SYLLABUS: EXPOSITORY WRITING
Third Quarter, Spring 2018
Mr. Willis
Burris 116
4:00pm

Mr. Willis Information:
Office: Elliott Hall Basement
Telephones: Office: 285 7416 Cell: 765 465 1244
Email: rmwillis@bsu.edu

Office Hours:
MWF: 10:00-11:00
Tues: By appointment
Thurs: 100-2:00pm
W: 6:30-8:00pm

The Course:
Expository Writing is a quarter (nine weeks) course. When the English Department examined our offerings, we noticed that we had a great deal of writing focusing on Literary Analysis, Research, and Creative Writing, but we were missing emphasis on expository or informational writing. The course is an attempt to fill that need. A second quarter course based on Argumentative Writing is also offered. The Department hopes these two courses will provide a balance and completeness to the writing program at the Academy.

In Expository Writing, we will examine and study some of the functions, methods, and organizational patterns that are used in the genre. We will read examples of good writing by admired writers noting their techniques and style. Students will write four-five expository essays focusing on various methods and organizational patterns.

Each essay will include a rough draft for peer editing and faculty advice. The final paper may be rewritten if student and teacher agree improvement possible.

Students, peer editors, and the teacher will also be alert to improving sentence structure, punctuation usage, and correctness in all areas of composition.

General Objectives of the Course:
1. To practice and polish the writing of good expository writing.
2. To review and perfect uses of grammar, punctuation, and good compositional skills
3. To become a more alert proof reader and editor, learning to “love rewriting “as Toni Morrison says a good writer must do.
4. To become aware of writing for an audience, deciding on the purpose of the writing, recognizing and using various genres of the style, practicing a variety of organizational patterns, writing and supporting a thesis statement, and writing effective introductions and conclusions.

Assignments:
There will be four or five major writings in the course. The completed papers will provide the bulk of the quarter grade. Each paper will be worth 200 points. Other assignments including progress checks, rough drafts, outlines, and peer review reports will be added to the point totals. These assignments may range from 20-100 points.

Grading Scale:
95-100% = A
90-94% = A-
88-89% = B+
85-87% = B
80-84% = B-
78-79% = C+
75-77% = C
70-74% = C-
Below 70% = D*

Requirements of each student:
Attend class sessions.
Have read the material assigned by the time it is due.
Participate in discussion of the material for the class. Many of the discussions will be graded. Discussion is a way that I will know if students are reading and understanding the material.
Complete all assignment by the due date.
Be co-operative in group and class project.
Makeup work is a student’s responsibility.

Academic Honesty:
The Indiana Academy places great importance on Academic Honesty. Academic dishonesty is simply not tolerated. In a writing course, we must be vigilant and make sure that the student’s work is indeed the student’s work. It is acceptable to cite the work of others, but credit must be given to the original writer, even if it is paraphrased. The first time a student’s writing is submitted that is not correctly cited will receive a 0 and the chance to rewrite and correct. If the problem persists, work will be forwarded to the Academy’s Academic Honesty Committee.

Statement on Diversity

EQUITY STATEMENT

Ball State University and The Indiana Academy aspire to be a university and gifted high school that attract and retain a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and The Indiana Academy and among those we serve. We promote a culture of respectful and civil discourse as expressed in the Beneficence Pledge and through university resources found at:
http://crms.bsu.edu/campuslife/multiculturalcenter.

Jan. 15 Mon.  No school today: Martin Luther King, Jr. Day


Jan. 19 Fri.  Writing Day in Class. Bring materials, proposed outline, thesis, and ideas or completed work. Mr. Willis would like to check with each of you on your progress.

Jan. 22 Mon.  Peer Review Day. **Rough Drafts of Personal Narrative Due.** Either bring 3 copies of the Rough Draft to class or send a rough draft to Mr. Willis by 10:00am, and he will make copies if a printer is not available.

Jan. 24 Wed.  **Personal Narratives Due in class.** Hear parts of the papers.

Jan. 26 Fri.  Read and discuss the chapter on Description, *Bedford*, pp. 129-137.


Jan. 31 Wed.  Writing Day in Class. Bring at least one paragraph to class. Progress check with Mr. Willis

Feb., 2 Fri.  Peer Review Day. **Bring to class Rough Draft of three paragraphs, Literal, Figurative, and Psychological Descriptions.**

Feb. 5 Mon.  No class: Extended weekend

Feb. 7 Wed.  **Descriptive Paragraphs due**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Feb. 9 Fri.</td>
<td>Read and discuss the chapter on Comparison and Contrast as assigned.</td>
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<td>Feb. 12 Mon.</td>
<td>Discuss examples of Comparison/Contrast as assigned.</td>
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<tr>
<td>Feb. 14 Wed.</td>
<td>Writing Day in Class. Bring work to class. Progress check with Mr. Willis.</td>
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<tr>
<td>Feb. 19 Mon.</td>
<td>Comparison/Contrast papers due.</td>
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<tr>
<td>Feb. 21 Wed.</td>
<td>Read and discuss the chapter on Classification.</td>
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<tr>
<td>Feb. 23 Fri.</td>
<td>Work on thesis and development—discussion.</td>
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<td>Feb. 26 Mon.</td>
<td>Writing Day in Class. Bring work to class. Progress check with Mr. Willis</td>
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<td>Feb. 28 Wed.</td>
<td>Peer Review Day. Rough Drafts of Classification due.</td>
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<td>Mar. 2 Fri.</td>
<td>Last Day of Class. Classification paper due.</td>
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