English 111 Expository Writing
41P/C

Course Description: This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English Composition.

Prerequisites English 090 and Reading 090

Credit Hours/Contact Hours 3/3

Units of Study

Module 1: Introduction to research

Module 2: Narration

Module 3: Description

Module 4: Process Analysis

Module 5: Comparison/Contrast

Module 6: Cause & Effect

Module 7: Definition

Module 8: Argument

COURSE INTERACTION

Instructor Response and Availability

As this is a hybrid class we will meet face-to-face each Wednesday. Major problems, questions, and issues can be raised at this time. Please feel free to contact me at any other times through my email address. I will do my best to get a response to you the same day.

Expected Student Participation Level
As this is a hybrid class much of your work will be done online and outside of class. I would expect you to access blackboard weekly and expect that assignments be turned in either in class or submitted to me via email before the day of the face-to-face class. **Course Goals or Outcomes:**

At the completion of this course, the student will have:

After completing ENG 111, the student should be able to:

1. Demonstrate competency in analyzing an audience and selecting appropriate topics.
2. Construct effective thesis statements and supporting paragraphs
3. Revise, edit, and proofread written work
4. Plan, write and proofread quickly and under time pressure
5. Employ conventional sentence structure
6. Develop competency in written expression
7. Demonstrate mastery of acceptable language usage conventions
8. Use standard spelling, punctuation, and capitalization

**Major Assignments**

Some of the major assignments in this course will include:

**Narrative Essay**

**Descriptive Essay**

**Process Essay**

**Comparison/Contrast Essay**

**Cause-Effect Essay**

**Argument-based Essay**

For a more detailed list of your assignments, click the "Modules" button at left and look in a specific learning unit. You can also look at the "Course Schedule" located under the "The Syllabus" heading.

**Textbook Required**

*Strategies for Successful Writing* 8th ed. Reinking and Osten. ISBN 9780132320283

**Software Required**
To access your online course you will need access to the Internet. For best results, use a Netscape or Microsoft Internet browser in version 5 or better. Although there are no absolute requirements, computers with faster Internet connections, faster processors, and more memory will get better results. Keep in mind that if you have difficulties connecting to the class or a slow connection, the problem could be occurring at many levels. For help, look at the "Technical Difficulties" document in "Student Support" under "Technical Requirements" or try the Technical Help Forum on the course Discussion Board.

**Basic Computer Skills Required**

To be successful in this course basic computer skills such word processing and sending emails is very important.

**Portfolio**

Sixty per cent of your grade will be based upon a portfolio turned in the final class period or submitted by email by the last day of classes. Forty per cent of your grade will be based on in class assignments. Regular attendance is very important.

**Your portfolio will consist of the following:**

1. a narrative essay
2. a descriptive essay
3. an extended definition
4. a comparison/contrast essay
5. a persuasive essay
6. a cause and effect essay
7. a process essay

**Grading Scale:**

90-100 A
80-89 B
70-79 C
60-69 D
59- F
MODULES: There are eight modules; each lasting approximately two weeks.

**MODULE 1: Basic Elements of Expository Writing and Research**

In this module you will be introduced to the basic elements of expository writing and basic research. Both of these are very important tools which should enable you to achieve higher levels of success in many other courses.

Upon successful completion of Module One, the student will have

- analyzed the steps in the writing process and the parts of the 5 paragraph essay
- evaluated a sample essay
- reviewed basic concepts of grammar
- demonstrated basic elements of research and documentation
- constructed an introductory essay

**Reading Assignment**

Read over the first 4 chapters of your textbook. Pay attention to the sample writings that you find on these pages. Also check of the following links for basic information regarding expository writing and basic research. There is also helpful information to be found in the course documents for module one.

http://nutsandbolts.washcoll.edu/
http://www.englishdiscourse.org/5.paragraph.essay.format.html
http://webster.commnet.edu/mla/index.shtml
http://www.unc.edu/depts/wcweb/handouts/

You will be given an in class research assignment to acquaint you with media center resources and also to help guide you in internet research.

