

21G.222 Expository Writing for Bilingual Students
A Communication-Intensive Course

Spring 2018

Kirkley Silverman

TR 3:30-5:00pm

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Course Description

In this class, which you should take in your first year at MIT, you will learn the skills necessary to write successful academic papers. We will read essays and analyze them to understand the most effective ways to communicate in written form. In particular, we will work on the following skills:

- Mastering rhetoric and understanding academic American writing style
- Developing, organizing and presenting ideas clearly
- Practicing critical review and revision
- Learning strategies for making good vocabulary and grammar choices
- Gaining familiarity with online tools to aid in writing and research
- Gaining familiarity with a formal writing process in order to improve fluency, accuracy, and organization.

Priorities for Enrollment

First priority are sophomores for whom the class is a requirement (according to the Freshmen Essay Evaluation, or FEE) and who could not take it freshman year or were denied a spot previously; As this course is a prerequisite, they need to catch up with their CI requirements. Next are freshmen for whom the class is a requirement according to the FEE. If there are too many freshmen required to take the class, a lottery will be held. Finally, if there is room left, grade-seeking students for whom the class is not required or recommended by the Institute may take the class with permission of the instructor.

Required Materials

- *21G.222 Course Reader for Section 1/Silverman* (Copy Tech) **Please bring this to every class.**
- Online subscription to *Advancing Vocabulary Skills Plus* by Sherrie Nist and Carole Mohr (Buy online or the MIT Coop; \$10). <http://www.townsendpress.com/store/product/vocabulary-plus-student-access-e-mailed/>
- Handouts folder with pockets. In addition to materials in the course packet, handouts will be distributed in class and posted on the Learning Module (a.k.a. Stellar, which I will refer to in this syllabus as “the LM.” You should keep all hard copies in a folder and bring them to each class, as they may be used again. **Bring this folder to every class.**
- A separate folder (portfolio) with pockets large enough to accommodate approximately 60 pages of writing. You will keep all your writing assignments in this folder and turn in the entire folder with each formal writing assignment.
- Mozilla Firefox or Google Chrome (free): <https://www.mozilla.org/> or <https://www.google.com/chrome/browser/desktop/index.html> (for using Zotero).
- Zotero citation software subscription (free): <https://www.zotero.org/download/>

- Gmail account (free at <https://www.google.com/>) for sharing documents with me (you will have a Google Drive folder for this class. Please send me your Gmail address so that I may share the folder with you).

Homework Policy

Late papers will not be accepted unless you have obtained *prior* approval from the instructor. This includes drafts of papers; all drafts must be submitted on time in order to receive a grade for the final paper. Permission to turn in papers late will be given for emergencies. Making work for another class or extracurricular activity a priority over this class is not an acceptable reason for an extension. Other reasons will be decided on a case-by-case basis.

Homework assignments will be given in class, and will be posted on Stellar (<https://learning-modules.mit.edu/class/index.html?uuid=/course/21G/fa17/21G.222.03#dashboard>) under Assignments. Details will be posted on the LM. Assignments should be submitted on paper in class unless otherwise specified. Missing class is not an excuse for missing an assignment. Students who miss class are expected to find out the assignments for the next class from the syllabus and check the LM as well for any additional assignments. If you miss class, you must send your assignment with another student (preferred) or by email. **Formal papers sent on time by email because of illness or emergency will receive full credit, but will not be graded until the student has submitted the work with his/her portfolio.**

Read the instructions for each assignment carefully and ask for clarification if you are not sure what you should do. To get full credit for an assignment, you must follow the instructions, including page length. Turning in a paper that does not match the assignment will result in a much lower grade.

How do I find the homework?!

The best place to see what homework is due for the next class is the **syllabus**, but occasionally if there are additions or changes to the schedule or to assignments, they will be posted on **Stellar's Schedule page**, which, if changes are made, will take precedence over the printed syllabus, if applicable. In other words, the most updated announcements will be posted on Stellar's schedule page.

Attendance, Preparation & Participation

Plan to attend every class. Missing more than two classes without permission will negatively affect your grade, as will chronic lateness. If you think that you may be required to attend meetings or do work for other classes during our class time, or will have to be perpetually late, please change to another section or postpone this class until you have more time. It is offered every semester.

Students are expected **to participate** to the best of their abilities. This includes contributing comments in full class discussions, asking questions, being active in small group discussions and thoughtfully evaluating other students' papers in peer review. Students may be required to come to the instructor's office hours or visit the Writing Center for additional tutoring, and failure to comply with such requirements will also be factored into the participation grade.

No cell phone/electronic device use in class unless specified by instructor. Devices used for checking Facebook, WeChat, Instagram, Snapchat, or the like during class may be confiscated (and used for fun) by the instructor. Also, while the instructor always appreciates “friend” requests, they cannot be accepted while you are his student.

