Course Description:
ENGL 110 Expository Writing (Gen. Ed. Goal 1)
This course is designed to improve the writing of expository prose needed in college and beyond. The emphasis rests on collecting, evaluating, and organizing evidence from primary and secondary sources in order to support an explicit, arguable, and substantive thesis. The course includes the writing of a well-researched and documented paper that draws on traditional and electronic sources. Note: Credit will not be given for this course and ENGL 102 Essentials of Writing. Students must pass ENGL 110 to fulfill the College’s writing requirement (General Education Goal 1) and entering students must complete this course within their first three semesters. Credit is given for both this course and ENGL 100 Introduction to College Writing if ENGL 100 Introduction to College Writing is taken first.

Course Requirements:
For all essays in this class you will be expected to free-write, draft, peer review, revise, and polish. You will produce evolving drafts for every essay in order to chart the ways you develop your subject. You will also be expected to write using correct English grammar and logical, fluid, intelligible sentence structure. For your first assignment, you will read and analyze several discussions of a recent legal case and use secondary materials to put forth an argumentative position about the verdict. In the second essay, you will read several critical discussions of political advertisements, select a recent political commercial, and use secondary materials to assess how effectively the commercial ‘speaks’ to its targeted demographic. Your third essay will be a research project. You will use the materials and skills you develop in this class to select and investigate a contemporary social problem, assess various critical discussions of the problem, and put forth a researched argument that supports a specific position you adopt concerning the issue.

Course Objectives
Writing Goals: Students should review and practice every area of essay composition (development, presentation, and usage) so that by the end of the semester, they are able to

- develop a clear, substantive, and arguable thesis that responds directly to an assignment.
- construct an introduction that engages the attention of the readers and prepares them for the focus of the following discussion.
- develop and organize paragraphs that coherently support a thesis.
- provide transitions between paragraphs that help the overall focus of the essay and establish the order of paragraphs.
- report accurately the result of their research in summaries, paraphrases, and quotations.
- incorporate their primary texts and research into their essays appropriately and document correctly through use of one or more style sheets.
- use language that is appropriate for the audience and topic.
- construct sentences that are grammatically and mechanically correct.
- use the principles of subordination and coordination to achieve clarity, conciseness, variety, and correct emphasis.
- give clear and engaging informal oral presentations on their work.
Processes
Effective writing is almost never produced in one sitting; instead writing is a flexible and multi-staged process. To strengthen and refine their writing processes, students will practice a number of skills:
☐ Developing multiple strategies for generating ideas, drafting, revising, and editing
☐ Developing effective research strategies, including use of the library, databases, internet resources, and primary research methods
☐ Using the collaborative and social aspects of the writing process, including the ability to critique effectively the work of others and apply critiques received from other writers
☐ Using technology effectively to support these strategies

Laptop Requirement:
You must bring your laptops to every class. Please make sure to charge the laptop before you come. Limited electricity may be available, but you should not count on it.

☐ Always save your work to at least three places: your hard drive, your email, a flash drive, a net space, etc. Your hard drive will crash, and, unless you are prepared, you will permanently lose all of your work. Computer failure is not an excuse for missing work.

Grading Weights:
☐ Essay 1 (E1) 15%
☐ Essay 2 (E2) 20%
☐ Essay 3 (E3) 30%
☐ Homework Assignments (E#A#) 15%
☐ Presentations (3) 15%
☐ Class Participation (CP) 5%

Grading Standards for Class Participation:
Students who receive an A for participation have completed all of the reading assignments on time and have questions to ask and issues to raise in discussion. A students take risks in discussion, which means that they may share thoughts or positions they are not 100% sure about. Moreover, A students listen and respond thoughtfully to issues raised by other students.

Students who receive a B for participation have completed all the reading assignments on time. They listen intently to what others have to say, but they do not always put forth their own questions. Overall, B students do not fully take initiative. B students wait for someone else to take the lead. They participate, but only occasionally.

Students who receive a C for participation attend class and listen attentively to the discussion, but they rarely participate unless directly asked a question. C students seem somewhat disinterested in their own development as writers. It is also unclear whether or not C students have done the reading.

Students who receive a D for participation have clearly not done the readings. They do not have their readings in class and are unwilling to participate or answer questions when called upon. D students frequently look like they are asleep or doing work for other classes.

Note: A few quiet days in class are normal. Everybody has off days or struggles with some of the material sometimes. I will use this grade to communicate to you your overall in-class performance throughout the semester.
Microsoft Word Software Requirement:
I only accept documents I can open with Microsoft Word. I do not accept Pages or Google Word, etc.
FSU offers students and faculty a relatively inexpensive deal on Microsoft Word, or it may even be free now. Please get Word immediately if you do not have it.

Grading Standards for Assignments (A#s):
Note – All homework is turned in electronically and is due when indicated on the schedule below.
All A# assignments will receive a numerical grade from 0 – 100 based on completeness and merit. Each grade weighs somewhere between .5-1 percent of the 15% total.