**Writing Assignment**

To show your understanding of the basic steps in the writing process and basic research techniques, write a rough draft of a paper regarding the origin of your first or last name. Include as many steps in the writing process as possible. Also be sure to document where you find your information. This paper will help to serve as a source for all future papers. Each subsequent paper will deal with some aspect of the culture or country from which your name originates.

**Resources**

http://www.behindthename.com/

http://www.searchforancestors.com/surnames/origin/
Also try a Google or Yahoo search of your name.

**Acceptable Length** 1 to 2 pages, but remember this is a rough draft and should include any prewriting as well.

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**MODULE 2: Writing the Narrative**

In this module you will become familiar with the elements of the narrative, read information regarding the writing of narratives, read some sample narrative essays, and write a narrative essay of your own.

By the end of this module the student will have

- Developed a point of view to be used in a written narration
- Presented events in a logical order
- Developed events that convey a unifying theme or tone in a completed essay
- Included sensory details, concrete language and/or dialog
- Read and answered questions regarding the writing of narration

**Reading Assignment:**

Read the chapter of your textbook relating to narration. Also read the information found at the links listed below:

- [http://papyr.com/hypertextbooks/comp1/narrativ.htm](http://papyr.com/hypertextbooks/comp1/narrativ.htm)
- [http://glory.gc.maricopa.edu/~mdesoto/101online/narrative.htm](http://glory.gc.maricopa.edu/~mdesoto/101online/narrative.htm)
- [http://grammar.ccc.commnet.edu/grammar/composition/narrative.htm](http://grammar.ccc.commnet.edu/grammar/composition/narrative.htm)


**Writing Assignment**

The purpose of this assignment is to show that the student is able to write a well crafted multiple paragraph essay in the narrative format.
The requirements for this assignment can be satisfied in one of three ways.

1. Write a multiple paragraph essay relating to the impact of your name on your life. Be sure to do this in narrative form by relating a particular event or series of events where your name has affected your life.
2. Research a folktale or myth or legend from the country of your name's origin. Retell this myth or legend in your own words with an introduction of why you chose this particular myth or legend.
3. Choose a particular memorable event from your life and relate the series of events associated with it and discuss the impact on your life. Try to choose an event that lead you to an awareness of a culture other than your own.

Resources
Refer to the links in the reading assignment and also the one below.

http://www.myths.com/pub/myths/mythold.html

Module 3: Descriptive Writing

Upon completion of this module the student will have

- Experienced how the writer's perspective affects observation and description.
- Recognized that purpose dictates how we observe and describe.
- Used sensory detail in creating accurate descriptions
- Created a descriptive essay.

Reading Assignment

Read the chapter of your textbook relating to writing Description. The links below contain helpful information on descriptive essays as well.

http://thewritingsite.org/resources/genre/descriptive.asp
http://owl.english.purdue.edu/handouts/general/gl_describe.html
http://www.buzzle.com/articles/descriptive-writing.html
http://www.writeexpress.com/descriptive-essay.html
http://www.essay-paper.net/descriptive_essay.html
http://www.lycos.com/info/descriptive-essays.html

Suggested essays for reading for class discussion are “Fashionable Anti-Americanism” by Dominic Hilton, “American Dream Boat” by K. Oanh Ha, and “Generation Jihad” by Bill Powell.
Writing Assignment:

The purpose of this assignment is to show that the student is able to write a well crafted multiple paragraph essay in the descriptive format.

In this assignment you will write a descriptive essay relating to the country from which your name originates. You may write about a famous landmark, city, or natural feature of the country, or you may choose to write a description of the country in general. Be sure to be as descriptive as possible in your essay.

Resources
The Internet can be a great source of information. Search the country. This will lead you to many resources. Also check the media center for books relating to the country.

