

21W.222 Expository Writing for Bilingual Students Section 3 A Communication Intensive Course

Fall 2023
TR 3:30-5 pm
Classroom 1-135
Office hours TR 11:30 AM-1 PM
and by appointment

A. C. Kemp
Email: ackemp@mit.edu
Phone: 617-253-4747
Office: 14N-228

Course Description

In this class, normally taken in your first year at MIT, you will learn the skills necessary to write successful academic papers and speak effectively in class. We will read essays and analyze these 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
- Improving confidence in oral communications

Required materials

- *21W.222 Course Reader*—on Canvas
- Online subscription to *Vocabulary Plus* by Sherrie Nist and Carole Mohr (Subscription \$12.90 <https://www.townsendpress.com/store/basic-skills-esl/vocabulary-skills/vocabulary-plus-student-access-kit-e-mailed> Please let me know immediately if you have trouble signing up.
- Zotero citation software for Chrome & Desktop (free) <https://www.zotero.org/download/>
- Gmail account (free.) <https://www.google.com/>

Recommended materials

- Adobe Acrobat Pro (free from MIT) to annotate pdfs

COVID

If you have tested positive for COVID, please do not come to class! Follow the instructions at <https://now.mit.edu/latest-updates/what-to-do-if-you-have-covid-19-symptoms-test-positive-or-are-a-close-contact/>. If you have tested positive but feel okay, you may be able to attend class remotely.

Homework Policy

Late papers will not be accepted unless you have gotten *prior* approval from the instructor. This includes drafts of papers; all drafts must be submitted 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. **I strongly recommend getting in touch with S^3 if you begin to feel overwhelmed by work.**

Homework assignments will be given in class. Details will be posted on Canvas. Assignments should be submitted on Canvas unless otherwise specified. Missing class is not an excuse for missing an assignment. Students who miss class are expected to find the assignments for the next class on Canvas.

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

Attendance, Preparation & Participation

Plan to attend every class. More than three absences will negatively affect your grade. Coming late to class three times will count as one absence. Missing a peer review class will count as two absences. A fourth absence will reduce your semester grade by 1/3 of a grade. In other words, if your grade is A-, your fourth absence will reduce it to B+ and your fifth absence will reduce it to B.

If you need to miss class for any reason, please send me an email as early as possible, so I will not worry about you. Instances where students must miss more than one week of class for any reason will be dealt with on a case-by-case basis to ensure students stay on track toward learning outcomes.

If you think that you may be required to attend meetings or do work for other classes during our class time, please change to another section or wait 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; failure to comply will also be factored into the participation grade.

Bring a laptop or tablet to each class for work. However, devices used for checking social media apps such as TikTok, WhatsApp, WeChat, Line or Instagram during class may be confiscated by the instructor, particularly if they are nicer than hers. No AI use.

Plagiarism Policy

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. **Plagiarized papers will not receive credit, and the participation grade will also be negatively affected.** Students who plagiarize or are likely to fail the class. We will discuss what academic integrity means in future classes. Until that time, do not use material from outside sources, and do not have someone (or something) edit your paper before you submit it.

Artificial Intelligence Policy

AI chatbots can be useful tools, but for this class, don't use them. Like plagiarism, using AI to write your papers is not doing your own work. Writing is a process, and not only does that process help you learn to write and understand what good writing is, it also helps you to learn critical thinking. While it's entirely possible that you will make mistakes in your writing when you do your own honest work, learning to self-correct is part of the process.

Believe it or not, you are a better writer than a chatbot. You have a personality, and that will come through in your writing; chatbots do not, and what they produce reflects that. For this class, it is permitted to use a spell-checker or even a grammar-checker, as long as it explains *why* what you've written is a mistake. (Note: I often find that MS Word tells me correct sentences are incorrect, so beware! It has a hard time with anything complex.) However, do **NOT** use a **style** corrector that tells you things like, "make this more concise by writing X instead" OR "this word would be better." Such tools are good for writing some things (mostly boring ones), but for the essays you'll write for this class, they will take away what is unique in your writing. Trust yourself!

