



English 101, EXPOSITORY WRITING, 3 UNITS

Syllabus

Azusa Pacific Online University
Azusa Pacific University System

COURSE DESCRIPTION

Expository Writing focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency.

MISSION STATEMENT

Azusa Pacific Online University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

ONLINE LEARNING

Azusa Pacific Online University (APOU) specializes in online education for students who need a flexible learning schedule. The Online University vigorously pursues the goals of Christ-centeredness, academic excellence, affordability, accessibility, and relevance to the contemporary world.

Fully online courses are primarily designed for “asynchronous” learning, which enables students to log in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

SCHEDULE

APOU courses begin on a Monday. Accordingly, an APOU course week extends from Monday through Sunday with the exception of the final week, which ends on Friday. Graded assignments are due on the days listed in the Course Calendar:

Day 1=Monday, Day 2=Tuesday, Day 3=Wednesday, Day 4=Thursday, Day 5=Friday, Day 6=Saturday, Day 7=Sunday

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and should regularly consult the Course Calendar to ensure that they complete all work in a timely manner.

REQUIRED TEXTS AND RESOURCES

Peterson, L. H. & Brereton J. C. (Eds.). (2008). *The Norton Reader* (12th ed.). New York: W.W. Norton. ISBN# 978-0-393-92948-5 (pbk.)

Hacker, D. (2011). *A Writer's Reference*. (7th ed.). New York: Bedford/St. Martin's. ISBN# 987-0-312-60143-0

COURSE GOALS AND STUDENT LEARNING OUTCOMES (SLOs)

Goal 1: Help students understand and engage the intellectual and emotional challenges of writing at the college level.	Program SLO(s)
SLO 1.1: Write and revise formal and informal essays engaging ever increasingly more complex personal, social, and historical issues.	3.1
SLO 1.2: Respond in writing with precision, judgment, and compassion to the work of their peers and to assigned readings.	3.3
Goal 2: Help students understand the relationship between reading and writing and assist them in developing strategies to develop competency in both areas simultaneously.	
SLO 2.1: Compare and contrast the vocabularies and syntactic fluency of their own writing with that of their peers and of published authors.	1.1, 3.3
SLO 2.2: Devise and experiment with strategies for increasing their sensitivities to prose, published and unpublished, and to syntactic variations unfamiliar to them.	2.2, 3.1
SLO 2.3: Devise and test strategies for engaging a text with insight, patience, and perspective.	3.3
Goal 3: Help students negotiate the transition from writer-based to reader based prose.	
SLO 3.1: Articulate and analyze in writing the differences between writer-based and reader-based prose.	3.1
SLO 3.2: Determine, analyze, adopt, and evaluate strategies and methodologies for increasing the rhetorical effectiveness of their writer-based prose.	3.1, 3.2
Goal 4: Assist students in attaining genre knowledge and in the ability to use such knowledge to shape their writing responses.	
SLO 4.1: Articulate and demonstrate in writing the understanding of several different genres of college writing, including, but not restricted to, the short response, the impromptu essay, and the formal short paper.	4.3

	SLO 4.2.: Analyze and determine the most appropriate response for varying rhetorical exigencies.	3.1, 3.3, 4.3
Goal 5: Help students gain sensitivity to the place and value of reader expectations in the areas of correctness, variety, and rhetorical efficacy.		
	SLO 5.1: Edit and revise for clarity, correctness, and perspicuity their own prose and that of their peers.	3.1
	SLO 5.2: Describe, detail, analyze, and evaluate various aspects of audience awareness such as situation, expectation, limitation, and consequence.	3.1, 3.3
Goal 6: Help students understand the relationship between mastery of intellectual skills, psychological health, and spiritual maturity.		
	SLO 6.1: Articulate and defend answers to the three questions central to the course -- self, others, God.	1.1, 2.1, 4.2
	SLO 6.2: Determine, examine, discuss, and evaluate the core values and conceptions that undergird intellectual security, psychological equanimity, and spiritual sufficiency.	1.1, 2.1, 4.2

SCHEDULE

Detailed instructions for assignments appear on the course website.

ASSESSMENT POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, etc.) will accompany each major graded assignment. See the course website for specific assignment criteria and the accompanying grading instruments.

Points Distribution

Graded assignments will be weighted as follows:

Graded Assignments	Percent of Grade
Short Essays ... Six graded at 5 points each	30
Longer Essays... Two graded at 10 points each	20
Logic, rhetoric, grammar worksheets... 6 graded at 2 points each	12
Webquests – 2 per student at 4 points each	10
Discussion Responses and Peer Reviews	28
Total	100%

Final Grades

The following scale will be used when calculating final grades:

A	93%-100%	B-	80%-82%	D+	67%-69%
A-	90%-92%	C+	77%-79%	D	63%-66%
B+	87%-89%	C	73%-76%	D-	60%-62%
B	83%-86%	C-	70%-72%	F	<60%

Checking Grades

Be sure to check your grades often via the course Gradebook.

EXPECTATIONS

Professionalism

All written work must be of professional quality and keyed using a computer. Handwritten work will not be accepted. Assignments that include excessive (more than 2 per page) or distracting grammatical, mechanical, or typographical errors will receive a grading penalty. All written assignments should be prepared using the American Psychological Association (APA) style format. A link to *Basics of APA Style* appears on the course website.

As a professional, you are also expected to collaborate with your colleagues during group projects and to show respect for one another during all course interactions.

Netiquette

“Netiquette” is network etiquette, or a set of rules for behaving properly online. Virginia Shea has defined the issues, and discussed them at length, in her book *Netiquette*. You may view a brief summary of her “Core Rules of Netiquette” at the following website: <http://www.albion.com/netiquette/corerules.html>. They won't answer all netiquette questions, but they will provide some basic principles to use in solving many netiquette dilemmas.

Academic Honesty

The mission of Azusa Pacific Online University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the *Academic Integrity Policy* appears on the course website.

Academic dishonesty (cheating, plagiarism, copying, and other forms) will be reported to the Program Director. Judicial sanctions may include, but are not limited to, loss of a letter

grade or failure in the course in which the offense occurred, suspension, and/or dismissal from the University.

Other Academic Policies

Academic policies governing late assignments, course withdrawals, grade appeals, and many other issues appear on the course website.

Students with Disabilities

Students who have a disability that might prevent them from fully demonstrating their abilities should contact the Office of Student Services (lec@apu.edu) as soon as possible. An advisor will explain how to initiate disability verification and will discuss accommodations that may be necessary to ensure full participation and successful completion of course requirements.