



## ENGLISH 341

### Advanced Expository Writing

Session: Fall 2009                      Semester Hours: 3                      Class Dates: September 10 – October 29  
Instructor: David Sarra, MFA           Classroom: C-105                      Day/Time: Thursdays 6:00 – 9:00 p.m.  
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**Required text(s):** *The Essay Connection* by Lynn Z. Bloom, 8<sup>th</sup> edition, 2007, Houghton Mifflin Company, ISBN 10: 0-618-64365-6  
*A Writer's Resource: A Handbook for Writing and Research*, by Maimon, Peritz, and Yancey, 2<sup>nd</sup> edition, 2007, McGraw-Hill, ISBN 10: 0-07-325938-1

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#### University Mission

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*The mission of Siena Heights, a Catholic University  
founded and sponsored by the Adrian Dominican  
Sisters, is to assist people to become more competent,  
purposeful, and ethical through a teaching and learning  
environment which respects the dignity of all.*

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#### Department / Division Learning Outcomes

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#### **Siena Heights University at LMC Program Outcome Statement**

Graduates of Siena Heights University will have gained the knowledge, skills, and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- Making sense out of their daily work and personal lives
- Taking appropriate actions
- Realizing that their search for final answers must be lifelong

## **General Education Learning Outcomes**

Students will:

- Be conversant with the ideas, content, and methods of various disciplines
- Reflect on the wisdom of religious traditions in understanding the meaning of life
- Engage in the creative process
- Think critically and communicate effectively
- Demonstrate effective use of technology
- Examine personal and professional decisions in light of ethical principles
- Understand the diversity and interdependence of cultures
- Realize the importance and demands of social responsibility

## **English Department Program Outcomes**

### **Literature**

**Reading:** Students will have read and analyzed literary texts with discrimination and understanding; they will have been introduced to the major forms of literature—fiction, poetry, drama; they will have mastered basic literary terms and interpreted literature from various critical perspectives.

**Writing:** Students will have written essays that critically analyze, interpret, and evaluate literary texts.

**Western Tradition:** Students will have read and discussed major literary works of the western world.

**Cultural Diversity:** Students will have read and discussed a variety of texts that reflect the diversity of the planet's cultures.

**Ethical Dimension:** Students will have considered in their reading and discussion essential questions of meaning and purposes in relation to human values.

**Aesthetic Dimension:** Students will have read and discussed literature as an art, and experienced “the pleasures of the text” as embodied in language, a thing lovely in itself.

### **Composition**

**Mechanical Correctness:** Students will have demonstrated reasonable mastery of the mechanics of writing and the process of drafting, revising, and editing.

**Structural Development:** Students will have learned and employed various methods of developing a thesis logically and coherently and have written several of the four basic essay types: descriptive, narrative, persuasive, and expository.

**Stylistic Analysis:** Students will have examined and written on various levels of formality and studied other elements of style, such as parallelism, figurative language, and structural devices.

**Research Skills:** Students will have studied and practiced the various steps and techniques necessary for writing a substantial research paper.

### **ENGLISH 341 Objectives and Outcomes**

Students who successfully complete Advanced Expository Writing will:

- Read and annotate model essays
- Discuss and identify rhetorical strategies used by a variety of writers
- Write clearly and respond uniquely to model essays
- Increase their ability to write and revise their own essays
- Acquire and strengthen peer review skills
- Reflect upon their own growth as writers

### **Course Description and Methods:**

In order to meet the aforementioned course objectives and outcomes, students will focus on reading and interpreting various writings, and then write, revise, and edit their own work. Class participation is paramount as students will be assisting other students in the art of communicating effectively. Students will present their work both in writing and orally for class discussion and evaluation of the degree to which the work succeeds in communicating the intent of its author. The response, or feedback, of the entire class will provide the author with the information s/he needs for revising and editing the original paper.

This course will be taught through a combination of readings and research, class discussions, essays (written and read to the class), peer review, and supplemental material and information provided by the instructor. Because this is an accelerated class (meeting only 8 times) students are expected to commit about 12-15 hours per week to meet the 120 hours of work required to receive credit for this course. Students are expected to write and revise four essays. The revisions are due the following week after the essay is presented to the class.