Types of assignments

Work for this class will include

- **Vocabulary Plus lessons** by Sherrie Nist and Carole Mohr <http://www.townsendpress.net>.
- **Brief writing assignments (BWAs)**. These short assignments (300-500 words) will include responses to readings, and may also include short essays incorporating rhetorical styles studied in class.
- **Homework assignments**. Include use of grammar and vocabulary in context and practice of other skills such as citation software. Students may be asked to answer questions about a reading.
- **Quizzes** on material covered in class and homework (e.g., grammar, punctuation, citations)
- **Major assignments**. You should expect to write at least 5000 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: Expanding an idea.** You will expand on short writing done for homework or in class to create a full-length paper. You will use your own experience and observations to support your point of view. In this paper, you will practice the grammar, mechanics, vocabulary and organizational skills and strategies learned in the classes so far. You will learn and practice peer review and learn to apply the advice to your 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 2.
 - **Paper 2: Using Research to Support a Position.** Using your debate work as a foundation, you will develop and narrow a thesis, then support this thesis using evidence that you have found through additional library research. You will practice incorporating source material appropriately. You will learn to expand your ideas step-by-step into a longer paper.
 - **Paper 3: Explaining a concept.** You will learn to define a term and expand the definition using various strategies, including classification and division, exemplification, narration, description and other structures in a subjective essay. You will learn how to vary sentence length and break some of the rules you have learned. You will explore writing for different audiences.

Grading (Standard MIT grading scheme)

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

A+	100 %	to 97.0%	A	< 97.0 %	to 94.0%	A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%	B	< 87.0 %	to 84.0%	B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%	C	< 77.0 %	to 74.0%	C-	< 74.0 %	to 70.0%
D	< 70.0 %	to 61.0%	F	< 61.0 %	to 0%			

Grading breakdown

Category	% of grade
Class preparation and participation, including impromptu speaking and peer review	15%
20 Online vocabulary assignments + review lessons	5%
Short homework assignments and quizzes on grammar, mechanics, and readings	7.5%
6 Brief Writing Assignments (350-500 words each)	15%
Paper 1 (750-1000 words) Draft 1: 5%; Draft 2: 7.5%	12.5%
Debates	7.5%
Annotated bibliography and debate plan (600-800 words)	7.5%
Paper 2: Position Paper (1250-1750 words) Peer review draft 3% Draft to instructor: 5%, final draft 12%	20%
Definition paper (750-1000 words)	10%
TOTAL	100.00%

Format

All out of class writing assignments (including BWAs) must be typed and double spaced, Times Roman 12-point type, with standard margins (top/bottom 1", L/R 1.25") to allow for comments and corrections. Your name should be on the top of each page, even if you are submitting it on Canvas. I grade homework and BWAs online, but I print longer papers out. If your name is not on it, you might not get credit!

The MIT Writing and Communication Center (WCC) It's free! Take advantage.

MIT Writing and Communication Center offers free one-on-one professional advice from communication specialists with advanced degrees and publishing experience. The WCC can help you learn about all types of academic and professional writing and further develop your oral communication skills. You can learn more about WCC consultations at <http://cmsw.mit.edu/writing-and-communication-center> and register with the online scheduler to make appointments through <https://mit.mywconline.com>. Please note that WCC hours are offered Monday-Friday, 9:00 a.m.- 6:00 p.m., and fill up fast.

Fall 2023 Section 3 Schedule (Subject to change.) Bring a tablet or laptop to every class.

