

**Clark University**  
**Fall 2021 IDND 018\_05**  
**Expository Writing**

Instructor	<a href="#">Heather J. Macpherson</a>
Email	hmacpherson@clarku.edu
Office/Hours	Thursdays, 7 PM-8PM in Zoom: <a href="https://clarku.zoom.us/j/98909896227">https://clarku.zoom.us/j/98909896227</a> Or by appointment
Class	<a href="#">Sackler Science Center</a> 223
Day/Time	IDND 18_05: 6 PM-7:15 PM

For information about Clark and COVID-19 vaccination requirements and FAQs, click [here](#).

### Course Description



"Buzzword Bingo: Read Write Culture = Permissive of efforts to improve upon, change, integrate, or otherwise remix the work of others." Ron Mader. Flickr. Uploaded 12 July 2016.

Centered on student writing, this course teaches the writing process, emphasizing revision. Throughout the semester, students will engage in both informal and formal writing exercises inspired and drawn from our course readings and works of art.

### Learning Objectives

- Critically read and analyze texts for rhetorical strategies and appropriate writing conventions;
- Respond effectively with informal and formal writing and essaying, and shared discussions;
- Develop, create and compose your writing using appropriate style, structure, and voice;
- Understand that revision is a practice that leads to your best writing.

### Engaged Academic Time

Clark courses are granted four rather than three credits (1 Clark unit = 4 credit hours per week), over a fifteen week semester, thus you will be expected to spend at least 180 hours of engaged academic time on this course. While the reading and writing speed of individuals will vary drastically and the hours of work per week will fluctuate, you should anticipate the following average projections for the semester:

- In-class work (lecture, discussion, workshops, writing) = 45 hours
- Required reading (reading of model essays, *Writer's Reference*, critical essays, and note taking; contemplation) = 40 hours

- Essays (3 short) = 10 hours each totalling 30 hours
  - Research Essay (1) (prewriting, proposal, research, drafting, revising) = 45 hours
  - Research Essay Presentation (1)=10 hours
  - Conferencing with Instructor = 2 hours
  - Final portfolio preparation = 8 hours
- Total: 180 hours**

### **Required Texts (Available for purchase [here](#))**

- Cooley, Thomas ed. *The Norton Sampler: Short Essays for Composition*.
- Additional online readings and/or handouts supplied by the instructor.

### **Course Format**

Students are expected to participate in class and engage with the weekly readings to generate discussion on various topics in a respectful manner. Sometimes you will work in small groups or with a partner in order to share ideas, discuss writing practices, and workshops for the purpose of revision. Sometimes a class meeting is lecture-based. Additional readings may be posted to **Moodle** during the semester. You can also access your grades through Moodle. If you cannot access this application in [ClarkYou](#), [contact IT](#) in order to keep up with the rest of the class assignments.

### **Requirements**

#### **Attendance & Participation**

Participation means that you are **attending** each and every course meeting (F2F/Online) and **contributing** to our **discussions on the assigned readings, documentary viewings, small and whole group exercises, and peer revision workshops**. When you join a Zoom meeting you will immediately enter a ‘waiting room.’ Please be patient waiting for me to allow you to ‘enter’ the class meeting, especially if you arrive late. See more under “Student Responsibilities.”

#### ***Student Responsibilities***

You are responsible for coming to class prepared. This means that you bring the required texts to class and that you have **read and annotated** the readings prior to the date they will be discussed in class. Additionally, you will be expected to have posted your thoughts on the text to the class Moodle forum if the syllabus asks you to do so. I make frequent use of the announcements feature on Moodle so it will be necessary for you to check your email and the Sakai site frequently.

Establishing communication with myself and with your peers will serve you well in this course and will also help build the communication skills necessary in a myriad of settings. I strongly encourage you to attend office hours at least once during the semester and to open up communication by emailing me. You may find that your peers are sometimes just as helpful with clarifying course expectations as I am. Thus I encourage you to exchange email and phone numbers with at least two students in this class.

**Essays:** You will write **3 short essays, 3-4 pages each plus a works cited page** (when required) during the course of the semester. In addition, you are also required to complete a **Research Essay: The research essay (10-12 pages)** provides you with an opportunity to further develop your knowledge in a specific area or field of interest to you. The end product is a culmination of the research

process which includes engaging with primary and secondary texts, critical thinking, source evaluation, organization, and composition. The research essay is in lieu of a final exam. You will give a presentation about your research essay on the last day of class.

**Peer Revision Workshops:** at least 2 essays include one session of peer revision. Missing a peer revision workshop is an unexcused absence and cannot be made-up.