Plagiarism

At MIT, you are expected to do your own work. While borrowing ideas and words from others is acceptable in some cultures, it is not in the United States, where it is known as **plagiarism**. **Plagiarized papers will not receive credit, and the participation grade will also be negatively affected.** Students who plagiarize a second time are likely to fail the class. We will discuss how to avoid plagiarism in week two. In the meantime, do not copy from other sources, and do not have someone edit your paper before you submit it.

Types of assignments

Work for this class will include:

- **Vocabulary lessons and tests:** These will be online. To sign up, buy a subscription either at the Coop or follow the link to the online vocabulary lessons on the the LM menu.
- **Brief writing assignments (BWAs):** These short papers will include responses to readings and may also include short essays incorporating rhetorical styles studied in class, use of grammar and vocabulary in context, or some combination of these elements.
- **Quizzes** on grammar, mechanics, vocabulary, and readings.
- **Major assignments:** You should expect to write at least 5,000 words over the semester, as well as revisions of formal papers. If you receive a grade of C or lower on any papers, you may be asked to revise them again. **All preliminary work assigned, such as outlines and drafts, must be submitted for the final draft to be accepted.**
 - **Paper 1: Making a Claim.** You will write an essay explaining your opinion in response to a prompt. You will use your own experience and observations to support your point of view. You will practice the grammar, mechanics, vocabulary and organizational skills and strategies learned in the class so far. You will learn and practice peer review and learn to apply the advice to your paper. You will begin to use bibliographic citations.
 - **Paper 2: Analyzing an Argumentative paper.** You will read another author’s argumentative essay and evaluate the strengths and weaknesses of their arguments and support. You will practice skills and strategies in critical thinking and logic and adopt a more formal, academic writing style. Some basic research will be incorporated in this paper.
 - **Debates.** You will work on a team to formulate arguments and do library research to support one side of a debate. You will present your ideas orally in a formal debate in class and submit a written summary of your research. Your work on this oral group project will lay the foundation for Paper 3.
 - **Paper 3: Using Research to Support a Position.** Using your debate research as a foundation, you will develop and narrow a thesis and support your arguments using evidence that you have found through additional library research. You will practice incorporating source material appropriately. For this assignment, you will learn to expand your ideas step-by-step into a longer paper. Finally, you will give an informal oral report on this paper.
- Other homework or quizzes as deemed necessary. (These will be included in the participation grade.)

Grading

You must receive a C grade or above to pass the course and receive CI credit.

97 & above=A+	93 – 96 =A	90-92=A-	87-89=B+	83-86=B	80-82=B-
77-79=C+	73-76=C	70-72=C-	60-69=D	Below 60 = F	

Grade Calculation:

Class preparation and participation, including in-class peer review	12.5%
Homework assignments, including written preparation for peer review	7.5%
18 online vocabulary units + 3 review	5%
3 quizzes (grammar, citation formats, mechanics, readings, etc.)	5%
5 Brief writing assignments (BWAs; 300-400 words each)	12.5%
Paper 1 (750-1000 words) Grade includes free-writing (1%), detailed outline (3%), and final draft (6%)	10%
Paper 2 (1000-1250 words)	15%
Debates + written plan (250-400 words) and group Zotero folder (annotated).	12.5%
Paper 3: Position Paper (1500-2000 words) Grade includes proposal (1%), peer review draft (1%), revised draft to instructor with synopsis of changes (5%), and final version with synopsis of changes (13%).	20%
Total	100.00%

Brief Writing Assignments and other homework will be assigned grades as follows:

✓+	100%	Assignment followed instructions and met all of the requirements.
✓	85%	Assignment followed instructions and met many of the requirements.
✓-	70%	Assignment missed some instructions, was incomplete and/or met only some of the requirements.
X	0	Work did not match assignment, was late without permission or was not turned in.

Format for Writing Assignments

All out-of-class writing assignments (including BWAs) must be typed and double spaced in Times Roman 12-point type, one-sided, with standard margins (top/bottom 1", L/R 1.25") to allow for comments and corrections. A template for this will be posted on Stellar. No staples, please! The reason for this is that I will scan your papers for my records...and staples in scanners can be hazardous to the scanner! Longer papers will be submitted on Stellar as well and must be in docx format. Please do not submit pdfs.

The Writing Center

The **WCC at MIT** (Writing and Communication Center) offers **free** one-on-one **professional** advice from communication experts (MIT lecturers who all have advanced degrees and who are all published writers). The WCC helps you strategize about all types of academic, creative, job-related, and professional writing as well as about all aspects of oral presentations (including practicing your presentations & designing slides). The WCC also helps with all **English as Second Language** issues, from writing and grammar to pronunciation and conversation practice, from understanding genre conventions to analyzing what particular journals require. The WCC is located in **E18-233** (50 Ames Street; entrance through Bldg. 19, 400 Main St.). To register with our online scheduler and to make appointments, go to <https://mit.mywconline.com/>. To access the WCC's many pages of advice about writing and oral presentations, go to <http://cmsw.mit.edu/writing-and-communication-center/>. The Center's core hours are Monday-Friday, 9:00 a.m.-6:00 p.m.; evening hours vary by semester—check the online scheduler for up-to-date hours.