W	#	D	Date	Topics	Homework Due
1	1	R	Sept 7	<ul style="list-style-type: none"> • Introduction to the syllabus • Introductions • Discussion: <i>Education</i> • Writing sample in class 	<ul style="list-style-type: none"> • Information form (in class) • Writing sample (in class)
2	2	T	Sept 12	<ul style="list-style-type: none"> • Thesis statements • Audience & purpose • Supporting a claim • Grammar: Verb tense review • Mildly exciting game 	<ul style="list-style-type: none"> • BWA 1: <i>Mother Tongue</i> (Amy Tan) and <i>Accent—My Enemy or My Best Friend</i> (Mystery Student #1) Reading response • Quiz 1: Worst case scenario • Quiz 2: Syllabus • <i>Sign up for online vocabulary lessons</i>
	3	R	Sept 14	<ul style="list-style-type: none"> • Reader-friendliness • Grammar: Run-ons and fragments • Countable/uncountable nouns 	<ul style="list-style-type: none"> • HW: <i>The Equality of Languages</i> (David Crystal) Read short article (2 pages) and answer questions + verb tense practice • Quiz 3: Editing marks • <i>Online Vocabulary—Lesson 1 (Note: Because lessons are staggered, you will not have all the exercises from lesson 1 today, and in the future, you will have exercises from multiple lessons on the same day.)</i>
3	4	T	Sept 19	<ul style="list-style-type: none"> • Punctuation workshop: Commas! Semicolons! Exclamation points! • Grammar: Relative clauses • Super exciting game!!! 	<ul style="list-style-type: none"> • BWA 2: <i>Notes on Punctuation</i> (Lewis Thomas) and <i>Hypergrammar</i> Paragraph practice (compare/contrast) • Quiz 4: Verb tenses • <i>Online Vocabulary—Lesson 2</i>
	5	R	Sept 21	<ul style="list-style-type: none"> • Discussion: Paper 1 (Mystery students 2 & 4) • Peer review practice: Mystery Student 5 • Metaphor and simile • BWA 3: Freewriting 	<ul style="list-style-type: none"> • HW: Read <i>Reconnecting with my Culture</i>, <i>The Masked Message</i>, and <i>An Alternative Perspective towards my Bad English Ability</i> (Mystery Students 3, 4 & 5) and answer questions • Quiz 5: Punctuation • <i>Online Vocabulary—Lesson 3</i>

4	6	T	Sept 26	<ul style="list-style-type: none"> • Peer review in class of Paper 1 draft • Begin revision of Paper 1 	<ul style="list-style-type: none"> • Bring 2 hard copies of peer review draft for your partner(s) and submit on Canvas • <i>Online Vocabulary—Lesson 4</i>
	7	R	Sept 28	<ul style="list-style-type: none"> • Academic integrity • Paraphrasing & citations 1 • Arguments and counterarguments • Form debate groups 	<ul style="list-style-type: none"> • Quiz 6: Academic integrity • HW: Zotero: create short bibliography • Watch two short videos • <i>Online Vocabulary—Lesson 5</i>
5	8	T	Oct 3	<ul style="list-style-type: none"> • Evaluating sources: online newspapers and websites • Facts vs opinions • Research: Google • Fact checking 	<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.) • HW: Read three short newspaper articles and answer questions • <i>Online Vocabulary—Lesson 6</i>
	9	R	Oct 5	<ul style="list-style-type: none"> • Logical analysis • Vocabulary review • Form Zotero / google docs debate groups & invite AC; work on debates 	<ul style="list-style-type: none"> • HW: Read about logic (2 pages) and identify fallacies (1 page). • <i>Online Vocabulary—Lesson 7</i>
6		T	Oct 10	Student Holiday—Yay!	No class
	10	R	Oct 12	<ul style="list-style-type: none"> • Discuss <i>The Case for Torture</i> • Discuss debate videos • Research: Library resources • Scavenger hunt! • Work on debates in class 	<ul style="list-style-type: none"> • BWA 4: <i>The Case for Torture</i> (Michael Levin) logical analysis • HW: Watch debates and answer questions; read about class debate format (Mystery students 10-13) • <i>Online Vocabulary—Lesson 8</i>
7	11	T	Oct 17	<ul style="list-style-type: none"> • Oral citations • Presentation practice • Work on debates in class 	<ul style="list-style-type: none"> • BWA 5: Annotated document of at least 4 sources • <i>Online Vocabulary—Lesson 9</i>
	12	R	Oct 19	<ul style="list-style-type: none"> • Discussion: position paper readings; debate vs. argument paper format • Academic voice 	<ul style="list-style-type: none"> • HW: Read two opposing position papers (Mystery students 14&15) and answer questions • HW: Academic voice 1 & 2 • <i>Online Vocabulary—Lesson 10</i>

