

EN120a Course Outline

(revised April 2002)

Course Description:

Expos I is designed to help students develop skills in expository writing by completing a minimum of five multi-draft essays of varying degrees of complexity. In these essays students develop topics in at least four of these five rhetorical patterns: example, comparison/contrast, classification, process analysis, and cause/effect analysis. The students also write an argumentative essay that demonstrates familiarization with methods of research documentation. During the course, students will utilize the various stages of the writing process: prewriting, drafting, and revising.

Prerequisite:

C or better in ESL099 Writing V, or departmental placement.

Placement Criteria:

To be placed in the class, students must demonstrate competency in writing a multi-paragraph essay. The essay must contain an introductory paragraph with thesis statement, an appropriate number of developmental paragraphs, and a concluding paragraph. The essay will display some attempt at logical organization, unity (relevance), and coherence. The majority of the ideas presented will be understandable to the reader. Errors in sentence structure, grammar, punctuation and word usage will not strongly interfere with understanding of the text.

COURSE SCOPE & CONTENT:

Students will write a series of fully revised academic essays of increasing complexity. The instructor will determine the length of essays, but generally students will begin with a 5-paragraph essay and progress to a final research paper with text approximately three pages long (typed and double-spaced). Student activities will include

1. applying the writing process (prewriting, drafting, revising) to produce frequent written compositions in varied forms that are appropriate to a variety of subjects, audience, and purpose. Rhetorical patterns include example, comparison and contrast, classification, process analysis, and cause/effect analysis, and argumentation.
2. producing at least one paper to acquire an introductory familiarization with methods of research documentation (following MLA style guidelines).

3. reading examples of different rhetorical modes for illustration and analysis of composition principles.
4. reviewing of selected grammar points determined by the instructor to reduce common error patterns which appear in student compositions.
5. critiquing the effectiveness and organization of their own work and the work of others through guided self/peer review processes.
6. using computer technologies proficiently to facilitate and enhance writing.

COURSE OBJECTIVES

General Objectives: Upon completing Expository Writing I, students will be able to

1. utilize all stages of the writing process: prewriting, drafting, revising when composing academic papers
2. construct a thesis.
3. develop the thesis using various expository modes to explain or analyze:
 - a. example.
 - b. comparison/contrast.
 - c. classification.
 - d. cause/effect analysis.
 - e. process analysis.
4. develop a thesis by applying elements of argumentation and persuasion.
5. illustrate an awareness of the concepts of audience, purpose and tone.
6. draft a composition that exhibits unity, coherence and logical organization of information.
7. utilize word processing software such as MS Word to format, draft, save, revise, and print compositions. Also, monitor spelling, grammar, and mechanics through the use of electronic technology.

SPECIFIC OBJECTIVES

Upon completion of the course, students will be able to :

The Essay

1. identify principles of essay organization (introduction, developmental paragraphs, conclusion) and define the purpose and characteristics of each type of paragraph.
2. compose a thesis statement that expresses an opinion, attitude, or idea, and limits the topic to one controlling idea.

Example Essay

1. analyze reading selections which illustrate effective number and choice of examples.
2. compose a thesis requiring examples to develop the topic.
3. use prewriting techniques to generate ideas.
4. plan the essay determining an appropriate number of examples for adequate development of the thesis.
5. include examples that are fair and representative to effectively support the thesis.
6. organize examples logically according to time, familiarity and/or importance.
7. connect ideas between paragraphs with coherence devices such as
 - a. transitional expressions.
 - b. repetition of key words and phrases.
8. read and respond to other students' work in peer review process.
9. revise the content and edit the compositions for grammar and mechanics.
10. submit multiple drafts to meet criteria stated by instructor.

Comparison & Contrast Essay

1. analyze reading selections which illustrate patterns of organization and points of comparison.
2. develop a thesis designed to persuade, explain or inform.
3. use prewriting techniques to generate ideas.
4. restrict points of comparison/contrast to 2-4 significant, interesting and insightful points to support central idea

5. confine emphasis to comparison or contrast
6. select from two basic patterns of organization
 - a. point by point
 - b. block (all of one/all of the other)
7. include coherence devices such as
 - a. transitions in phrases
 - b. coordinating conjunctions
 - c. transitional expressions between sentences.
8. read and respond to other students' work in peer review process.
9. revise the content and edit the compositions for grammar and mechanics.
10. submit multiple drafts to meet criteria stated by instructor.

Classification Essay

1. analyze reading selections that illustrate the common principles of classification.
 - a. degree (inferior to superior)
 - b. chronology
 - c. location
2. use prewriting techniques to generate ideas.
3. determine appropriate categories, and assign members.
4. develop a thesis statement that limits the essay to one appropriate principle of classification.
5. compose a turnabout introduction for the essay.
6. support the thesis with developmental paragraphs that state
 - a. a description or definition of the category
 - b. examples of typical members of the category
7. Include coherence devices such as
 - a. transitions for classification
 - b. correlative conjunctions
8. read and respond to other students' work in peer review process.
9. revise the content and edit the compositions for grammar and mechanics.

