I can to assist you in resolving the matter and/or putting you in touch with the official university personnel who can help. Recommended resources include the Manager of our Veterans Services Center (UC 258), Mr. Robert Hernandez (903.334.6602, RHernandez@TAMUT.edu), Counseling Services (903.223.3186), and your Student Veterans Association chapter officers (TAMUT.SVA@gmail.com).

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.

Academic Integrity Addendum: All work you submit for this course must be original work completed **for this course during this semester**. If you are repeating this class, you must

construct new and original work for your assignments, even if the assignments are similar or the same from previous semesters. Submitting work that you've completed previously is unethical and unfair to other students in the course.

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

This course uses only the technologies embedded within our university's learning management system (LMS), Blackboard. A&M-Texarkana is committed to making its courses accessible to all users. Students with disabilities who require additional information on resource accessibility can find that information in the course site under the "Support" tab in the folder marked "Disability Services." Any questions concerning accessibility can be directed to the course instructor or to the Disability Services Office (903.223.3062).

DROP POLICY
To drop this course after the census date, a student must complete a ***Drop/Withdrawal Request Form***, located on the University Registrar's webpage 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 to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email **Registrar@tamut.edu**, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Weekly course modules are posted on Blackboard.