Acceptable Length Paper should have a beginning, middle, and end. Please no more than 5 pages.

Module 4 Writing Process Analysis

Upon successful completion of Module Four, students will have

- Learned how to be complete in their information.
- Written precise steps in a process
- Organized their information carefully for the fullest effect.
- Considered the background knowledge of their audience.
- Assumed the role of an authority.

Reading Assignment

Read the chapter of your textbook relating to Process Analysis. Listed below are some Websites with good information relating to writing process analysis.

http://www.tcc.edu/students/resources/writcent/HANDOUTS/writing/process.htm
http://www3.delta.edu/pahutchi/process.html
http://www.wiredprof.com/100/lectures/Process.htm
http://leo.stcloudstate.edu/acadwrite/process.html
Suggested essays for reading and class discussions “Love and Race” by Nicholas B. Kristof, “The Cult of Ethnicity” by Arthur M. Schlesinger, Jr., and “Follow the Money” by Vivienne Walt and Amanda Bower.

Writing Assignment

In this assignment you will be showing your ability to explain the steps in a specific process or your ability to describe how something is done or how it works.

In keeping with the international theme, you may search for a food, craft, or custom from the land of origin of your name. Choose any one of the three and craft a process analysis of how the food is prepared (be sure to make this more than a simple recipe), how the craft is completed, or how the custom is performed including any rituals involved in it. Be sure you only choose one of these. Be sure you include in your paper the significance of this process to the culture. Since the class meets during the dinner hour, if enough of you choose food, perhaps we could have an international feast.

Resources

Try an internet search for a particular culture or country to find more about their food or customs. Also try searching international foods, crafts, or customs.

Acceptable Length 3 or more paragraphs and 2 to 3 pages.

Module 5 Comparison and Contrast

Comparison is thought by some to be fundamental to perception. We are constantly looking at how things are alike and different from things that we are familiar to us. In this module we will distinguish between comparison and contrast and the skills involved in writing both. Upon successful completion of Module 5, students will have

- Distinguished between the concepts of comparison and contrast.
- Identified and completed the steps in writing a comparison/contrast essay.
- Analyzed the points of likeness and difference in a concept, object, place or person.
- Used the concept of analogy in writing.
- Organized and written a well-developed comparison/contrast essay.

Reading Assignment

Some good websites relating to writing comparison/contrast are listed below:
Read the chapter relating to comparison and contrast in your textbook. Suggested essays for reading and class discussions: Globalization of Eating Disorders” by Susan Bordo, “Globalisation” by Anthony Giddens, and “Whose Culture Is It Anyway?” by Henry Louis Gates.

Writing Assignment

In this writing assignment you will examine a specific concept and explain how it viewed by two different cultures. This will access your abilities to recognize similarities and differences and report on them in a organized manner.

Choose a concept such as a holiday, religion, type of government, climate, language or whatever else interests you. Research how the concept is viewed by two different cultures. For example, take the holiday of Christmas and explain how it is celebrated in your native culture and how it is celebrated in a completely different culture. You may choose any concept for this assignment. The important thing to remember is to look at it from two different cultures and explain the similarities and differences.

Resources
Use the resources found under lecture notes to help organize your paper and the internet to help in your research.

MODULE 6: Cause-Effect

Cause and effect are inseparably linked, but it is very important to be able to distinguish between a cause and an effect. In this module you will examine these two elements and write an essay of your own dealing with this relationship.

By the end of this module the student will have

- Distinguished between the elements of cause and effect.
- Constructed a causal chain.
- Differentiated between the concepts of chronology and cause.
• Utilized different methods of organization in writing cause and effect.
• Planned and drafted a causal analysis

Reading Assignment

Read the chapter of your textbook relating to writing cause/effect papers. After your reading you should be able to answer the following questions:

1. What is the difference between a cause and an effect?
2. Can a cause ever become an effect, and an effect a cause? Explain.
3. Why is it important to be very careful in examining cause and effect relationships?
4. What type of errors may be made in doing this?

