****

|  |  |
| --- | --- |
| Course Code | EN125 |
| Course Title | English 2: Expository Writing |
| Resource Person(s) |  |
| Semester | F2023 |
| Credit Hours | 3 |
| Counselling Hours | TBA |

**Course Description**

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students’ abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

**Course Learning Outcomes**

By the end of this course, students will be able to:

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.

2. Demonstrate mastery of diverse expository types to address different purposes and audiences.

3. Uphold ethical practices to maintain originality in expository writing.

4. Fostering their social and speaking skills via presentations, role-play, group work, and peer activities

5. Communicate their own ideas clearly by applying their knowledge of grammar

**Teaching Methodology:**

The course will primarily be lecture based but there will be ample opportunities for discussions and interactive sessions through variety of activities. Communicative Approach to teaching will be used.

**Practical Applications and Capstone Project**

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

**Grade Evaluation Criteria**

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Project | 10% |
| Presentation | 10% |
| Final Exam | 40% |
| Total | 100% |

**Suggested Instructional / Reading Materials**

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.

2. "They Say / 1 Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.

3. "Writing Analytically” by David Rosenwasser and Jill Stephen.

4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.

5. "The Elements of Style" by William Strunk Jr. and E.B. White.

6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.

7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.

8 "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.

9. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.

10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

11. Howe, D.H., Kirkpatrick, T. A., & Kirkpatrick, D. L. *English for Undergraduates (12th Impression)*. Oxford University Press, 2019.

**Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics** | **Activities** |  **Mapped**  **CLO (s)** |
| **Week 1** | * Introduction to the Course Outline
* Introduction to attendance policy
* Assessment and evaluation criteria
* Tenses overview

**Types and Kinds of sentences**The different types of sentences in English are* Declarative Sentence
* Imperative Sentence
* Interrogative Sentence
* Exclamatory Sentence

**I. Introduction to Expository Writing:*** Understanding expository writing (definition, types, purpose and applications)

Characteristics of effective expository writing (clarity, coherence and organization) | **Tenses exercises**<https://www.myenglishpages.com/english/grammar-exercise-tenses.php><https://www.english-4u.de/tenses_exercises.html><https://byjus.com/english/tenses-exercises/>**Resource**<https://byjus.com/english/types-of-sentences/><https://www.yourdictionary.com/articles/sentence-types><https://www.indeed.com/career-advice/career-development/types-of-sentences><https://facultyweb.ivcc.edu/rrambo/eng1001/sentences.htm><https://byjus.com/english/simple-compound-complex-sentences-exercises/>"The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.**Resource**"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper. | **CLO-5****CLO-1** |
| **Week 2** | **Grammar**-TensesReading comprehensionIntroduction to paragraph writingListening Activity | **Resource**<https://academicguides.waldenu.edu/writingcenter/grammar/subjectverbagreement><https://www.grammarly.com/blog/grammar-basics-what-is-subject-verb-agreement/>**Resource**https://www.kanan.co/ielts/academic/reading/practice-test-with-answers-pdf/**Resource**<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/reading-academic/section-1>**Resource**<http://www.jlakes.org/ch/web/The-elements-of-style.pdf>**Resource**<https://learnenglishteens.britishcouncil.org/skills/listening> | **CLO-5****CLO-2** |
| **Week 3** | **Grammar**-Modal verb**The Writing Process:*** Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
* Drafting (three stage process of drafting techniques)
* Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
* Proof reading (fine-tuning of the draft)
* Peer review and feedback (providing and receiving critique)
 | **Resource**<https://www.grammarly.com/blog/modal-verbs/>https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs**Resource**"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper."The Elements of Style" by William Strunk Jr. and E.B. White."Writing Today" by Richard Johnson-Sheehan and Charles Paine. | **CLO-5****CLO-1** |
| **Week 4** | Reading comprehension**Essay Organization and Structure:*** Introduction and hook (engaging readers and introducing the topic)
* Thesis statement (crafting a clear and focused central idea)
* Body Paragraphs (topic sentences, supporting evidence and transitional devices)
* Conclusion (types of concluding paragraphs and leaving an impact)
* Ensuring cohesion and coherence (creating seamless connections between paragraphs)
 | **Resource**<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/reading>**Resource**https://courses.lumenlearning.com/englishcomp1/chapter/essay-organization/ | **CLO-1** |
| **Week 5** | **Dialogue writing****Types:*** Outer dialogue
* Inner dialogue

**Genres*** Information-seeking dialogue
* Inquiry Dialogue
* Persuasion Dialogue
* Negotiation Dialogue

**Grammar**-Punctuation Marks**Different Types of Expository Writing:*** Description
* Illustration
* Classification
 | **Resource**<https://www.merriam-webster.com/dictionary/dialogue><https://www.teachingexpertise.com/classroom-ideas/dialogue-activity/>https://www.twinkl.com.pk/resource/t2-e-4891-dialogue-writing-activity-sheet**Resource**https://owl.purdue.edu/owl\_exercises/punctuation\_exercises/basic\_punctuation/punctuation\_exercise.htmlhttps://www.learngrammar.net/practice/35/exercises-on-punctuation"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper. | **CLO-2****CLO-5****CLO-2** |
| **Week 6** | **Different Types of Expository Writing:*** Cause and effect (exploring causal relationships and outcomes)
* Process analysis (explaining step-by-step procedures)
* Comparative analysis (analyzing similarities and differences)

