

## ENG112.02 Expository Writing

Spring Semester 2018

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Class hours: M 1-3 pm TB 240 & W 11am-12 pm JF  
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by appointment

### Course Objectives:

ENGL 112 uses a variety of individual course themes for reading material from social and cultural history. While ENGL 111 introduces students to conventions of academic writing, ENGL 112 presents more advanced reading and writing tasks, including those related in particular to conducting research and writing in history. Coursework will include reading content-based and skills-based texts and the completion of processed writing over the course of the two main types of assignments. Each one of these assignments will focus on a cluster of skills that are key in being able to research and write university-level history assignments. The research paper will go through conferencing, and will be completed as at least two drafts.

Major goals of this course include:

- Producing academic work documented and formatted according to CMS standards
- Developing the ability to thoroughly read and understand and distinguish between a variety of different kinds of texts of varying difficulty(i.e. book chapters, articles in peer reviewed journals, online sources)
- Developing strategies for approaching and navigating scholarly sources, i.e. academic journal articles and/or book chapters from academic volumes
- Learning how to find, classify, and evaluate a variety of sources
- Paraphrasing, summarizing and synthesizing information from multiple sources
- Demonstrating sound argumentation skills
- Drawing logical inferences and conclusions from textual evidence
- Avoiding plagiarism by successfully referring to and building upon the ideas of others

We'll have regular short writing assignments that I will periodically collect during the semester. These assignments are an essential part of your development not only as a writer, but also as a thinker. Assignments will vary and will not be graded, though the completion of each assignment will count toward your short writing assignments grade.

### Course Materials:

Course Reader, available at Hisar Fotokopi

### Class Assignments:

*Turn in assignments in their proper format and **on time**.* Your papers should be in 12-pt Times New Roman and double-spaced with 1". Do not leave extra spaces between paragraphs.

I do not accept assignments sent via e-mail. Most assignments for this course - with the exception of revisions and in-class assignments - will likely be submitted electronically. You are responsible your files and uploading them correctly and in the proper format.

\*\*\*Late papers **lose 5 points** every day after the due date.

\*\*\* Revisions are an important part of the learning/writing process. Revision demands that you to review your own work, both individually and with instructor feedback, to understand the strengths of your writing and the opportunities to improve and change your ideas based on what you have learned or how you have communicated your knowledge. Editing is an element of revision. Correcting structural problems in your writing is important but you **should look closely at your thoughts and revise your original draft** in both format and in the way your ideas are being presented. You are expected to create a stronger written work with your revised draft. On essays, you will receive an initial grade on your first draft and, depending on your effort, your final grade for the assignment may be increased or decreased.

### **Policy on Plagiarism**

Plagiarizing is a serious academic offense. It disrespects the work of another author and it damages your reputation and your ability to think and create as an individual. A plagiarized paper will get you an F on that paper and will likely be reported to the university disciplinary committee. For more information on plagiarism, see the “About Plagiarism” entry by BU’s Department of Western Languages and Literatures (<http://bit.ly/1oiOOam>), as posted by BU’s Department of Philosophy.

### **Policy on Electronic Devices**

Constant distractions of Facebook checking, Whats-apping and Insta-gramming can place anyone virtually elsewhere. For the 3 hours of class-time we have every week, cell phones should be turned on silent and put away prior to the start of class. If you have an emergency situation that requires you to check your phone during class, please let me know ahead of time.

### **Email Correspondence**

Aside from office hours, email is the most effective means of communication in this course. Write to me on weekdays, and I will try to respond within 24-hours. Please do not leave important questions to last-minute email conversations as it may cause a lot of undue stress spent waiting on a response that could come too late to be of help.

Email etiquette: identify yourself in the subject line; use formal language to address me; clearly specify what you need help with (avoid asking what’s due the next day).

### **Office Hours**

My office hours are held for you. Office hours allow for students a chance to meet privately about their work and ask questions about the course or assignments. Please, feel to drop in during office hours to discuss a reading or just brainstorm on an assignment. I welcome the opportunity to meet with you. To make an appointment outside of normal office hours, please email at least twenty-four-hours ahead. I usually cannot honor same-day appointment requests. **Note: During conference weeks I cannot hold office hours. I am available for any questions via email.**

### **Accommodations for students with disabilities**

Please inform me if you have a disability or other condition that might require some modification of any of these course procedures. You may speak with me after class or during office hours or send an email.

