

EXPOSITORY WRITING  
HONORS LEVEL – DUAL CREDIT  
½ CREDIT – WRITING ELECTIVE FOR JUNIORS OR SENIORS

EXPOSITORY WRITING

TEXTS

Ramage, John D., John C. Bean, and June Johnson. The Allyn & Bacon Guide to Writing. 4<sup>th</sup> ed. New York: Longman, 2006.

Faigley, Lester. The Brief Penquin Handbook. 2<sup>nd</sup> ed. New York: Pearson Education, 2006.

PREREQUISITES

Students must have passed LA 9 and LA 10 to enroll in Expository Writing. In addition, students considering taking Expository Writing should be reminded that it is a dual credit course; hence, the course will be extremely rigorous.

COURSE DESCRIPTION

EXPOSITORY WRITING is an honors, one-semester elective course for juniors or seniors. In addition, the course is offered as a dual-credit course; participants may receive ½ credit at MHS as well as three semester hours of ICC credit upon successful completion of the course.

Although grammar, mechanics, and vocabulary are vital parts of the course, the primary purpose is to give students practice in writing a variety of essays. The student progresses from writing expressive compositions (expressing the ideas of the writer) to writing referential compositions (explaining or analyzing the subject matter for the reader) to writing persuasive compositions (persuading an audience), through critical reading, discussion, exercises, conferences, and revision. The majority of the writing is referential. Students can expect to compose long essays as well as daily writing over the course of the semester.

## **VI. COURSE CONTENT**

**Expository Writing features the following instructional units:**

- **Daily writing journal**
- **Narratives**
- **Strong response**
- **Argumentation**
- **Research project**
- **Developing a Writing Portfolio**

## **VII. COURSE FORMAT**

**The following instructional strategies will be used in the teaching of this course: lecture, mini-lecture, small-group collaboration, discussion, workshop, problem-based research, project-based learning, technology-based learning.**

## **VIII. COURSE EXPECTATIONS**

**The following list offers brief details of the major writing assignments. Please note that the instructor may require additional assignments and projects that do not appear on this list.**

- A. Learning Logs: Students will write several learning logs throughout the course of the semester. These are informal, reflective writing assignments meant to help them to think deeply about writing before, during, and after the process for each major writing assignment.**
- B. Chapter Summaries: Students will write summaries of content from the course text (*Allyn & Bacon Guide to Writing*) in order to show comprehension of ideas presented in the text and to practice correct internal and end documentation in MLA format.**
- C. Narrative: This assignment requires students to apply elements of voice and style to create a personal or fictional story.**
- D. Strong Response: In completing this essay, students will learn how to engage text in a critical manner by asking questions of the text and developing their own views on a particular subject.**

**E. Argumentation:** Students will create a persuasive piece of writing rooted in the elements of classical argument. The essay will require students to apply what they have learned about classical rhetoric as they consider the rhetorical triangle and the three aspects of rhetoric (ethos, pathos, and logos).

**F. Research Project:** Students will explore three different forms of research presentation – traditional research writing, I-Search writing, and multi-genre writing – and choose one to focus on for their final product. Each option requires in-depth scholarly research and close analysis of a topic.

## **IX. GRADES**

Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations, technology-based presentations, portfolios, semester final exams, and alternative assessments as determined by individual instructors.

## **X. COURSE OBJECTIVES**

### **A. Composition**

- 1. The student will be able to analyze compositions as to prewriting, writing, and revising.**
- 1. The student will be able to identify the purpose of a writing task.**
- 2. The student will be able to organize an outline that reveals patterns of coordination and subordination.**
- 3. The student will be able to compose essays with a definite audience consistently addressed throughout the essay.**
- 4. The student will be able to create an appropriate and consistent tone throughout the essay.**
- 5. The student will be able to compose an introduction which attracts the reader's attention, gives appropriate background information, and presents a thesis.**
- 6. The student will be able to write paragraphs using a specific method of development: definition, classification, example, reasons, process, or comparison-contrast.**
- 7. The student will be able to select a method of development which will work effectively with a given idea.**

8. **The student will be able to analyze a subject to provide a plan for organizing and developing an essay.**
9. **The student will be able to write crisp, tight conclusions employing a variety of closure techniques.**
10. **The student will be able to distinguish between inductive and deductive reasoning and write essays using either organization.**
11. **The student will be able to create generalizations that follow logically from evidence.**
12. **The student will be able to assemble supporting evidence that is adequate and relevant to support generalizations.**
13. **The student will be able to write expository essays using the best organizational pattern and basic strategy most appropriate for the selected topic.**
14. **The student will be able to select words with connotations that are appropriate.**
15. **The student will be able to write with specific rather than general words whenever possible.**
16. **The student will be able to recognize and eliminate inappropriate idioms, slang, and unnecessary big words from his/her writing.**
17. **The student will be able to write clear and effective figures of speech.**
18. **The student will be able to use coordination to expand patterns and show how ideas are related.**
19. **The student will be able to make coordinate sentence elements in parallel form.**
20. **The student will be able to use subordination to expand patterns and relate ideas.**
21. **The student will be able to vary sentence length and order to promote suitable emphasis.**
22. **The student will be able to use devices like repetition and transitional expressions to provide continuity.**
23. **The student will be able to write a formal investigative research paper.**
24. **The student will be able to write objectively, using and evaluating evidence from printed sources.**
25. **The student will be able to document research according to a standard form.**
26. **The student will be able to revise and polish essays.**

