

College of Micronesia – FSM
P.O. Box 159
Kolonia, Pohnpei FM 96941

Course Outline Cover Page

Expository Writing II

Course Title

EN120b

Department & Number

Course Description:

In this course, students will focus on improving their research, pre-writing, expository writing, and critical thinking skills. The course will provide the students with the basic skills necessary to write research-supported papers in the humanities, natural sciences, and social sciences.

Course Prepared by: **Div. of Languages and Literature**

Campus: **National**

	Hours per Week		No. of Weeks		Total Hours		Semester Credits	
Lecture	3	x	16	x	48	=	3	
Laboratory		x		x		=		
Workshop		x		x		=		
Total Semester Credits								3

Purpose of Course:

Degree Requirement	X
Degree Elective	
Certificate	
Remedial	
Other (workshop)	

Prerequisite Course(s):

EN120a Expository Writing w/ grade of C or better
EN110 Advanced Reading

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

EN120b Expository Writing II

Course Outline

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I. COURSE OUTCOMES

Program Learning Outcomes – General Education Core:

Students will be able to:

- Demonstrate the various elements of the writing process, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.
- Read accurately and critically by asking pertinent questions about a text, by asking assumptions and implications, and by evaluating ideas.
- Use the conventions of standard written English to write an organized, coherent, and effective essay.

General Learning Outcomes:

1. Students will demonstrate proficiency in research skills.
2. Students will demonstrate proficiency in pre-writing skills.
3. Students will demonstrate proficiency in writing skills.

Specific Learning Outcomes:

Students will be able to

- 1.1 locate and select appropriate, high-quality source materials by:
 - interviewing experts.
 - searching the Internet.
 - using the library for print materials.
 - viewing visual media/multimedia (movies, CD-ROMs, etc.).
 - conducting surveys and/or observational field research.
- 1.2 distinguish primary and secondary sources.
- 1.3 discriminate facts from opinions.

- 2.1 conduct preliminary research to narrow a broad subject to a specific assignment topic.
- 2.2 demonstrate note-taking strategies to compile information from a variety of sources.

- 2.3 prepare outlines and/or utilize similar planning tools (such as graphic organizers).
- 2.4 develop research theses and/or hypotheses.

- 3.1 summarize source texts.
- 3.2 paraphrase source texts.
- 3.3 synthesize ideas gleaned from a variety of sources, along with their own opinions, into cogent prose.
- 3.4 engage in concession and refutation of specific ideas to develop a thoughtful response to controversial material.
- 3.5 format formal papers utilizing the MLA (Modern Language Association) style (or another widely accepted system such as APA or CMS).
- 3.6 utilize the MLA documentation style (or another widely accepted system such as APA or CMS) to formally acknowledge sources. This will consist of brief parenthetical citations within the text that are keyed to an alphabetical list of works that appears at the end of the paper.
- 3.7 write samples of a wide variety of rhetorical patterns.
- 3.8 define plagiarism and take the steps necessary to avoid it.
- 3.9 revise their writing as necessary to produce written work predominately free from grammatical and mechanical errors.

II. COURSE CONTENTS

Working through a variety of writing exercises, the students will practice each of the skills noted in the objectives. Each student will produce at least three substantive* research papers that demonstrate these skills. The research topics will be chosen by the instructor, one in each of the three areas of humanities, natural sciences, and social sciences.

* To satisfy the requirement of “substantive,” a composition must be at least 1400 words/4 pages of text (exclusive of cover sheet or works cited). Instructors may assign papers of equal or varying lengths, but overall, the combined total written product for the three substantive papers must be at least 5000 words/15 pages of properly formatted text. The cumulative total body of written work by a student for this course will be not less than 10,000 words/thirty pages. The cumulative total body of work will include the three substantive papers plus all additional assignments.

III. REQUIRED MATERIALS

Textbook:

Ruszkiewicz, John, Janice R. Walker, and Michael A. Pemberton. Bookmarks: A Guide to Research and Writing. 3rd ed. NY: Longman, 2006.

Supplemental Materials:

A huge amount of supplemental material is available through the Internet to support this course. Students will use the Internet as a research tool and instructors can use on-line tutorials to present and reinforce course content. Sites change frequently, but two examples of the latter are:

- <http://www.indiana.edu/~istd/practice.html> -- to practice identifying and avoiding plagiarism
- <http://www.vts.intute.ac.uk/detective/> -- to cover a wide variety of issues in using the Internet for academic research

Handouts will be provided by the instructor, which may include but are not limited to writing exercises, research content materials, and source texts for various uses.

IV. REQUIRED COURSE MATERIALS

Dedicated electronic storage device such as USB flash drive.

V. REFERENCE MATERIALS

Formatting Manuals:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th Edition. NY: The Modern Language Association of America, 2003.

American Psychological Association (APA). Publication Manual of the American Psychological Association. 5th ed. NY: APA, 2001.

University of Chicago Press Staff, ed. The Chicago Manual of Style. 15th ed. Chicago, IL: University of Chicago Press, 2003.

Texts for Writing Exercises and for Ideas in Teaching Skills:

Hult, Christine A., and Thomas N. Huckin. The New Century Handbook. Boston: Allyn and Bacon, 2000.

Meriwether, Nell W. 12 Easy Steps to Successful Research Papers. Lincolnwood, IL: National Textbook Company, 1997.

Rozakis, Laurie E. The Complete Idiot's Guide to Research Methods. NY: Alpha, 2004.

Spack, Ruth. Guidelines: A Cross-Cultural Reading/Writing Text. 3rd ed. NY: Cambridge, 2007.

Spencer, Carolyn M., and Beverly Arbon. Foundations of Writing: Developing Academic Writing Skills. Lincolnwood, IL: National Textbook Company, 1997.

Woods, Geraldine. Research Papers for Dummies. Indianapolis: Wiley Publishing, 2002.

VI. INSTRUCTIONAL COST

There are no special costs associated with this course.

VII. METHODS OF INSTRUCTION

Instructor may use, but is not limited to, lecture, group discussion, on-line groups, web-based documents, and research activities.

Instructors may call upon faculty from other Divisions and/or experts from the community to guest lecture in specialized content areas that the class is researching.

VIII. EVALUATION

Credit by examination - None

Students will be assessed (yielding standard A, B, C, D, F letter grades) based upon how well their written work satisfies the student learning outcomes for the course. In addition to the three substantive research papers, assignments may take the form of short papers, homework, quizzes, tests, and in-class participation. The bulk of the grade (50% or more); however, will result from the three substantive research papers.

IX. ATTENDANCE POLICY

The COM-FSM Attendance Policy applies to this course.

X. ACADEMIC HONESTY POLICY

The COM-FSM Academic Honesty Policy applies to this course. Because this is the core writing course that equips students for research writing tasks in many other courses, extra emphasis will be placed on academic honesty, particularly in the area of plagiarism.