21G.222 Course Schedule

- Notes on Course Schedule:

- This schedule is subject to change. Changes will be announced in class and posted on Stellar. Please note that it is your responsibility to keep up to date on readings, assignments, and any announced changes to the calendar.
- Items with **this background** indicate a day other than class in which an assignment is due.
- All readings are from the Course Reader (CR) unless otherwise specified. Some will be posted on the course website on Stellar under Materials or Homework.
- Readings and assignments are to be discussed on the days listed, so make sure to have them read and done before class on those days. Sometimes I will change the assignments in class, so if you miss class, check Stellar or your email for any announcements.

Wk.	#	Day	Date	Class Topics	Reading & HW Due
1	1	T	Feb 6	<ul style="list-style-type: none"> Course overview + syllabus Discussion: Education Introductions In-class writing sample 	<ul style="list-style-type: none"> N/A
	2	R	Feb 8	<ul style="list-style-type: none"> Syllabus quiz & questions Discussion: Turkle Thesis statements exercise Supporting a claim Grammar: verb tense review 	<ul style="list-style-type: none"> Sign up for online vocabulary tests Sign up for Zotero account Read: “The Flight from Conversation” by Sherry Turkle and “Entering the Conversation” by Gerald Graff Review handouts on strategies for critical reading and learning to read faster BWA 1
2	3	T	Feb 13	<ul style="list-style-type: none"> Audience & purpose Metaphor & simile Quoting, paraphrasing and summarizing Citing sources 1 	<ul style="list-style-type: none"> Read: “A FaceTime Relationship Turns Face to Face” by Maria Shehata Worst case scenario take-home quiz BWA 2 Online vocabulary—Lesson 1
	4	R	Feb 15	<ul style="list-style-type: none"> Freewrite Paper 1 Discussion on reading Topic sentences & paragraph structure Coherence & cohesion Outlining 	<ul style="list-style-type: none"> Read: “The Pressure to Look Good” by Jennifer Weiner / “What Students Think About Free Speech by Erwin Chemerinsky Choose essay for Paper 1—print it, read it, and bring it to class BWA 3 Online Vocabulary—Lesson 2

W	#	D	Date	In class	HW Due
3	5	T	Feb 20	<ul style="list-style-type: none"> Punctuation workshop—colons, semicolons and commas Structuring your first paper Essay introductions and conclusions activity 	<ul style="list-style-type: none"> Read: “Notes on Punctuation” by Lewis Thomas Read: Essay introductions and conclusions Create a detailed outline for paper 1 and share with me through your Google Drive folder <i>Online Vocabulary—Lesson 3</i>
	6	R	Feb 22	<ul style="list-style-type: none"> Citations 2 Online resources: accurate vocabulary Signal verbs and credentials Definite and indefinite articles 	<ul style="list-style-type: none"> Read: “Is Coding the New Literacy?” by Tasneem Raja BWA 4 <i>Online Vocabulary—Lesson 4</i>
4	7	T	Feb 27	<ul style="list-style-type: none"> Grammar, punctuation, and vocabulary quiz 1 Quoting, paraphrasing, and summarizing 2 	<ul style="list-style-type: none"> Bring two copies of Paper 1 draft to give to your peer reviewers Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 5</i>
	8	R	Mar 1	<ul style="list-style-type: none"> Peer review: Paper 1 draft 	<ul style="list-style-type: none"> Peer review video and reading Initial peer review of Paper 1 <i>Online Vocabulary—Lesson 6</i>
		F	Mar 2		<ul style="list-style-type: none"> <i>Browse essay choices (on Stellar) for Paper #2, choose one, and email choice to kirkleys@mit.edu</i>
5	9	T	Mar 6	<ul style="list-style-type: none"> In-class research session 1 Generating a research question Thesis statements and arguments Evaluating a source’s credibility 	<ul style="list-style-type: none"> Paper 1 to instructor (This paper will be rewritten again, due one week from the time it is received back by the student.) Bring a laptop or tablet to class <i>Online Vocabulary—Unit One Review</i>
	10	R	Mar 8	<ul style="list-style-type: none"> Intro to logical analysis & logical fallacies Research session 2: LexisNexis; MIT Library resources (scavenger hunt) 	<ul style="list-style-type: none"> Readings on logical fallacies Choose debate topics (survey) Watch satirical videos: Colbert, Oliver, Bee, Noah, etc. Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 7</i>
6	11	T	Mar 13	<ul style="list-style-type: none"> Research session: Google Scholar 	<ul style="list-style-type: none"> BWA 5: Logic Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 8</i>