10. submit multiple drafts to meet criteria stated by instructor.

Process Analysis Essay

1. analyze reading selections to determine the difference between two types of process essays:
 - a. directional –instructs or directs
 - b. informational – explains or analyses
2. use prewriting techniques to generate ideas
3. plan the essay to include
 - c. consideration of audience
 - d. chronological organization of steps
4. develop a persuasive thesis that identifies a process analysis.
5. organize the essay to include
 - a. an introduction which introduces the process, and establishes the purpose for writing about the process
 - b. a dramatic entrance to generate interest in the reader
 - c. developmental paragraphs that includes all steps in the process and groups steps logically
 - d. a conclusion that discusses the results of the process
6. employ coherence devices such as
 - a. participial phrases as transitions
 - b. adverbial clauses of time and purpose to clarify time relationships
7. read and respond to other students' work in peer review process.
8. revise the content and edit the compositions for grammar and mechanics.
9. submit multiple drafts to meet criteria stated by instructor.

Cause and Effect Analysis Essay

1. analyze reading selections which illustrate three main types of cause-and-effect organization
2. use prewriting techniques to generate ideas
3. develop a thesis on a topic which illustrates one of the types of cause-and effect organization

- a. causal analysis
 - i. with unrelated causes organized according to either order of familiarity (obvious to less obvious) or order of interest (less interesting to more interesting)
 - ii. related causes organized from immediate (direct) to remote (indirect)
 - b. effect analysis
 - i. effects organized according to either order of importance or from immediate to remote
 - c. causal chain
 - i. related steps organized in a linked chain of causes and effects
4. employ coherence devices such as
- a. transitions of cause and effect
 - b. coordinating conjunctions
 - c. transitional expressions between sentences
5. read and respond to other students' work in peer review process.
6. revise the content and edit the compositions for grammar and mechanics.
7. submit multiple drafts to meet criteria stated by instructor.

Argumentative Essay

1. analyze reading selections which illustrate an arguable thesis supported by evidence.
2. use prewriting techniques to generate ideas
3. state a persuasive thesis on a topic which can be argued.
4. develop the argument with reasons and other appropriate support
5. refute opposing arguments.
6. incorporate reliable data that has been objectively proved such as historical facts, scientific data, statistics and so on.
 - a. interpret and synthesize information from a minimum of three (3) sources to support a position.
 - b. paraphrase, summarize and quote a minimum of three (3) sources using MLA documentation style.
 - c. create a Works Cited following MLA documentation style.
7. read and respond to other students' work in peer review process.
8. revise the content and edit the compositions for grammar and mechanics.

9. submit multiple drafts to meet criteria stated by instructor.

TEXT AND MATERIALS:

Smalley, Regina L, Mary K. Ruetten and Joann Rishel Kozryev. Refining Composition Skills: Rhetoric and Grammar, Fifth Edition. Heinle & Heinle Publishers, 2000: 103-430.

Note: Unit 1, Chapters 1 - 5 of this text focus on paragraph writing, which is covered in developmental courses ESL088 and ESL089. Therefore, portions of Unit 1, pages 1-102, may be reviewed, but is generally not covered in this course.

Each student will also need a 3 1/2" floppy disk.

METHODS OF INSTRUCTION

Lecture
Class discussion
Written exercises and in-class compositions
Written homework, exercises, journals, and essays
Teacher-student conference on selected essays
Video activities
Internet activities
Small group activities.

EVALUATION

Grades will be assigned according to the A, B, C, D, F grading system. Grades will be based on production of writing assignments, tests, quizzes and active participation in class discussions and class work. A grade of C or better is necessary for placement in EN120b Expository Writing II and other higher level writing courses.

CREDIT BY EXAMINATION - Not available

ATTENDANCE POLICY

As per COM-FSM policy stated in the current catalog.

GLOSSARY

Audience refers to the author's awareness of who will read the composition and the making of appropriate decisions as to the information that should be included.

Coherence is the connecting of ideas together through devices such as transitional phrases, and repetition of key word/phrases and consistent use of pronouns.

Development refers to the depth of coverage given key ideas. An author must provide an adequate amount of information to backup the main points with supporting details, illustrations, examples, facts, statistics and so on.

Format of a paper is how the paper looks. Formatting of papers is determined by individual instructors. Instructors will identify guidelines as to how the paper should look. This may include a standard format such as MLA or a simple set of guidelines for word processing.

Organization involves the selection of a logical plan by which the information is effectively presented. Often information is presented chronologically, spatially, or in rank order.

Purpose refers to the author's reason for writing the piece. For example, the author must decide if the piece is to be informative, persuasive, or argumentative.

Tone is an author's attitude toward the readers. It is established through language choices. Language, for example, can be formal, informal, technical, or even humorous.

Unity refers to how well the writer adheres to the topic and purpose throughout the draft. In other words, all of the information in the piece must be relevant to the thesis.