"2016-02-13d Reading and diminishing returns -- index card." Sacha Chua. Flickr. Uploaded 19 Feb 2016. Creative Commons License. <https://creativecommons.org/licenses/by/2.0/>

**Extra Credit: There is no extra credit. Do the work assigned in our course.**

**Emergencies:** On the very rare occasion, uncontrollable circumstances may force you to miss class or you may be unable to submit an assignment, please make every effort to communicate, when possible, of your absence.

I understand that you may want to keep things private, and that is okay, but if you need help for any reason I encourage you to reach out to myself, the [Center for Counseling and Personal Growth](#), the [Office of Health Services](#), or someone you trust. There is no shame in needing help.

### Grading Criteria

Students must receive a **final grade of C or above** to pass IDND 18 and be admitted into a VE/IDND 22 course. Students who fail to do so must take IDND 18 again the following semester.

Participation (you are not just attending and present in each course meeting, but adding to discussions, activities, etc.)	25%
Essays, 3-4 pgs. (3)	25%
Research Essay, 10-12 pgs. (1)	25%

Research Essay Presentation, 3-5 min.	25%
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**Academic Integrity: *Plagiarism*** includes but is not limited to the use of other people's ideas, words, research, or artistic creations without giving due credit. When in doubt, cite the source or ask. Proof of intentional plagiarism will result in a failing grade of that assignment and/or further serious discussion. For more specific stipulations and detailed definitions of plagiarism and what it may include, click [here](#).

**Electronics:** Please bring your laptop to F2F meetings **IF** you have purchased digital textbook copies, or you plan to type notes in class. Please keep your cell phones and all devices on mute. However, **use of these devices must be limited to instructional purposes only**. Repeated violations or disruptions as a result of the use of electronic devices will result in this permission being revoked. **Do NOT use your device to play video games, watch Netflix or anything else other than instruction during class time.**

### Weekly Schedule

**Disclaimer:** The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. Changes will be announced, and an updated version of the syllabus will be posted on Moodle and/or distributed to students.

Scheduled Course Meetings	Topics & Assignments (assignments are due next class meeting unless otherwise noted)	What's Due
<b>Week 1</b>  <b>M: 8/29</b>	Topics: Introductions; review textbook; accessing Moodle  Assignments: Read ch. 1,2, 3 and "Dreamland" pg. 100  Plagiarism Quiz	
<b>W: 8/31</b>	Topics: Vocab development; writing paragraphs & logical sequencing. Invention stage.  Assignments: Short Essay 1: Description essay	-Readings for discussion -Plagiarism Quiz (email screenshot to Moodle before class)
<b>Week 2</b>  <b>M: 9/5 (Labor Day; No Class Meeting)</b>	Assignments: Read "A View from the Bridge" pg. 107; and ch. 11.	-

<b>W: 9/7 (Add/drop ends)</b>	<p>Topics: Topics: How to avoid plagiarism during the writing process: paraphrasing, summarizing, quoting.</p> <p>Assignments: Read ch. 9</p>	<p>-Short Essay 1: Description due today, submit to Moodle.</p> <p>-Readings for discussion.</p>
<b>Week 3</b> <b>M: 9/12</b>	<b>Labor Day, No Classes</b>	
<b>W: 9/14</b>	<p>Topics: Rhetorical strategies &amp; patterns</p> <p>Assignments: Short essay 2: Process essay</p>	-Readings for discussion
<b>Week 4</b> <b>M: 9/19</b>	<p>Topics: Style and Style MLA, APA, Chicago</p> <p>Assignments: Ch. 6; complete discussion forum</p>	
<b>W: 9/21</b>	<p>Topics: Explicit v/ implicit in writing; types of narrative.</p> <p>Assignments: Read “Deleuze Immanence and Immanent Writing in Qualitative Inquiry” (in Moodle); discussion forum</p>	<p>-Readings for discussion</p> <p>-Discussion forum</p>
<b>Week 5</b> <b>M: 9/26</b>	<p>Topics: Metaphor, simile, juxtaposition &amp; other devices</p> <p>No Assignments, take a break</p>	<p>-Readings for discussion</p> <p>-Complete discussion forum</p> <p>-Short essay 2 due today, submit to Moodle</p>
<b>W: 9/28</b>	<p>Topics: Proofreading v. revision; the peer review workshop.</p> <p>Assignments: Short essay #3: Personal Narrative</p>	Nothing due
<b>Week 6</b> <b>M: 10/3</b>	Topics: Peer review model and exercise	