## **A. Grammar**

- 1. The student will be able to identify the parts of a sentence.**
  - a. The student will be able to identify the subject, predicate, and complements.**
  - b. The student will be able to identify the functions of a noun: subject, direct object, indirect object, object of preposition, and appositive.**
- 2. The student will be able to recognize and correct errors in pronoun usage.**
- 3. The student will be able to recognize and use a verb in the correct person, voice, mood, tense, and number.**
  - a. The student will be able to correct any shifts in verb tense.**
  - b. The student will be able to change weak passive verbs to active voice and mainly use the passive to emphasize the receiver of the action or avoid naming the doer.**
  - c. The student will be able to correct any errors in subject and verb agreement.**
- 4. The student will be able to use modifiers correctly.**
  - a. The student will be able to use adjectives and adverbs correctly in comparisons.**
  - b. The student will be able to position modifiers for logical and precise meanings.**
- 5. The student will be able to distinguish colloquial from standard usage of prepositions and conjunctions.**
- 6. The student will be able to write effective sentences.**
  - a. The student will be able to write sentences with proper subordination employing the appositive, verbal phrase, subordinate clause, elliptical clause, prepositional phrase, or single word.**
  - b. The student will be able to express parallel ideas in parallel construction.**
  - c. The student will be able to avoid the “is when” or “is where” construction.**
  - d. The student will be able to correct misplaced modifiers.**

- e. **The student will be able to correct dangling modifiers.**
  - f. **The student will be able to identify and correct any faulty omission necessary to the meaning, idiom, or construction of a sentence.**
  - g. **The student will be able to revise sentences to remove unnecessary words.**
- 7. The student will be able to create sentences with a variety of styles.**
- a. **The student will be able to compose a periodic sentence.**
  - b. **The student will be able to compose a balanced sentence.**
  - c. **The student will be able to compose a cumulative sentence.**
- 8. The student will be able to vary sentence structure.**
- a. **The student will be able to select a variety of sentence openers.**
  - b. **The student will be able to express similar ideas in sentences of different form: simple, compound, complex, and compound/complex.**
  - c. **The student will be able to vary the length of sentences.**
  - d. **The student will be able to combine sentences for economy of wording.**
- 9. The student will be able to evaluate effective diction choices.**
- a. **The student will avoid cliches in writing.**
  - b. **The student will select concrete, specific nouns.**
  - c. **The student will select strong action verbs that identify the action and illustrate the manner of action.**
  - d. **The student will avoid using slang in writing when it is inappropriate.**
  - e. **The student will recognize being verbs and be able to use them correctly.**
  - f. **The student will be able to recognize and correct pretentious language.**

- 10. The student will be able to apply standard rules of capitalization.**
- 11. The student will be able to use standard rules of punctuation.**
  - a. The student will be able to use commas correctly.**
  - b. The student will be able to use the dash to signal a dramatic pause.**
  - c. The student will be able to use parentheses to set off an interruption of the main material.**
  - d. The student will be able to use quotation marks to set off words used in a special sense.**
  - e. The student will be able to use the colon after an opening statement to direct attention to the material that follows.**
  - f. The student will be able to use the semicolon between items in a series when the items themselves contain commas.**

## **B. Research**

- 1. The student will be able to write properly annotated source cards for several kinds of resources.**
- 2. The student will be able to write note cards of paraphrase, quotation, or summary of source material.**
- 3. The student will be able to recognize and avoid plagiarism.**
- 4. The student will be able to write a topic outline with proper subordination and parallel wording.**
- 5. The student will be able to incorporate an internal citation into the text of an essay.**
- 6. The student will be able to incorporate a parenthetical citation into the text of an essay.**
- 7. The student will be able to write a formal bibliography for several kinds of source information.**
- 8. The student will be able to write an information research essay using a variety of sources to develop a thesis.**

### **C. Vocabulary and Spelling**

- 1. The student will be able to correctly spell given lists of words.**
- 2. The student will be able to match words with synonyms that employ connotative and denotative meanings.**
- 3. The student will be able to use the appropriate word in a given sentence.**
- 4. The student will be able to select any given vocabulary words and use them appropriately in writing.**