8	13	T	Oct 24	<ul style="list-style-type: none"> • Debates in class 	<ul style="list-style-type: none"> • Prepare for debates • Final annotated bibliography (at least 7 sources) and individual debate plan • <i>Online Vocabulary—Lesson 11</i>
	14	R	Oct 26	<ul style="list-style-type: none"> • Citations 1 • Quoting sources • Synonyms for “say” • Summarizing 	<ul style="list-style-type: none"> • HW: Zotero practice 2 • <i>Online Vocabulary—Lesson 12</i>
9	15	T	Oct 31	<ul style="list-style-type: none"> • Peer review of Paper 2 First Draft (Position paper) 	<ul style="list-style-type: none"> • Position paper (Paper 2) draft 1 to partners (750 words minimum) • <i>Online Vocabulary—Lesson 13</i>
	16	R	Nov 2	<ul style="list-style-type: none"> • Citations 2: Changing quoted text • Incorporating sources exercise • Library research in class 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 14</i>
10	17	T	Nov 7	<ul style="list-style-type: none"> • Paraphrasing and summarizing numbers and data sets • Grammar: Cause and effect • Additional research in class 	<ul style="list-style-type: none"> • Quiz 7: Citations • <i>Online Vocabulary—Lesson 15</i>
	18	R	Nov 9	<ul style="list-style-type: none"> • Vocabulary review • Quiz 8 (in class): review of grammar and punctuation 	<ul style="list-style-type: none"> • Position paper to instructor (1000 words minimum), including annotated bibliography (at least 10 sources) and one-page outline • <i>Online Vocabulary—Lesson 16</i>
11	19	T	Nov 14	<ul style="list-style-type: none"> • Individual Conferences group 1 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 17</i> • Read comments from AC prior to meeting.
	20	R	Nov 16	<ul style="list-style-type: none"> • Individual Conferences group 2 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 18</i> • Read comments from AC prior to meeting.
12	21	T	Nov 21	<ul style="list-style-type: none"> • Sentence definitions • Expanding a definition • Subjective and objective definitions • Discussion: <i>Notes on Punctuation (Thomas)</i> • Description: Images 	<ul style="list-style-type: none"> • Final position paper (1250 words minimum) • <i>Online Vocabulary—Lesson 19</i>

R Nov 23				Thanksgiving	No class
13	22	T	Nov 28	<ul style="list-style-type: none"> • Discuss readings • Classification and division • Process • Audience and purpose (as always!) 	<ul style="list-style-type: none"> • BWA 6: <i>Rainbows and Book, standing in the bookstore holding a</i> (Amy Krouse Rosenthal), <i>On Dumpster Diving</i> (Lars Eighner), and <i>The Disney Girl</i> (Janet Walker). • <i>Online Vocabulary—Lesson 20</i>
	23	R	Nov 30	<ul style="list-style-type: none"> • Discuss readings • Exemplification • Vocabulary review • Paper structures • Discuss paper proposal 	<ul style="list-style-type: none"> • HW: Read <i>A Traditional Family</i> (Calvin Trillin) and <i>I Want a Wife</i> (Judy Brady) and answer questions • HW: proposal for definition paper • <i>Online Vocabulary—review lessons 1-20</i>
14	24	T	Dec 5	<ul style="list-style-type: none"> • Varying sentence structure • Breaking grammar rules • Discuss outlines • Work on paper in class 	<ul style="list-style-type: none"> • HW: Outline of definition paper
	25	R	Dec 7	<ul style="list-style-type: none"> • Peer review of definition paper 	<ul style="list-style-type: none"> • Two copies of definition paper, peer review version
15	26	T	Dec 12	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • Final version of definition paper