Syllabus

English Composition 105: Expository Writing
University of Wisconsin – Green Bay
Northeastern Wisconsin Lutheran High School
Spring 2015
3 Credits

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Course Description: Expository Writing is a follow-up course to College Writing. It is offered to those students who have successfully completed their first semester college writing class. It again emphasizes writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on both reading critically and writing well. In each unit, students will be introduced to essays or excerpts from professional writers and documentary films. These essays and films will serve as models to student writers concentrating on invention, research, drafting, revising, editing and proofreading. Also included is reflection on their own writing. Students will serve as discussion leaders as well.

English Composition Programmatic Outcomes

1. Structure – Students will formulate an appropriate thesis and support that thesis with unified, coherent, appropriately developed paragraphs set in a logical order.
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 analyze their audience, purpose, and genre, and will apply suitable conventions and style.
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 while addressing opposing viewpoints, and when appropriate will incorporate and synthesize material from authoritative sources into their arguments.

Required Materials

Course Objectives:

The students will:

- Learn how to analyze the content and craft of successful writing and apply what they have learned to their own writing;
- View writing as a process and become adept at working through that process;
- Learn to move smoothly from critical writing to effective writing;
- Employ a variety of strategies from annotating and summarizing to exploring the significance of figurative language and judging the writer's credibility;
- Learn to examine and assess the effectiveness of a writer's choices in light of the purpose and audience;
- Engage in constructive peer critique of their classmates' writing;
- Learn to evaluate sources, integrate them smoothly with their own writing, and cite them properly, using the most current MLA style;
- Increase their vocabulary through the identification and study of unfamiliar words;
- Gain confidence in themselves as critical readers and effective writers.

Course Outline

Unit One: The American Identity

Unit Two: Diversity

Unit Three: Wisconsin Culture and Identity

Unit Four: Heritages

Unit Five: Historical Movements

Coursework

At the end of each unit, you will write a research paper that corresponds to the theme of the unit. For each paper assignment, you will receive a written prompt that gives you the specific parameters of the assignment. All research papers must be written in Times New Roman 12 font and double spaced. Papers must be properly and completely cited in MLA style and proofread for grammar and mechanics errors.

In addition, students will be asked to complete various in-class and homework writing assignments to discuss, answer or reflect on material covered in class.

Students will select a topic and act as a discussion leader for one week of the course. In this week, students must provide a reading or film to stir class discussion, lead the discussion and be prepared with ideas and questions for the class.

The final assessment will consist of a writing portfolio including your three best pieces of writing from the semester. You will write a short defense (1 page) of each work. Include a final reflection paper (2 pages) that provides a summary of your growth as a writer.
Assessment

All assignments will have due dates. Assignment should not be turned in past the due date. I prefer that assignments be turned in via hard copy.

When evaluating papers, I will consider the following:

- Content
- Logic
- Voice
- Progress
- Documentation
- Mechanics
- Assignment Requirements

Grading Scale:

The following is the UWGB Guideline for grading.

A – 93.5 – 100
AB – 88.5 – 93.4
B – 83.5 – 88.4
BC – 78.5 – 83.4
C – 73.5 – 78.4
CD – 68.5 – 73.4
D – 60.0 – 68.4
F – Below 60

Plagiarism Statement:

Presenting all or part of another person’s work as your own without giving proper credit (whether you copy it word for word or paraphrase it) is plagiarism. Students who plagiarize may receive a failing grade for the assignment or for the entire course. Students who actively or passively enable others to plagiarize are equally responsible. Be sure to cite all sources that you use.