	Assignments: read ch. 12 & ch. 13	
<b>W: 10/5</b>	Topics: Writing and Expressionist Theory  Assignments: Invention stage for research essay discussion forum; research proposal	-Readings for discussion -Short essay 3 due, submit to Moodle.
<b>Week 7</b> <b>M: 10/10</b> <b>(Fall Break; No Classes 10/10-10/11)</b>	Assignments: Work on research proposal; read ch. 12 thru 432 and ch. 13 thru pg. 483	-Invention stage discussion forum
<b>W: 10/12</b>	Topics: Peer review: research proposal Types of research essays; composing process.	-Research proposal due, submit to Moodle BEFORE class -Readings for discussion

<b>Week 8</b> <b>M: 10/17</b> <b>(Last day to withdraw)</b>	Meet in the Goddard Library, location TBA.  Assignment: find your sources for the research essay and start reading.	Nothing due today.
<b>W: 10/19</b> <b>10/15-10/16, Family Weekend</b>	Topics: note-taking methods and outlining  defining your terms and developing commentary from direct quotes.  Assignments: Continue reading and taking notes for the research essay; read ch. 10	
<b>Week 9</b> <b>M: 10/24</b>	Topics: compare and contrast; writing conference #1  Assignments: Continue reading and taking notes for the research essay.	-Readings for discussion.

<b>W: 10/26</b>	Writing conferences today	-Reading notes due today, submit to Moodle.
<b>Week 10</b> <b>M: 10/31</b>	Topics: Logical fallacies  Assignments: finish first five pages of research essay	Nothing due today
<b>W: 11/2</b>	Peer review: research essay, first five pages  Assignment: revise your pages from workshop; read "Appendix: Using Sources in Your Writing" pp.585-596.	-research essay first five pages due submit to Peer Review Forum in Moodle BEFORE class meeting.
<b>Week 11</b> <b>M: 11/7</b>	Topics: MLA style workshop  Assignment: continue writing research essay	First draft of research essay due, 11:59 PM.
<b>W: 11/9</b>	Peer review workshop: research essay, full draft	Full essay draft due today, submit to Moodle BEFORE class.



"Time Lost." Matt Gibson. Uploaded 15 Feb 2009. Flickr. Creative Commons License: <https://creativecommons.org/licenses/by-nc/2.0/>

<b>Week 12</b> <b>M: 11/14</b>	Topics: Refining sentences and sentence structures.  Assignments: Read <a href="#">“Think You Know How to Write a Sentence?”</a> and the excerpt <a href="#">from Fish</a> . Revise research essay	
<b>W: 11/16</b>	Stanley Fish’s sentence activity: “Jabberwocky”  Assignment: Revise research essay and complete Works Cited page.	-Readings for discussion.
<b>Week 13</b> <b>M: 11/21</b>	No class meeting today.	
<b>W: 11/23</b> <b>(Thanksgiving Break; no classes 23-25)</b>	No class meeting today.  Assignments: Read <a href="#">“A Brief Guide to Writing Film Papers.”</a>	Nothing due today.
<b>Week 14</b> <b>M: 11/28</b>	Topics: Writing and other fields of study.	-Final copy of research essay due today, submit to Moodle.
<b>W: 11/30</b>	Topics: Effective presentations; presentation rubric  Assignments: work on ppt for presentation	
<b>Week 15</b> <b>M: 12/5</b>	Topics: Model presentations  Assignments: continue working on presentation	
<b>W: 12/7</b>	Research essay presentations	
<b>Week 16</b> <b>M: 12/12 Last class meeting;</b>	Research Essay Presentations Today!	Revised research essay due by Dec 15th, 11:59 PM.



Last day of classes		
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**Reading Days: 12/13, 14, 17, 18; Final Exams: 12/15, 16, 19, 20.**

### **Netiquette Practices for Discussion Board Posts and Responses, and Sending Email**

1. Consider context and your audience. An e-mail to your professor or instructor may be more formal than to another student:
  - a. Address your professor by their title (Hello Dr. Smith, Hi Professor Smith, etc.) unless they inform you otherwise. Always make sure to include the following information from your professor, especially if you do not know them well: your name (first and last), what course you are in (they likely teach multiple courses), and what question or concern you have. Also, be sure to use the subject line of the email to include your last name, course number, and topic of discussion or concern.
  
2. Keep your messages short and to the point. Just as you have to read everyone else's posts, they have to read yours too.
  - a. Avoid redundancy in your posts. If students are making the same points over and over again, it becomes boring for you to read as well as for them. Try to come up with new and interesting points.
  
3. Try to avoid capital letters as it will come across as though you are shouting.
  - a. You may want to emphasize a particular word or sentence in your post. Rather than using capital letters to make your point, utilize bold or italics to emphasize. If you are making a direct quote from a text be sure to use MLA formatting.
  