W	#	D	Date	In class	HW Due
	12	R	Mar 15	<ul style="list-style-type: none"> Active reading strategies 	<ul style="list-style-type: none"> Bring two copies of your Paper 2 draft to give your partners for peer review <i>Online Vocabulary—Lesson 9</i>
7	13	T	Mar 20	<ul style="list-style-type: none"> Peer review: Paper 2 Debate team assignment and topics Debates: forming and supporting arguments Create Zotero groups 	<ul style="list-style-type: none"> Initial peer review of Paper 2 Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 10</i>
	14	R	Mar 22	<ul style="list-style-type: none"> Grammar, punctuation, writing, and vocabulary Quiz 2 	<ul style="list-style-type: none"> Paper 2 to instructor (This paper will be rewritten again, due one week from the time it is received back by you, the student.) <i>Online Vocabulary—Lesson 11</i>
8	15	T	Mar 27	<ul style="list-style-type: none"> No class / Spring Vacation 	
	16	R	Mar 29	<ul style="list-style-type: none"> No class/ Spring Vacation 	
9	17	T	Apr 3	<ul style="list-style-type: none"> Debates in class 1 Narrowing your thesis Mid-term evaluations 	<ul style="list-style-type: none"> Written debate plan (individual) and Zotero folder <i>Online Vocabulary—Lesson 12</i>
			Apr 5	<ul style="list-style-type: none"> <i>Individual conferences in 16-675 to discuss position paper proposal</i> 	<ul style="list-style-type: none"> <i>Outside of class time—please sign up on Doodle poll (check your email for invitation)</i>
	18	R	Apr 5	<ul style="list-style-type: none"> (Debates in class 2) Proposal draft for position paper (Paper 3): peer review 	<ul style="list-style-type: none"> Position paper (Paper 3) proposal draft: thesis, outline, and bibliography <i>Online Vocabulary—Unit Two Review</i>
10	19	T	Apr 10	<ul style="list-style-type: none"> Muddy cards Articles 2 	<ul style="list-style-type: none"> Revised position paper proposal and expanded outline to instructor (500 words minimum) → Submit to Stellar by midnight <i>Online Vocabulary—Lesson 13</i>

Wk.	#	Day	Date	Class topics	HW Due
	20	R	Apr 12	<ul style="list-style-type: none"> • Discussion of position paper readings • In-text citations • Cause and effect • Counterarguments/Refutations • Describing a process 	<ul style="list-style-type: none"> • (*Read two opposing position papers from Mystery students...) • <i>Online Vocabulary—Lesson 14</i>
11	21	T	Apr 17	<ul style="list-style-type: none"> • No class / Patriot's Day 	
		<i>R</i>	<i>Apr 19</i>	<i>Individual Conferences in 16-675 to discuss position paper proposal</i>	<i>Outside of class time (during office hours, 1:15-3:15pm)</i>
	22	R	Apr 19	<ul style="list-style-type: none"> • Changing quoted text • Paraphrasing and summarizing numbers and data sets 	<ul style="list-style-type: none"> • Position Paper: 750+ words of paper in outline with in-text citations (word count includes all writing for this paper so far) • <i>Online Vocabulary—Lesson 15</i>
12	23	T	Apr 24	<ul style="list-style-type: none"> • Introductions and conclusions 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 16</i>
	24	R	Apr 26	<ul style="list-style-type: none"> • Review: grammar, paraphrasing, summarizing, citations (based on student needs—TBA) 	<ul style="list-style-type: none"> • Complete Position paper draft due to Partners (1250 words minimum) • <i>Online Vocabulary—Lesson 17</i>
13	25	T	May 1	<ul style="list-style-type: none"> • Peer review of Paper 3 (Position paper) in class 	<ul style="list-style-type: none"> • Initial peer review (done outside of class) • <i>Online Vocabulary—Lesson 18</i>
	26	R	May 3	<ul style="list-style-type: none"> • Grammar quiz • Vocabulary review 	<ul style="list-style-type: none"> • Position paper draft to instructor • <i>Online Vocabulary—Unit Three Review</i>
14	27	T	May 8	<ul style="list-style-type: none"> • Individual Conferences (group 1) in 16-644 	<ul style="list-style-type: none"> • N/A
	28	R	May 10	<ul style="list-style-type: none"> • Individual conferences (group 2) in 16-644 	<ul style="list-style-type: none"> • N/A
15	29	T	May 15	<ul style="list-style-type: none"> • Position paper: informal oral presentations 	<ul style="list-style-type: none"> • Final position paper due
	30	R	May 17	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • N/A