Course Syllabus
Spring 2015

Course Number: ENG COMP 105
Course Title: Expository Writing
Credits: 3 undergraduate credits
Location: Shawano Community High School, Room 1125
Dates: Mon.-Fri. Block Schedule (7:45 a.m. -9:13 a.m.)

Instructor: Alicia Hoffman
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Required Text: Rules for Writers (Spiral-bound) by Diana Hacker and Nancy Sommers; Sixth Edition

Description: English Composition, Expository Writing, ENG COMP 105
College-level writing skills and principles of logical reasoning, effective organization and development of ideas will be further developed. Collaboration, research skills, and academic reading and writing are emphasized.

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.
6. Standard English - Students’ essays will adhere to the conventions of Standard Edited American English.

Attendance: Because the writing process includes involvement with other students’ writing, it is important that all exercises, assignments and drafts be done on time, and that you are fully prepared for discussion and group work. Your consistent attendance and active participation will be crucial to your success. I expect you to be in class, be on time, and be prepared. If an emergency arises and you must miss class, it is your responsibility to contact someone from your class to find out what you missed, to get the assignment for the next class meeting, and to provide feedback for group papers reviewed while you were absent.

If you must attend extracurricular activities during this class period, please notify me in advance and turn the work in before you leave. If you are ill, you may e-mail the assignment to me at hoffmana1@shawanoschools.com. A grade penalty will be incurred for any final draft that is late. Excessive absences and frequent tardiness will lower your grade. If you have a problem with an assignment or deadline, please talk to me. I will try to accommodate you.
Writing Essays:
Writing is a process. Two important parts of the process are prewriting and peer critiquing. Prewriting assignments appear with each essay topic. Several days during the semester are reserved for peer critiquing, in which you will work in small groups with other students. In order for this process to work smoothly and effectively, it is essential that you distribute drafts to members of your group in class on scheduled days, or your final grade for the essay will be lowered by one letter. You will revise each paper to help refine your ability to generate interesting, effective and clear essays.

Grading:
Since writing is a process that improves with time and practice, grading is based on your improvement from one draft to the next, your effort with homework and writing activities, and participation and growth in the group workshops. Major papers 60%; class participation, daily assignments, vocabulary quizzes, portfolio 20%; group work 20%. (Consult the rubric handout for grading criteria for papers, participation, portfolios, and group work.)

UWGB Grading Scale
- A 4.0 pt
- A/B 3.5 pt
- B 3.0 pt
- B/C 2.5 pt
- C 2.0 pt
- C/D 1.5 pt
- D 1.0 pt
- F 0.0 pt

Plagiarism:
- 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. If you have questions about what constitutes plagiarism, contact me.

Additional Information:
- Drafts for peer evaluation and final copies should be typed.
- I expect error-free papers in terms of spelling, mechanics, and sentence structure.
- Neatness does count. The presentation of your paper does reflect your attitude and concern for a quality product.
- You will need a 1½” or 2” binder to keep all your drafts, critiques, and final copies. You may use your 1st semester portfolio as long as a divider is present and clearly labeled Semester 2. This will be your portfolio that will be graded at the end of the semester. Provide a divider and label the sections Published Works (containing clean copies of final drafts for each paper), Drafts (containing peer evaluated drafts), Peer Evaluations (containing all peer evaluations you wrote for students and the evaluations others have written for you), Impromptu Essays (containing all impromptu writings). Please organize each section in chronological order and provide additional tabs as necessary. Once again, neatness and professional appearance are important.

Assignments Overview:

Unit 1: Contemporary Issues in American Society (Annotated Bibliographies + Group Presentation)
Using APA style, you must create annotated bibliographies for two essays in any one of the anthologies provided on the general topic chosen by your group that is relevant to America. No groups may choose the same area of interest, nor may any group member choose the same readings for this assignment. A group annotated bibliography is due on day one of presentations.

Unit 2: Debating Current Global Issues
In this unit, you will write a research-supported essay on a topic of current interest (that may have developed from the previous assignment) in the world beyond the United States. You will read/view current information on the topic and then produce a persuasive essay (5-7 pages in APA format; min. of 6 scholarly sources in bibliography).
Unit 3: Collaborative Investigative Research Essay (Paper + Presentation)
This paper is written collaboratively with a classmate on a topic of current interest in which you take a stand or solving a problem. Field research is required, as you will need primary sources such as interviews, surveys, questionnaires, etc. This paper will be preceded by an annotated bibliography of your sources (10 minimum-5 per person) completed in APA format. This research supported paper will be done in APA format (8-10 pages). You and your partner will present an oral discussion of your paper to the class. You may choose your partner, but they must not be someone with whom you have already collaborated this year. Working with someone new will likely yield new perspectives, new insights and new experiences.