<table>
<thead>
<tr>
<th>Grade Falls Between:</th>
<th>Solid: Exceeded in Responding to the Assignment</th>
<th>91-100</th>
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</thead>
<tbody>
<tr>
<td>Strong:</td>
<td>Amply Met the Requirements of the Assignment</td>
<td>81-90</td>
</tr>
<tr>
<td>Safe:</td>
<td>Addressed the Assignment Correctly and Satisfactorily</td>
<td>71-80</td>
</tr>
<tr>
<td>Under</td>
<td>Did Not Address the Assignment Correctly or Enough</td>
<td>61-70</td>
</tr>
<tr>
<td>Late or Inc:</td>
<td>Correctly Addressed Assignment but Came in Late/Unfinished</td>
<td>51-60</td>
</tr>
<tr>
<td>Inco</td>
<td>Incorrectly Addressed Assignment and Came in Late/Unfinished</td>
<td>21-50</td>
</tr>
<tr>
<td>Redo</td>
<td>Incorrectly Addressed Assignment and Must Revise</td>
<td>11-20</td>
</tr>
<tr>
<td>Zero</td>
<td>Did not Complete/Turn in Assignment</td>
<td>0-10</td>
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Grading Standards for Drafts:
All drafts will receive a number grade that will count as a homework grade. The draft grade is not a direct indication of what the final essay will receive. A good post-draft revision will ensure a strong final essay grade, but a poor revision, or the failure to revise, will almost always ensure the opposite. All drafts should go through the revision process.

Note: I will either not accept final essays or lower the final essay score one letter grade if I do not first receive a completed draft. Late drafts, of course, will also be graded, commented on, and returned later than drafts received on time, depending on how soon I receive them and how fast I can turn them around.

Grading Standards for Final Versions of Essays:
All final essays will receive a letter grade from A-F. See the grading rubric on Blackboard for specific details about my essay grading criteria.

Late Policy for Assignments and Final Essays:
In the interest of fairness, I lower final grades 1/3 of a grade point (e.g. from an A- to a B+) per day (including weekends) that the work is late. I will not grant a passing grade to any work that comes in more than five days after it is due. You will still need to turn in the work, but the highest grade you will be able to get will be a 55. I only excuse late work if you have official documentation from the Dean of Students’ Office or your advisor explaining why it is late.

Requesting Extensions for Final Essays:
I will grant a one day extension (24 hours) if you show me that you have gone to CASA for help and could use the extra day to get the work done. You will need to request your extension 24 hours in advance of when it is due. Note: CASA often fills up fast, so you should try to schedule an appointment far in advance of the due date if you know that you will need help with an essay. When grading the essays, I verify that you have gone to CASA. They email me a list of students who have gone to them for help. If I cannot verify your visit, the standard late policy applies.
Plagiarism Policy for All Essays and Assignments:
- Drafts or Final Essays containing instances of non-attribution and patchwriting will need to be revised before receiving a grade. Unrevised essays will be granted a zero.
- Essays containing cheating receive an immediate and un-revisable zero.

Academic Honesty Policy:
In this class I will teach you how to recognize plagiarism and how to avoid it. You are expected to understand what academic honesty means. Review the catalogue if you have any questions: http://www.framingham.edu/undergraduate-catalogs/documents/1011/academic-regulations.pdf

Absence Policy:
Unexcused absences are those for which you do not provide any official documentation. I will grant two unexcused absences without penalizing your grade. Although you are not being penalized, you should send me an email to let me know you will not be able to make it to class. For each unexcused absence after the second, I deduct one-third of a letter grade (e.g. from a B+ to a B) from your final average at the end of the semester. Remember that each time you are absent you may also be missing a workshop or classroom exercise. It is your responsibility to contact someone in the class to find out what you missed and what work you still need to complete.

Excused Absences:
If you provide the proper documentation, I will grant an excused absence. In order to receive an excused absence, you must go through the Office of the Dean of Students or your advisor and provide official documentation regarding your absence. Overall, I do not allow more than five absences. If you are absent more than five times, I will not grant a passing grade for the course.

NOTE: The Office of the Dean of Students will only excuse absences of three days or longer. Look into their policy early in the semester and find out exactly what you will need to do in order to have your absences excused. Attendance is a very big part of this class and could be a very big part of your grade. It is important for you to try to make it to all the classes.

Perfect Attendance:
I reward perfect attendance at the end of the semester with two full points to your overall average. This could mean the difference between a B- and a B (from an 81 → 83, for example).

Late Policy:
My policy for late arrivals to class is as follows. I take attendance at the start of class. As with absences, you are granted two late arrivals that do not affect your grade. The third late arrival will result in an unexcused absence. The fifth late arrival will result in another unexcused absence and so on (the odds). If you arrive late, you will be marked absent and will need to email me after class to let me know that you joined the class late and need to have the absence modified into a late arrival. Please come to class even if you do not have an assignment to turn in or are running late. Overall, it will be better for you to show up late to class or without an assignment than for you to miss class entirely.

