

**English A100-003, Expository Writing
Fall 2016, 9:30-10:45**

**Katherine H. Adams
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Office Hours: T Th 8:30-9:30, Th 11-
12, and by appointment**

Course Description:

As the catalog indicates, this course provides an introduction to English composition with special focus on grammar, paragraph structure, expository essay structure, and critical reading skills.

Learning Outcomes:

Reading Outcomes

1. Students will be able to discern the central idea, purpose, or focus of a text and distinguish main ideas from supporting data.
2. Students will be able to accurately summarize a text.
3. Students will be able to respond critically to the ideas of a text.

Writing Outcomes

4. Students will be able to write paragraphs and short essays, using specific evidence to support the main idea stated in a topic sentence or thesis statement.
5. Students will be able to write prose appropriate to the purpose and audience of the writing task.
6. Students will be able to recognize and correct major grammatical and mechanical errors.

Required Textbook:

The Norton Reader, Shorter Fourteenth Edition, Melissa A. Goldthwaite, Joseph Bizup, and John C. Brereton, editors. ISBN: 978-0393264128.

Requirements:

1. Attendance is required. The final grade will be lowered a letter grade for each absence beyond four.

2. All papers must be completed on time. Grades will be lowered one letter for each day (not class day) that a paper is late unless you make a prior arrangement with me.
3. Please come on time to class. We will have writing exercises in the first few minutes. A lateness of more than ten minutes will be counted as an absence.
4. Typed answers to reading questions, of at least three sentences, are due on the day that we discuss the reading; no late work.
5. No cell phones; no internet; no headphones: be with us in class.

Disability Services:

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to get an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

Syllabus:

Aug 23	Introduction
Aug 25	The Writing Process
Aug 30	Writing about an Object <i>Norton Reader</i> , 1-3; bring your typed answer to No. 1, page 3.
Sept 1	Writing about an Object
Sept 6	Writing about a Place <i>Norton Reader</i> , 59-66; bring your typed answer to No. 2, page 66.
Sept 8	Writing about a Place
Sept 13	Writing about a Person <i>Norton Reader</i> , 53-55; bring your typed answer to No. 2, page 55.
Sept 15	Writing about a Person

- Sept 20 Interviewing/Profile Writing
Magazine Reading, bring your typed summary of the contents
- Sept 22 Research for Interviews
Magazine Reading, bring your typed summary of the contents
- Sept 27 Writing the Short Interview
- Sept 29 Creating the Nonfiction Scene/Dialogue
Interview Paper Due
- Oct 4 Creating the Nonfiction Scene
Norton Reader, 547-49; bring your typed answer to No. 1, page 549.
- Oct 6 Writing the Nonfiction Scene
- Oct 13 Writing about a Process
Scene Due
Norton Reader, 96-99; bring your typed answer to No. 1, page 109.
- Oct 18 Writing and Editing the Process Paper
- Oct 20 Review Writing
Process Paper Due
- Oct 25 Reviews
- Oct 27 Writing and Editing the Review
- Nov 1 *Ethos*
Norton Reader, 324-32; bring your typed answer to No. 1, pages 332-333.
Review Due
- Nov 3 Exercises on *Ethos*

- Nov 8 *Pathos*
Norton Reader, 22-28; bring your typed answer to No. 2, page 28.
- Nov 10 *Exercises on Pathos*
- Nov 15 *Logos*
Norton Reader, 161-63; bring your typed answer to No. 3, page 163.
- Nov 17 *Exercises on Logos*
- Nov 22 *Visual Analysis*
- Nov 29 *Writing about Education/Personal Response/Description*
Norton Reader, 242-47; bring your typed answer to No. 3, page 247.
Visual Analysis Due
- Dec 1 *Writing about Education/Research*
- Dec 6 *Writing about Education/Argument*
Norton Reader, 256-61; bring your typed answer to No. 1, page 261.
- Dec 8 *Writing about Education/Planning and Drafting*
- Dec 9 Writing about Education Paper Due

Assignments and Grading:

Daily Reading/ Writing Exercises and Quizzes	25%
Writing about an Object	5%
Writing about a Place	5%
Writing about a Person	5%
Interview	10%
Writing about a Process	5%
A Scene	10%

Review	10%
Ethos/Pathos/Logos Writing	10%
Visual Analysis	5%
Writing about Education	10%

Emergency Policies:

- At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:
 1. Practice signing on for each course through Blackboard.
 2. Provide regular and alternative e-mail address and phone contact information to each instructor.
- In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
 3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
 4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
 5. Complete any reading and/or writing assignments given by professors before emergency began.
- Assuming a power source is available....
 6. Log on to university Web site within 48 hours of an evacuation/suspension.
 7. Monitor the main university site (www.loyno.edu) for general information.
 8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
 9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)

10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>