

University of Wisconsin-Green Bay
English Comp 105: Expository Writing (3 credits)
Two Rivers High School
Honors English (1/2 credit)
Course Syllabus: Spring Semester 2018-2019 School Year

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Course Description: This purpose of this course is to develop college-level writing skills and principles of logical reasoning, effective organization and development of ideas, with emphasis on the analysis of rhetorical techniques used in various forms of communication and the application of those same techniques in student writing.

While other writing courses teach distinct modes for writing, including narration, description, cause-effect, compare-contrast, persuasion, and argument, this course posits that all communication is a blend of those modes and that writers must learn to purposely combine all appropriate writing modes into the presentation of each text that they write.

English Composition and Programmatic Outcomes:

1. **Structure:** Students will create a college-level thesis and support that thesis with unified, coherent, appropriately developed paragraphs, essays, and papers.
2. **Process:** When given a writing assignment, students will generate ideas, find and organize information, plan, draft, revise, and proofread.
3. **Rhetorical Knowledge:** Students will learn to recognize and appropriately use rhetorical “tools” including arguments of logic, character, and emotion. Students will learn to recognize and avoid logical fallacies.
4. **Inquiry:** Students will formulate research questions appropriate for the assignment, locate and evaluate appropriate sources, and synthesize material from those sources, while adequately paraphrasing, carefully quoting when appropriate, and correctly citing.
5. **Argument:** Students will defend their ideas with appropriate support, while addressing opposing viewpoints.

6. **Standard English:** Students' essays will adhere to the conventions of Standard Edited American English.

Formal Writing Assignments

Paper One: The Scholarship or Application—Students will study the basic types of scholarship and application essay topics, what their audience is typically looking for, and ways to make themselves stand out among a crowded field of qualified applicants.

Paper Two: Images of My Education~Vignettes— Students compose six very short stories that collectively create a complex yet dominant image of their education, be it formal or informal. Emphasis will be on narration, description, dialogue, efficient use of language, and extremely critical editing.

Paper Three: Humans of...—Students will capture images, quotes, and stories from the people who belong to a particular group or culture in an effort to profile that group as a whole. This assignment will emphasize generating good questions, effective interviewing, and the use of photographs to make a statement.

Paper Four: Cultural Analysis— Students will analyze the culture and values implicit in a group, or analyze the values and culture of a particular institution. Papers should incorporate and cite secondary-source research (articles, book chapters, etc.) and original research (personal observation, interviews, surveys, etc.).

Paper Five: Rhetorical Analysis— Students will select a visually-oriented text (web site, print or video advertisement, billboard, meme, pamphlet, etc.) to analyze on their own in an essay. Students will go beyond stating what the message is, to breaking down how the message is conveyed.

Paper Six: Annotated Bibliography—Based on an issue or concern that students would like to propose a solution for, students will write an annotated bibliography in MLA format. The annotated bibliography will include an introductory paragraph explaining the larger research context, and will include a minimum of five entries from reliable and appropriate sources.

Paper Seven: Using the Web to Present an Argument: Using information and sources from the annotated bibliography completed earlier, students will propose a solution to an issue or problem that concerns them. Information will be presented using various methods including text, images, video, graphs, links, and layout as appropriate.

Impromptu Writing: To improve essay test skills, periodically (at least three times) students will write in timed situations in response to teacher-provided questions. These essays will focus on refining writing in various modes including narration, persuasion, description, and exposition.

Semester grades will be calculated based on the following categories:

Composition Portfolio		55%
In-Class Essays	50 points each	
Out-of-Class Essays	100 points each	
Projects and Presentations	100 points each	
Essay Planning	5 points each	
Knowledge of Writing and Rhetoric		15%
Quizzes and Tests	point values variable	
Writing Practice		15%
Odd Lines and Insights	25 points each	
Exercises	10 points weekly	
Semester Project		15%

UW-Green Bay			Two Rivers High School	
4.0	A	Excellent	A	4.0
3.5	A/B	Very Good	A-	3.7
			B+	3.3
3.0	B	Good	B	3.0
2.5	B/C	Above Average	B-	2.7
			C+	2.3
2	C	Average	C	2.0
1.5	C/D	Below Average	C-	1.7
			D+	1.3
1.0	D	Poor	D	1.0
0.0	F	Unacceptable	D-	.7
			F	0.0