4. Do not attack the writer of a post with derogatory language or comments or personal attacks on a person (known as "flaming").
  - a. We all have opinions, however, you want to remain professional in your approach when you disagree with a classmate. It is fine to disagree! Rather than attack your classmate, add a point about why you disagree with their statement or argument. Use of profanity will only discredit your argument.
  - b. Even if you think someone has attacked you, think it through or contact your instructor before replying back. Sleep on it, take 24 hours away from the situation. If someone has said something you may perceive as an attack, take some time before responding. If it has really

offended you, think of contacting your professor. However, think it through before taking any action.

5. Speak up if you have questions or concerns.

- a. If you have questions, ask them! Everyone else probably has the same questions. If you are nervous to ask your question in a discussion forum, then you can always contact your professor one-on-one.

6. Get involved and participate on a daily basis if possible.

- a. Do not wait until the day a post is due (or even the hours before). Try to begin posting several days before the deadline. This will allow you to get involved in the discussion from the beginning and be a stronger contributor to the class.

7. Only use emoticons and expressions to communicate what cannot be communicated nonverbally.

- a. Emoticons (for example 😊 ) can be a great way to express your feelings that you may not be able to communicate nonverbally and make the tone of your post clearer.

8. Make sure to read responses carefully and do not skim.

- a. As stated above, you want to avoid redundancy in your posts. One way of doing this is by reading your peers' original posts and coming up with new ideas rather than sharing the same ideas over and over again.

Source : <https://web.uri.edu/teachonline/netiquette-in-your-online-class/>

### **Instructor's Response Policy**

I will **respond to emails** received Monday through Friday within 24 hours of receiving the emails. Saturdays, Sunday, and holidays may take 48-72 hours to respond.

**Writing assignments** take one week to complete grading; if you have not received your graded work within seven days, please feel free to contact me.

**Quizzes** take 3-5 days to complete grading before posting a grade and returning the work. (I occasionally give a reading quiz if students noticeably NOT completing the readings for class.)

**My participation in your discussion board** posts and responses will consist of the following: I will read your posts and responses, take note of exceptional commentaries and observations for F2F discussions, and occasionally respond. The discussion board for this class is to continue our studies and creativities, but most importantly to assist in building community in our classroom. Finally, I track participation in the DBs.

### **Common Courtesy**

Arrive on time and be seated before the beginning of class. If you must come in late to class, please do NOT disrupt the class.

All cell phones, pagers, or any electronic devices **MUST BE TURNED OFF and out of sight** during class except when explicitly approved for an in-class activity. If an emergency requires you to keep your phone on, please keep it on vibrate and quietly take the call outside away from classroom doorways.

Also, wearing earbuds or headphones during class suggests a lack of interest and disrespect; this can affect your participation grade.

### **Links to On-campus Resources & Student Support Services**

#### [Disabilities Services](#)

Students that require the use of technology or otherwise necessitate particular circumstances and/or accommodations are encouraged to contact me immediately so that assistance can be provided.

#### [Counseling Services](#)

#### [Academic Advising and Career Services](#)

#### [Library](#)

The Clark library and staff are excellent resources for which you pay. Please take advantage of them and the other resources offered through the library such as inter-library loan and the Arc card.

#### [Writing Center](#)

The Writing Center offers free writing assistance at any stage of the writing process. To make an online appointment call, (508) 793-7405; on campus, call 7405, or click on the link above.

The Writing Center can help you improve your writing through one-on-one conferences. Please do not hesitate to go early, go often—it's free and will be useful to you. You will receive an extra 5 points for every essay if you visit the WC and have your paper not only looked at, but also stamped, dated and initialed for approval. You must also turn in the original draft of the essay before it was looked over/assisted by the WC so that I am able to recognize the improvements that you've made. A note on improvements: correcting spelling errors and adding commas does not constitute improvement and

therefore minor “fixes” such as these do not warrant additional points. Make your visit count for something!

**Faculty Members are “Responsible Employees”**

Faculty member(s) and Teaching Assistant(s) associated with this course are considered “Responsible Employees” by Clark University. As such, they are required to report all alleged sexual offenses to the [University’s Title IX](#) Coordinator, [Lynn Levey](#), llevey@clarku.edu or Title-IX@clarku.edu. The only exceptions to this reporting responsibility are the community members who have been designated and/or trained as “Confidential” Sources. This includes the professional staff in [Clark’s Center for Counseling and Personal Growth](#) and the medical providers at the [Health Center](#), as well as Prof. Stewart <als.confidential@clarku.edu>, Prof. Palm Reed <kpr.confidential@clarku.edu> and Prof Cordova <jvc.confidential@clarku.edu>.