Common Courtesy:
There should be no media gadgets out or on during class (cell phones, Ipods, Iphones, Blackberrys, etc.). Similarly, you should not be emailing, shopping, or IMing (in any form, including Facebook) during class. If I see you on a social network, IMing, texting, or on the phone during class, I will ask you to stay after class and let you know that I am marking the infraction as an unexcused absence, since you are essentially taking time away from the class. If the problem persists, I will call you on it immediately and ask you to leave that class. The idea here is that I want you to treat this class professionally. You are here for less than two hours, and in that time I need you to be concentrating on your work and on the class.
Official Policies:
Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at [http://www.framingham.edu/center-for-academic-support-and-advising/disability-services/index.html](http://www.framingham.edu/center-for-academic-support-and-advising/disability-services/index.html) or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

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Student Support Services:
- Professional writing tutors are available at CASA (Center for Academic Support and Advising) at x 4509.
- You may also go to the Career Center for assistance with writing cover letters, resumes, and exploring employment possibilities (x 4635).
- Counseling Services are available at the Health and Wellness Center in Foster Hall (x4640). They are there to help with all kinds of issues: roommate struggles, trouble sleeping or staying awake, or even just stress. Even though you may not be able to see how, they will be able to help you!
- The Dean of Students is where you go when you need to announce a trip during the semester, in order to have absences excused, and generally just as the go-to place to let the university know when factors outside and in school are affecting your work. Find them in the McCarthy Center, Fifth Floor, Suite 504, M-F from 9am to 5pm (x 4596).

*This syllabus is subject to change.*

Inclement Weather:
The number to call to find out about class cancellations is (508) 626-4898
Schedule of Classes and Assignments:
All specific assignments are on Blackboard

1 Tuesday January 22 - Week 1
   Introduction, discuss course goals, in-class writing

2 Thursday January 24
   Review Blackboard
   Set up Emails, Announcements, Calendar, etc
   Review/Revise Plagiarism Essay

3 Tuesday January 29 – Week 2 (Last Day to Add/Drop)
   Read: “How to Read Like a Writer” – Bunn
   “Perspectives” – Hoover Press
   Discuss: Essay 1 Reading and E1 Assignment

4 Thursday January 31
   Read: E1A1 due
   Read: “Thesis Statements,” “Analysis and…”
   Wrkshp: Analysis of Sample Essays

6 Thursday February 7
   Wrkshp: Claim, Evidence, Warrant; Debate

7 Tuesday February 12 – Week 4
   Write: E1A2 due
   Wrkshp: Conclusion, Drafting
   Discuss: Organization and Citation; Presentations

8 Thursday February 14
   Write: E1A3 and Presentations due
   Wrkshp: Peer Review/Presentations

9 Tuesday February 19 – Week 5
   Wrkshp: Peer Review/Presentations
   Grammar and Editing

10 Thursday February 21
    Write: E1A4 due
    Wrkshp: Revision
    Discuss: Cover letter

Essay 2
11 Tuesday February 26 – Week 6
   Discuss: E2 Reading
   View: Commercials

12 Thursday February 28
   Write: Final of Essay 1 due
   Read: E2 Reading
   Discuss: Quoting Visual Text/Secondary Sources

13 Tuesday March 5 – Week 7
   Wrkshp: Select Commercials

14 Thursday March 7
   Write: E2A1 due
   Wrkshp: Motive and Thesis, Organization, Citation

15 Tuesday March 12 – Week 8
   Read: Sample Essays
   Wrkshp: Drafting and Secondary Source

Midterm Grades Due
16 Thursday March 14
   Write: E2A2 due
   Wrkshp: Body paragraphs and flow

Spring Break: 3/15-3/24

18 Thursday March 28: (Last day to Withdraw)
   Write: E2A3 and Presentations due
   Wrkshp: Peer Review/Presentations

20 Thursday April 4 - Essay 3
   Write: E2A4 due
   Wrkshp: Presentations
   Discuss: Research Proposal

21 Tuesday April 9 – Week 11
   Discuss: Revision Cover Letter/Essay 3
   Wrkshp: Sources and Research Proposal
   View: Film

22 Thursday April 11
   Write: Final of Essay 2 due
   View: Film

23 Tuesday April 16
   Discuss: Research and Library Resources
   Wrkshp: In-class workshop of the proposal
   Order ILL books as soon as possible.

24 Thursday April 18 – Week 13
   Write: E3A1 due
   Wrkshp: Claim, Evidence, Warrant, Conclusion

25 Tuesday April 23
   Write: E3A2 due
   Wrkshp: Body Paragraphs

26 Thursday April 25 – Week 14
   Write: E3A3 and Presentations due
   Set up: Peer Review
   Wrkshp: Presentations

27 Tuesday April 30
   Wrkshp: Research Presentations

28 Thursday May 2 - Last Class – Week 15
   Write: E3A4 due
   Wrkshp: Research Presentations
   Discuss: Revision Cover Letter

Final Essay 3 Due – Thursday May 8