-Soft skills development-Listening activity | **Resource**"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.**Resource**https://www.futurelearn.com/info/blog/soft-skills-what-they-are-and-how-to-develop-them**Resource**<https://www.ted.com/talks/the_education_system_needs_to_evolve> | **CLO-2****CLO-4** |
| **Week 7** | **Writing for Specific Purposes and Audiences:*** Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
* Writing for academic audiences (formality, objectivity, and academic conventions)
* Writing for public audiences (engaging, informative and persuasive language)
* Different tones and styles for specific purposes and audiences
 | **Resource**"Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer. | **CLO-2** |
| **Week 8** | **Revision and Midterm exam**Sentence error correctionListening | **Resource**https://byjus.com/english/error-correction-exercises/**Resource**<https://www.ted.com/talks/olympia_della_flora_creative_ways_to_get_kids_to_thrive_in_school/transcript?language=en> | **CLO-5** |
| **Week 9** | **Ethical Considerations:*** Ensuring original writing (finding credible sources, evaluating information etc.)
* Proper citation and referencing (APA, MLA, or other citation styles)

Reading and discussion**How to make an effective Presentation?** **5Ps of presentation** * Planning
* Preparation
* Practice
* Performance
* Passion

**Types*** Informative
* Instructional
* Arousing
* Persuasive
 | **Resource**"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.**Resource**<https://learnenglishteens.britishcouncil.org/skills/reading> | **CLO-3****CLO-4** |
| **Week 10** | **Ethical Considerations:*** Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
* Avoiding plagiarism (ethical considerations and best practices)

Reading ActivityListening Activity | **Resource**"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.**Resource**<https://www.k5learning.com/reading-comprehension-worksheets><https://learnenglishteens.britishcouncil.org/skills/listening> | **CLO-3** |
| **Week 11** | **Presentations** |  | **CLO-4** |
| **Week 12** | **Presentations** |  | **CLO-4** |
| **Week 13** | Direct and indirect speech**Letter****-**Block format-Formal/business **Email writing**• Formal/business -Format to follow-Steps to write-Tools/techniques to learn | **Resource**<https://www.wallstreetenglish.com/exercises/direct-and-indirect-speech-exercises>https://byjus.com/english/direct-and-indirect-speech-exercises/**Resource**https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-letter-in-block-format<https://learnenglishteens.britishcouncil.org/sites/teens/files/a_more_formal_email_-_exercises.pdf>https://learnenglishteens.britishcouncil.org/sites/teens/files/a\_more\_formal\_email\_-\_writing\_practice.pdf | **CLO-5****CLO-2** |
| **Week 14** | **CV/Resume writing** • Reverse-chronological format• Types• TechniquesListening Activity | **Resource**<https://novoresume.com/career-blog/how-to-write-a-resume-guide><https://www.joinimagine.com/how-to-create-a-cv-that-gets-you-hired-in-europe?gclid=CjwKCAjwu4WoBhBkEiwAojNdXuVD7qkDwkIHaPAthvPoZuGcAXxjITb6wXv7_VGINNOPGYK14rzlMBoCh4UQAvD_BwE>https://iges.pl/en/how-to-create-cv-step-by-step?gclid=CjwKCAjwu4WoBhBkEiwAojNdXrjfKMbU6q4lj5p5o9ctoiixjC6-LkJhuRtF\_-RqaeV4HILZTiU7ZhoCsA0QAvD\_BwE# | **CLO-2** |
| **Week 15** | Revision and final exam |  |  |

**COURSE REQUIREMENTS**

**In this course, students are expected to**

* Maintain discipline in class;
* Attend all class sessions for the requisite number of hours and participate in class activities;
* Complete all assignments in time;
* Prepare and appear in all quizzes;
* Respect and benefit from diverse, often opposing, values and opinions;
* Make use of the criticism offered by the instructor and peers positively by revising the work;
* Make use of library, dictionary, take notes, and raise questions during reading tasks;
* Fully participate in class discussions and help foster a discourse community by listening to the peers' views and ideas and effectively articulating their own;
* Pass all assessments and
* Demonstrate the skills and ability to succeed in the next level of the required English courses.
* Maintain atleast 80% attendance

CFL POLICIES

* Attendance at lectures is mandatory. Students may not arrive late or leave the class early without the instructor's permission, or they may be marked absent for the class.
* Students are expected to prepare for the upcoming class by consulting the course outline or the instructor and come to class, having read the material to be discussed. They must also bring the text(s) being studied to class that day in the form prescribed by the instructor (for example, a hard copy instead of an electronic one).
* Students must proofread their assignments for errors before handing them in.
* Plagiarism (intended or unintended) will lead to a failing grade. Students must familiarize themselves with ways to avoid plagiarism at: [https://owl.english.purdue.edu/owl/resource/589/01/.](https://owl.english.purdue.edu/owl/resource/589/01/)
* Deadlines for assignments are to be strictly followed. Instructors reserve the right to reject late assignments. If, in exceptional circumstances, an instructor accepts late work at his or her discretion, a minimum of one mark will be deducted from the assignment for each day that the assignment is late. Instructors may set more rigorous guidelines for their respective courses.
* Students are strictly prohibited from approaching instructors regarding the grading of assignments and trying to influence them in any way by means of excessive pleading, repeated emails, accusations or threats. Instructors reserve the right to report such cases to University administration. For further details, please refer to The Participant's Handbook at:

<https://www.umt.edu.pk/org/Academics-and-Academic-Affairs/Participant-Handbook.aspx>

UMT POLICY

* You must adhere to the UMT policy and code of conduct. For detail, you must read the participant's handbook:

<http://umt.edu.pk/org/Academics-and-Academic-Affairs/Participant->Handbook.aspx

* All communication from the Department, Institute, and University will be sent to your UMT account. You are responsible for responding to the emails from the University.