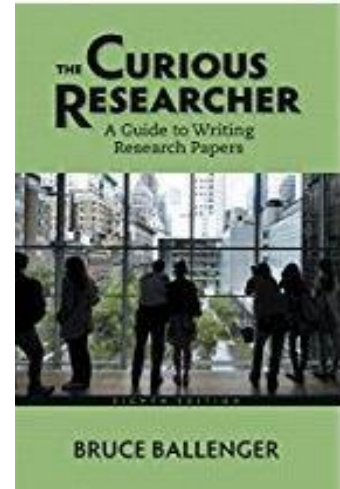


Dr M L Stapleton • ENG W233.051 • Intermediate Expository Writing
Summer (1) 2018 • Online
Office: LA 105 • Hours: by appointment. For long-distance students, we can try Skype
website: elmlsteach.org email: stapletm@ipfw.edu
blog: <http://www.shakespeareinyourface.blogspot.com>



Text: Ballenger, *The Curious Researcher: A Guide to Writing Research Papers*

Please buy your book and keep it handy. It will be an invaluable resource for you, and your functionality in the class will be impaired without it. Amazon has it available as an e-book.

Resource: The Purdue Online Writing Lab (OWL) is an excellent handbook for the matters of formatting and style that you will be encountering in your work. The [Writing Process](#), [Academic Writing](#) and [Research and Citation Resources](#) pages are very helpful.

Week One: 14-18 May: rhetorical analysis (assigned), paraphrasing and quoting, choosing an appropriate topic for a research essay

Rhetorical analysis of Burns and topic rationale **due 18 May**

Week Two: 21-25 May: rhetorical analysis (your choice), research proposals

rhetorical analysis on article of your choice and research proposal drafts **due 25 May**

Week Three: 28 May-1 June: annotated bibliography

Peer edit research proposal drafts. Annotated bibliography drafts **due 1 June**

Week Four: 4-8 June: draft of first two pages of research essay

Peer edit annotated bib drafts 4-6 June, first two pages of research essay **due 8 June**

Week Five: 11-15 June: first draft of research essay

Draft of research essay and peer review

Peer review first two pages 11-13 June, first draft **due 15 June**

Week Six: 18-22 June: thrilling climax to our endeavors

Peer review drafts 18-20 June. Final version of research essay and Annotated Bib **due 22 June**

GUIDELINES

1. **Attendance:** there isn't any. I can see how often you check in online via Blackboard.
2. **Software:** we'll be using the latest version of Microsoft Word. Though I can write at the end of your papers, I also use the comment function so that I'm able to make detailed observations on your work.
3. **Due Dates:** your work is due by 9 a.m. on Fridays on Blackboard. Late work: zero. No exceptions.

4. **Plagiarism:** it should go without saying that students are also expected to do their own work; indebtedness to secondary materials (either printed or electronic) must be clearly indicated so as to avoid plagiarism: —(piecemeal) using someone else's words and phrases as if they were your own, not paraphrasing or summarizing properly, even with proper documentation; —(grotesque) using someone else's ideas as if they were your own, without proper documentation; —(more grotesque) allowing someone else to write your paper for you.



*Achilles. Here is Ulysses:
I'll interrupt his reading.—
How now, Ulysses! Act III. Scene III.*

PLEASE DO NOT BE A PLAGIARIST! THIS IS UNNECESSARY, AS WELL AS UNETHICAL

5. The **course grade** will be determined by a rough averaging together of your work for the course. I'll be evaluating everything you do. However, I don't use a mechanical rubric because I think such devices make the grade into the focus rather than the process of doing your work and learning. Furthermore, you may revise everything you do in here except for your final version of your final paper, so your first mark is basically an estimate. Besides, I reserve the right to take into additional factors into account such as improvement and evidence of your engagement, e.g. checking in online. Grades are not negotiable, personal, or subject to the influence of extracurricular academic factors.
6. Your **PFW email account must be active**—this is how I communicate with you, send handouts, receive your work, and return it to you.

COURSE OUTCOMES

So that 233 fulfills the Written Communication requirement for your degree, I am obliged to include the outcomes that the course is supposed to facilitate.

Category A: Foundational Intellectual Skills

Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Foundational skills help students to speak and write precisely, clearly, and persuasively; read and listen actively and with comprehension; and reason quantitatively as a means of drawing reliable conclusions. These skills are fundamental, and courses in category A are best completed in each student's first 30 credits of enrollment.

1. Written Communication

Upon completion of the Written Communication competency, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).