## **Course Schedule and Assignments**

While the following schedule is subject to change based on the discretion of the instructor, it may be used as a guide for this 8-week course. The readings in Part V may be assigned during the first seven weeks of the class.

September 10:	<b>Please read Part I (pages 1-84) of <i>The Essay Connection</i> <u>before</u> this class.</b>
September 17:	Part II, Narration; first essay due.
September 24:	Part II, Process Analysis; Cause and Effect; revision of first essay due.
October 1:	Part III, Description; Division and Classification; second essay due.
October 8:	Part III, Definition; Comparison and Contrast; revision of 2 <sup>nd</sup> essay due.
October 15:	Part IV, Appealing to Reason; third essay due.
October 22:	Part IV, Appealing to Emotion and Ethics; revision of 3 <sup>rd</sup> essay, 4 <sup>th</sup> due.
October 29:	Final revisions due, summation of course, final exam.

## **Evaluation and Attendance**

Students will be graded A through E on each of their first drafts and each of the revised drafts of their four essays (two separate grades for each essay). Grades will also be given for peer review, class participation, and the final exam. The final grade will be an average of all grades. Late assignments will be docked a grade level. Attendance is vital as there are only 8 classes in this course. A student who misses two classes (25% of the course) would need superior (A) work to receive a final grade of B; a student who misses three classes (nearly 40% of the course) would have to produce superior (A) work to receive a final grade of C; and any student who is only able to attend half or less of the classes should consider dropping this course and taking it at another time as receiving a passing grade will be very unlikely.

## **Students with Disabilities**

In accordance with SHU policy and equal access laws, appropriate academic accommodations will be made for any eligible students with disabilities. If you are in need of an accommodation based on the impact of your disability, you should contact me to arrange an appointment. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the SHU Office for assistance in verifying the need for accommodations and developing accommodation strategies. Please make your request as soon as possible, preferably before the first class or within the first two weeks of the course. Requests for accommodations are not retroactive.

## **Writing Standards and Plagiarism**

Students are expected to use appropriate APA style, format, and reference technique as well as university-level grammar, spelling, punctuation, and typing. All work submitted should be original. Plagiarism is offering someone else's work as your own. This is not acceptable. Plagiarized work may result in consequences up to and including failure for the class. The incident will be referred to the SHU Office for any further action the University may deem necessary. Instructors at SHU have access to *mydropbox* which is used to detect plagiarism. Any and all plagiarized work will receive a failing grade. Students should familiarize themselves with the SHU Academic Dishonesty Policy.

## **Academic Dishonesty Policy**

### **A. Definition**

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy.

Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research.

### **B. Faculty Responsibilities and Penalties**

Faculty must explain dishonesty and plagiarism at the start of each semester and/or state in their syllabi the policies, procedures, and penalties for such behavior. Since academic dishonesty is often more difficult to prove than prevent, each faculty member is encouraged to take every reasonable measure to prevent academic dishonesty from occurring. Faculty are encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are germane to their classes.

Faculty members who suspect a student of academic dishonesty may settle the case directly with the student. In cases where guilt is substantiated or admitted, the instructor may penalize the student in any way deemed appropriate, including the failure of the course. When a student is penalized, the faculty member must report the incident in writing to his/her department chair. A copy of the report will be sent to the Academic Dean. If the Academic Dean receives more than one report of academic dishonesty about a specific student, the Dean will review the reports, and in cases of serious offenses, could take steps to suspend the student from the university.

### **C. Student Responsibility**

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from instructors. Students are not excused from adherence to the policy even if they have not read it. (Instructors may include this policy in their syllabi.)

#### **D. Appeals Procedure**

Any appeal by a student must be made in writing to the instructor within ten (10) university working days from the time the student is notified that a penalty has been levied against him/her. If the appeal is denied, the student may submit a written petition to the department chair with his/her concerns. The department chair should then consult with the faculty member involved before rendering a decision. If the student wishes, he/she may make a final appeal to the Academic Dean.