Suggested essays for reading and class discussions are “Reading the History of the World” by Isabel Allende, “Fear Not Globalization” by Joseph S. Nye, Jr., and “Aids in Africa by Alison Katz.

Writing Assignment

Writing a cause and effect essay is more difficult than the writing of the previous essay types. Here you must carefully think about what causes and effects you wish to deal with in a short paper. Also you be sure you do not confuse cause with chronology and a assign effects to the wrong cause.

In this assignment you will be asked to write a cause and effect essay. For this paper you may choose one of two options:

Option One: Choose an event from your country’s history, research it and write how this has affected the country’s place in the world.

Option Two: A little more personal, examine any belief, favorable feeling, unfavorable feeling that you may have toward people of a different ethnic group, religion, or nationality. Try to determine the cause of these feelings or write about how these feelings have affected your life.

Paper should be 2-3 pages.

Module 7: Writing Definition

The definition essay explains what a term means. It can be something concrete like a computer, or it can be an abstract term like freedom. Writing definition involves elements of narration, description, comparison-contrast, and cause-effect.
Read the chapter relating to writing Definition in your textbook. Listed below are some Websites you may find helpful.

http://www.northland.cc.mn.us/owl/Doing%20the%20definition%20essay.htm

http://www.tc.umn.edu/~jewel001/CollegeWriting/START/Modes.htm

http://class.georgiasouthern.edu/writingc/handouts/definitions.htm

Suggested essays for reading and class discussions: “The Educated Student: Global Citizen or Global Consumer?” by Benjamin Barber, “American Dreamer” by Bharati Mukherjee, and “If You Can’t Master English, Try Globish.” By Mary Blume.

Writing Assignment:

Writing an extended definition involves many of the modes of writing including description, cause-effect, and narration. In writing the extended definition you should incorporate your own experiences and insights to give new view of the term being defined.

Write a well focused extended definition using one of the following suggestions or one you have had approved by your instructor. The term you define may be related to the country of your name origin or any aspect of cultures.

Suggestions:

1. culture
2. diversity
3. global community
4. globalization
5. mosaic
6. language
7. global environment
8. ethnic
9. genocide
10. global village
11. ethnocentrism
12. welfare state
13. multiculturalism
14. race
15. social justice
16. terrorism
17. utopia
18. socialism
19. democracy
20. colonialism

Acceptable Length: 2 to 4 pages
Module 8

In this module elements of writing argument will be discussed including three major types of appeal and reasoning strategies involved in each.

Upon successful completion of Module Eight, the student will have

- Examined and used three different types of appeal including: rational appeal, emotional appeal, and ethical appeal.
- Used the reasoning strategies of induction, deduction, and analogy.
- Recognized common reasoning fallacies in advertising and other works.
- Corrected any common reasoning fallacies they have used in their own work.

Reading Assignment

Read the chapter in your textbook relating to the writing of argument. Also read the information relating to writing argument from the Websites listed below.

Suggested essays for reading and class discussions are “It’s the Women, Stupid” by Pippa Norris and Ronald Inglehart, “The Noble Feat of Nike” by Johan Norberg, and “Justice for Women” by Ellen Goodman.

http://www.unc.edu/depts/wcweb/handouts/argument.html

http://www.rscc.cc.tn.us/owl&writingcenter/OWL/Argument.html

http://nutsandbolts.washcoll.edu/arguments.htm

http://writing.colostate.edu/guides/documents/argueoverview/

http://www.opifexphoenix.com/reasoning/fallacies/index.htm

Writing Assignment

Your final "paper" for this class is in the form of an oral presentation.

Recalling all that you have learned and experienced this semester in your examination of other cultures, prepare a 3 to 5 minute argument for or against adding international components to other classes. Be sure you include in your presentation how the experience of examining a culture other than your own has affected your perspective.