Unit 4: Compare/Contrast of Novel to Film Adaptation (Paper + Presentation)
Encountering a literary work in print and on film provides an opportunity to further your understanding of both versions of that work. The obvious and obscure differences between the versions draw out various aspects of the story, characters, and stylistic techniques. This assignment asks you to interpret and discuss the print and film adaptation of a text in depth. This paper will be 6-8 pages and will be in MLA format with a Works Cited page consisting of a minimum of five sources. In addition to the essay, you must also develop a multi-genre presentation that includes two of your most important points of comparison or contrast.

** More specific guidelines, assignment schedules, and evaluation rubrics for essays and presentations will be provided well in advance.
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Assignment breakdown by class meetings:

Day 1: a) Assign annotated bibliographies-discuss as needed.

b) Lecture on APA format and Scholarly journal articles vs. Popular magazine and web articles

c) Investigate an area of interest by perusing a variety of topics in the numerous anthologies provided by instructor. On an index card, identify three topics of interest, numbering them according to level of interest. Turn this card in to me at the end of the class period.

Day 2: a) Explore the topic of interest by working with others to read and discuss several works from the available anthologies. Each group member must read different essays to avoid overlap. Mark your readings with post it slips.

b) We will go to the library where you will make copies of selected readings. Your homework is to read, annotate, take notes, and prepare a journal topic (from one of the readings) to which your peers must respond. You will lead a discussion on this topic next class period.

Day 3: a) Each group member must arrive to class with notes on the reading and a relevant journal topic prepared for the group. Students will write for 4-5 minutes on that topic, followed by a student-led discussion as directed below.

b) After journaling, each group member leads a discussion of their reading focusing on content, theme/meaning, rhetorical strategies, audience, author’s style, use of literary devices, and word choice. Be aware that I will collect your preparatory notes after discussion to gauge your preparation and understanding of the reading.

Days 3-4: a) As a group, discuss text to self, text to text, and text to world connections (to aid in gathering ideas, try to make connections to other readings, current events, media, popular culture, stereotypes, personal experiences, etc.).

b) Make a brainstorm list of these connections to aid in narrowing your ideas to researchable topic.

Days 4-9: From those readings, your group will choose, synthesize, prepare materials, and present three/four readings to the class in a manner that best demonstrates the content/arguments of the readings and how the ideas presented in the essays exist in American society today.

Using illustrations, charts, graphs, video, skits, etc. are all acceptable ways to present your material. Preparing materials that elicit participation from audience is also encouraged, so consider creating a game, questionnaire, or other interactive activity.

Each group will have approximately 25-30 minutes to present, or roughly 8-10 minutes per person. Please adhere to time limits, as presentations are limited to two class periods.

Days 10-12: Group Presentations and Group Annotated Bibliographies due. An assignment schedule is on the reverse side of this document.
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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td></td>
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<td><strong>Course Intro:</strong> Go over syllabus and distribute assignment calendar</td>
<td><strong>Assign:</strong> Annotated Bibliography #1</td>
<td><strong>Lecture:</strong> APA format</td>
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<td><strong>Lecture:</strong> Scholarly vs. Popular articles</td>
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<td><strong>Library:</strong> Make copies of articles and begin readings.</td>
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<td><strong>WW:</strong> Draft of Bib. #1</td>
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<td><strong>DUE:</strong> Bib. #2</td>
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<td><strong>Group Work:</strong> Complete steps 2-4</td>
<td><strong>Assign:</strong> Bib. #2</td>
<td><strong>Cont. Group Work:</strong> Steps 2-4.</td>
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<td><strong>HW:</strong> Revise Bibliography</td>
<td><strong>Group Planning Day</strong></td>
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<td><strong>HW:</strong> Read article #2. Write annotated bibliography</td>
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<td><strong>HW:</strong> Compile group annot. bibliography</td>
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<td><strong>WW:</strong> Draft Bib. # 2</td>
<td><strong>DUE:</strong> Bib. #2</td>
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<td><strong>Group Work:</strong> Planning and practice Day</td>
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<td><strong>HW:</strong> Complete group annot. bibliography</td>
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<td><strong>DUE:</strong> Group Annotated Bibliography and Presentations</td>
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