## **Course Grades**

**Summary:** 5%

**Synthesis:** 5%

**Essay 1:** 15%

**Essay 2:** 15%

**Research Paper:** 35%

**Class participation (in-class discussion and exercises, conferences, writing activities, online discussions):** 15%.

**Attendance:** 10%

### ***Essay/Research Assignments:***

1. *In-Class Timed Essay (15%) (2 pages)*

- 2 drafts

2. Writing about film (3 pages)

- 2 drafts

3. Research Paper

- Annotated Bibliography (5%)

- Outline (5%)

- Roundtable discussion (5%)

- Draft 1 (10%)

- Revised Draft (10%)

### **Attendance: (10% of final grade)**

You are required to attend 75% of all classes in order to turn in your Research Paper which counts as a final exam. Attendance is taken via check list or in-class assignments or a pop quiz.

Attendance is incredibly important. Moodle and the syllabus are a guide for you to know what to expect every week but actual learning takes place within the classroom and you need to be a part of it.

### **Participation: (15% of final grade)**

Participating in class is more than simply attending class. You are expected to come to class prepared and to contribute to discussions and activities. A variety of assignments will be given throughout the course. These are paragraphs or sentence structure assignments that will help improve your writing skills. Class discussions will also count towards your participation grade.

You will also keep an online journal in Moodle which will use writing techniques learned in our course to correspond with material on identities' formation and creation.

Consistent active engagement in class will have a positive impact on your participation score; however, texting or talking with your classmates at inappropriate times will have a negative impact on your participation

grade.

**Reaction papers: (30% of final grade)**

Two papers will be assigned during the 1<sup>st</sup> half of the semester. This will aid you in improving your writing speed and focus and learn to use and contextualize quotations.

**Research Paper: (35% of final grade) (8-10 pages in total)**

A formal outline (5%)

An annotated bibliography of four (4), three of which should be independently researched sources; at least one of those sources should present viewpoints in contrast to those in the other sources. Each entry should be between 150-200 words. Students will write the first annotated bibliography entry in class (2 %) and the rest for homework (3%).

The research paper (5-7 pages long), will be drafted. The first draft (10%) will be graded and returned to you. You will then use that feedback to write final draft (10%).

You will present your research proposal and process in class (5%).

**Recommended Resources:**

***On researching and writing about history -on reserve at the library:***

Brundage, Anthony. *Going to the Sources: A Guide To Historical Research and Writing*. Wheeling, IL: Harlan Davidson, 2008.

Burke, Peter. *Eyewitnessing: The Uses of Images as Historical Evidence*. Ithaca, NY: Cornell, 2001

Cullen, Jim. *Essaying the Past: How to Read, Write, and Think about History*. Great Britain: Wiley-Blackwell, 2009.

McDowell, W. H. *Historical Research: A Guide*. Great Britain: Pearson, 2002.

***Dictionaries:***

Merriam-Webster's College Dictionary

Compact Oxford English Dictionary

***Thesauri:***

Roget's Thesaurus

Oxford Learner's Thesaurus

***Online:***

*The Chicago Manual of Style 16<sup>th</sup> Edition* (<https://owl.english.purdue.edu/owl/section/2/12/>)

**Tentative Course Schedule: (May change to accommodate student needs)**

Class	Class session	Reading Assignment	Writing Assignment
<b>Week 1</b> Feb 5 <sup>th</sup> M	Introduction to class  ENGL 111 recap	Introduction to approach and methods for ENGL 112 Introduction to course topic: identities  Readings: Rampolla <i>A Pocket Guide to Writing in History</i> “Reading actively in history” pp 24-28	Diagnostic Paragraph (in-class)
Feb 7 <sup>th</sup> W	Analytical reading for writing	Paraphrasing activity: Williams’ “Speculation” (HIST 102).	In-class paraphrasing activity
<b>Week 2 (ADD-DROP)</b> Feb 12 <sup>th</sup> M	In-class summary writing	Readings Graff and Birkenstein “The art of summarizing,” and Williams’ “Speculation”  <a href="http://www.monash.edu.au/lls/llonline/writing/arts/history/2.2.3.xml">http://www.monash.edu.au/lls/llonline/writing/arts/history/2.2.3.xml</a>	In-class brainstorming activity on reading (recap of brainstorming techniques from ENGL111)  Bring to class: Williams’ “Speculation” 1 <sup>st</sup> journal entry
Feb 14 <sup>th</sup> W	Annotated reading National identity	Nesim Şeker, “Identity formation and the political power in the Late Ottoman Empire and Early Turkish Republic”	<b>In-class summary -prep</b>
<b>Week 3</b> Feb 19 <sup>th</sup> M	Thesis statement and topic sentences	Readings: Rampolla “Developing a thesis” pp. 55-61 and Hacker and Sommers’ website work  Şeker –Ctd.	In-class writing: thesis statement (Writer’s Reference website companion)  <b>In-class summary -graded</b>
Feb 21 <sup>st</sup> W	Synthesizing  Memory and national identity	Readings: Sandra Jamieson “Synthesis Writing” and Temple University Writing Center “Synthesizing sources”  Uğur Ümit Üngör excerpt from <i>Making of Modern Turkey</i>	In-class work on readings (create a compare contrast list). Synthesis handout.
<b>Week 4</b> Feb 26 <sup>th</sup> M	CMS	Bring CMS from last semester’s course reader In-class work on CMS	Peer review – Control your camera II
Feb 28 <sup>th</sup> W		Uğur Ümit Üngör ctd. <i>Making of Modern Turkey</i> pp 224-232.	In-class synthesis writing (graded)  <b>Tentative proposal due Sunday as Journal 2</b>
<b>Week 5</b> March 5 <sup>th</sup> M	Transition between paragraphs Timed writing (history & memory/identities)	Rampolla “Writing clear and connected paragraphs” pp. 64-67	<b>2-page response</b>

