

**Expository Writing**  
**English 1010. 005**  
**Snow College**  
Spring Semester 2011

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Required Text: Patterns for a Purpose Barbara Fine Clouse  
A Writer's Reference Diana Hacker (may be used online)  
Suggested materials for class: Two pocket folders, a dictionary and thesaurus

**Course Description:** Freshman Composition is a required course on virtually every college and university campus in the United States. The main focus is on essay writing, the most commonly assigned writing genre across the curriculum. As students, you will be asked to respond to a variety of writing situations, some relying on personal experience and observation, some which might require some primary and secondary research.

Additionally, you will learn to respond critically to the writing of others. You will read multiple essays that serve as models of good essay writing, and you will be asked to discuss elements of good writing occurring in those models (reading as a writer), as well as the effectiveness of the piece on the audience.

You will practice writing skills in class via short written exercises.

The goal is for each student to compose and successfully revise **25- 30** pages of evaluated written work.

**Course objectives:**

- 1) to provide students with hands-on experience in creating, crafting, and perfecting a variety of essays.
- 2) to help students discover ways to respond appropriately to a variety of writing and reading experiences.
- 3) to help develop students' critical thinking skills when reading and creating essays.
- 4) to expose students to the usefulness of the English language in regard to word choice, sentence structure, and organization, in order to get a point across to an audience; in short to teach students the way language usage can enable them to communicate better.
- 5) to encourage students to develop a writing voice.
- 6) to teach students observation, analysis, and synthesis skills that can be expressed via the written word.
- 7) to expose students to the writing process and help them create a systematic approach to writing assignments.
- 8) to teach students to evaluate and identify audience, and to help them create audience engaging work.
- 9) to allow students the opportunity to orally communicate to others their evaluations and suggestions for improvement of writing.

**Expectations:** Students are expected to arrive with a certain level of proficiency in writing; this is not a basic writing class. I will ask for a sample of your writing at the onset of class and will make evaluations as to your chances of success in a college 1010 class. There are opportunities on campus to brush up on writing skills before you enter this course if you need.

Realizing that the earlier efforts of students will not be as polished as the later ones, in regard to appearance at least, final draft essays are expected to be of publishable quality, few errors in

spelling, punctuation, and appearance. (You can do this!!!)

Students are expected to attend class regularly, to take part in discussions and peer response groups, and to take their writing seriously. In short, I expect students to work hard with a positive attitude. Anything less is unacceptable. **There is an old saying that showing up is half the battle. I would point out that 50% is still an F.**

**Grading:** Grading is based on the final evaluation of :

6 revised essays (100 pts each)

8 written analysis of other essays (25 pts each)

quizzes

midterm and final tests

My essay grading is based on a rubric by writing theorist, James Kinneavy... It stresses content, idea, effectiveness and presentation. I assume **all essays are average** until the author demonstrates otherwise. An error free essay which repeats knowledge heard somewhere with no real new insight , gets a C. Suggestion of mastery of skills we talk about in class(organization, support, mechanics, new ideas) warrants a B, demonstration of mastery gets an A. Suggestion of incompetence is D, demonstration warrants an F. Punctuation and Grammar are important but not the sole criteria for grading. A and B papers are nearly error free, but so are some C and D papers. Usually, D and F papers contain enough errors that the author's message is obscured.

\*\*\* Note to students: You really have to work hard to fail this course. Be diligent, open-minded, and enthusiastic and you will do well.

**Extra Credit:** I encourage students to do extra credit work... Provided the work is just that, extra. All other assignments must be completed to get extra credit.

**Late Work:** Late work is not accepted for any reason. If you must miss class and therefore assignments, you should notify me as quickly as possible prior to the class. Those who must miss class for school activities must let me know one week prior to the missed class to make arrangements for deadline changes. **Late papers are not considered revisions of assignments made earlier.**

**Attendance:** Attendance in a workshop class like 1010 is crucial. The text is a valuable source for information, but lectures in class will augment the text, not simply repeat the material.

The Snow College student catalog is vague about an attendance policy and it puts much on the instructor to define excessive absences. Mine is this; if students have consecutive absences more than the class meets in a normal week (3), they will be dropped from the class. Additionally, I reserve the right to tell students that excessive missed assignments will make passing the course problematic. Make sure all the essays are handed in; a zero will adversely affect your grade, and you can't revise a missed essay.

#### ADA Statement

Students with medical, psychological, learning or other disabilities desiring accommodations, academic adjustments, or auxiliary aids will need to contact Katie Jean Larsen at the Disability Resource Center, room 221 Greenwood Center, phone number 435-283-7244. The Americans with Disabilities Act Coordinator at the Disability Resource Center determines eligibility for and authorizes the provision of appropriate services and aids.