Expository Writing syllabus

Spring 2023

# Instructor information

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| Instructor | Email | Office location & hours |
| Meghan K. Riley | meghan.riley@bsu.edu | Elliott Hall 008 E  **M** 4 – 6 PM (Zoom)  **T** 10 AM – 1 PM  **W** 4 – 6 PM  **TH** by appointment only  **F** 4 – 6 PM (Zoom) |

# General information

## Description

In this course, you will examine the nature and composition of expository writing, and practice a variety of expository writing exercises, culminating in an expository writing multi-media project. This course will focus on practicing writing as a *process* rather than a product; as such, frequent in-class writing assignments are an essential aspect of learning and “mastering” writing techniques, as are regular revision activities.

Learning activities will take the form of short in-class writing assignments (pass/fail based on completion), longer in-class writing exercises (experimental writing and writing exercises, pre-writing, drafting, revision, and peer revision), formative assessments (the two expository essays), and a summative assessment (the revision of one of the two essays into a multi-media expository text).

## Learning Objectives

Upon successful completion of this course, you should be able to:

* Analyze written works based on style and content as a means of developing your own expository writing style
* Identify different approaches used in expository prose
* Examine and apply considerations of audience and purpose for writing
* Investigate techniques for developing a distinctive writing voice
* Discuss and apply approaches for constructing effective sentences, paragraphs, and compositions in the expository mode
* Understand and apply the recursive process of writing through stages of idea generation, research, drafting, and revision
* Write expository and persuasive essays employing principles of rhetoric, logic, and style
* Share and implement principles for editing and proofreading written works to increase clarity and brevity
* Articulate your own progress and achievement through a review of your writing process and drafts

# Course Materials

*Elements of Style*, 8th Edition

*Everyday Use: Rhetoric at Work in Reading and Writing* (excerpts available on Canvas)

*Patterns For College Writing*

*The Writers Presence*

*Writing Analytically*, 6th Edition

*Writing Today* (excerpts available on Canvas)

[*50 Writing Tools*](https://ia601802.us.archive.org/25/items/english-writing/Writing%20Tools.pdf)

8.5 by 11” notebook (Writing Journal)

# Grading

**Writing journal (20%):** This writing journal should contain your responses to daily writing prompts, your notes on reading assignments, your notes on your writing process, and your homework (excluding the major writing assignments). It will be checked regularly but randomly (probably about once a week).

**Memoir (10%)**

**750 – 1000-word expository text (15%) and critical reflection (5%)**

**1000 – 1500-word research paper (20%) and critical reflection (5%)**

**Multi-media expository revision (20%) and presentation (5%)**

# Late Policies

Because this is an 8-week course, considerably late work will be accepted *only* in extenuating circumstances, with documentation. You will have a “grace period” of three days for all major writing assignments (the memoir, the 750 – 1000-word expository text, and the 1000 – 1500-word research paper) *except* the multi-media expository revision, which must be turned in on or before the due date. Writing journal assignments will not be accepted late (the grade you receive on writing journal checks, based on completion of all assigned writing activities up until the time of the check, is final and non-negotiable).

# Course Schedule

| Date | In-class | Reading | Homework (due next class unless otherwise noted) |
| --- | --- | --- | --- |
| 01/04/2023 | Expository writing overview/writing goals | “Only Daughter”  *Writing Today*,  Chapter 6  (Canvas) | “How I Became Me” memoir (due 1/11) |
| 1/06 | Syllabus  review/memoir features  and styles | *Everyday Use*,  pages 8-20  (Canvas) | Text key analysis |
| 1/09 | Generating material | *Writing Today*, chapter 7 and chapter 15 (Canvas)  *50 Tools*, pages  6-10 (link above)  (Canvas) | 750 – 1000-word expository essay and critical reflection (due 1/20) |
| 1/11 | Writing impactfully | *Writing Today*, chapter 3  (Canvas)  *Patterns for College*  *Writing*, pages  119-129 | Write This #2 (last page of chapter 3 in *Writing Today*) |
| 1/13 | Peer review  Journal check | *Patterns for*  *College Writing*,  pages 217-223 |  |
| 1/16 | NO CLASS |  |  |
| 1/18 | Writing exercise | “This the End of the World”: *The Black Death* (*The Writer’s Presence*, pages 575 – 587) | The Reader’s Presence (page 587 of *The Writer’s Presence*) |
| 1/20 | Pre-writing and drafting |  | 1000 – 1500-word research paper and critical reflection (due 2/08) |
| 1/23 | Drafting |  |  |
| 1/25 | Drafting |  | Using the Ball State University library website, locate at least six potential sources for your research paper and compile them in an annotated bibliography (due 1/30) |
| 1/27 | NO CLASS | *50 Tools*, pages 13-18 |  |
| 1/30 | Peer review  Journal check | “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” (*The Writer’s Presence,* pages 396 – 404) | The Reader’s Presence (pages 403 – 404 of *The Writer’s Presence*) |
| 2/01 | Writing exercise | *The Writer’s*  *Presence*, pages  265 – 278 |  |
| 2/03 | Writing exercise | *Everyday Use*,  pages 88-93 |  |
| 2/06 | NO CLASS |  |  |
| 02/08 | Writing exercise |  | Multi-media expository revision (due 02/20) |
| 02/10 | Drafting | *Everyday Use,*  Pages 72 - 79 |  |
| 02/13 | Drafting and revision |  |  |
| 02/15 | Peer review |  |  |
| 02/17 | Revision |  |  |
| 02/20 | Presentations |  |  |
| 02/22 | Presentations |  |  |
| 02/24 | Presentations |  |  |
| 02/27 | Reflection |  |  |