<b>March 7<sup>th</sup></b> W	Gender identities	Formation of Gender Identities in Republican Turkey and Women's Narratives as Transmitters of 'Herstory' of Modernization by Ayse Durakbasa and Aynur Ilyasoglu	In-class writing
<b>Week 6</b> <b>March 12<sup>th</sup></b> M	Library search and evaluating sources  The research question	Ayse Durakbasa and Aynur Ilyasoglu –Ctd.  Readings: Marius & Page "Gathering Information" pp. 56-63, Rampolla "Evaluating sources" pp. 12-23  Rampolla "Moving from topic to research question" pp 83-89	
<b>March 14<sup>th</sup></b> W	Secondary Sources Proposal writing	Readings: Furay & Salevouris "Sources"	In-class work on proposal
<b>Week 7</b> <b>March 19<sup>th</sup></b> M	Film		<b>Available for individual tutorials</b>
<b>March 21<sup>nd</sup></b> W	Film discussion Quotations	Rampolla "Writing about film" pp 41-44 Furay & Salevouris "Integrating quotations" pp. 157-164	<b>3 page response paper with quotations due by Sunday midnight</b>
<b>Week 8</b> <b>March 26<sup>th</sup></b> M	Introductions and conclusions	Furay & Salevouris "Writing the Research paper" pp 205-210 and Rampolla "Drafting an introduction" pp. 61-64	<b>Find two additional sources (and have critically read one of them by Wednesday's class)</b>
<b>March 28<sup>th</sup></b> W	Annotated bibliography	Annotated bib, part I: In-class first entry. Readings: prompt and Rampolla "Annotated Bibliography" pp. 29-31	<b>Journal 3: revise tentative proposal</b>
<b>Week 9</b> <b>April 2<sup>nd</sup></b> M	Sexual identities  CMS formatting	Reading: Murray "Homosexuality among Slate Elites in Ottoman Turkey"	<b>Full annotated bibliography due by Monday midnight</b>
<b>April 4<sup>th</sup></b> W	Writing strong paragraphs and transitions	Readings: Re-read Rampolla "Connections between paragraphs"  Furay & Salevouris "Outline and Style/Formatting" p. 210 (within "Writing the research paper")	<b>Bring hard copy of outline to class</b>  <b>Journal 4: peer review</b>  <b>Extended outline of research paper due by Friday</b>

<b>Week 10</b> April 9 <sup>th</sup> M	Round-table discussions	Class discussion on research process	INDIVIDUAL CONFERENCES (Monday and Tuesday)
<b>April 11<sup>th</sup></b> W	Round-table discussions	Class discussion on research process Rampolla: connections between paragraphs and effective intros	
<b>Week 11</b> April 16-20	NO CLASS: SPRING BREAK	WORK ON PAPER	
<b>Week 12</b> April 23 <sup>th</sup> M	Peer review	Readings: Rampolla "Revising for content and organization" pp. 69-70, and Marius and Page "Student Samples" pp 173-187  Reading: Rampolla: "Editing for style and grammar" pp. 71-81	<b>Journal 5: In class peer review: Bring a hard copy of your research paper to class</b>  In class discussion of sample revised papers.  <b>Research Paper Draft 1 due by midnight</b>
<b>April 25<sup>th</sup></b> W	Revising (tutorials)  Writing Mechanics: Document design	Bring revising questions/options to class  Reading: Hacker and Sommers "Document design" 571-576	
<b>Week 13</b> April 30 <sup>th</sup>	Extra library session  Available for tutorials		Research paper returned with extensive feedback by Monday
<b>May 2<sup>nd</sup></b> W	Writing day	Writing day	
<b>Week 14</b> May 7 <sup>th</sup> M	Peer review of revision questions/ideas	Meet with a peer	<b>Journal 6: Peer review</b>
<b>May 9<sup>th</sup></b> W	Revisions Course evaluations	Readings: Marius & Page "Grammar and syntax" pp 138-147	Bring revised draft to class  <b>Research Paper</b> - Final draft due by Friday at 1:00 pm on turnitin.com