

**21W.222 Expository Writing for Bilingual Students—Writing about Language
A Communication Intensive Course Section 1**

Fall 2021	A. C. Kemp
MW 1-2:30 pm	ackemp@mit.edu
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Office hours (virtual) TBA	or https://mit.zoom.us/my/ackemp

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 give effective brief presentations. We will read essays and analyze these to understand the most effective ways to communicate in written and spoken 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

Prioritizing for enrollments

First priority are sophomores for whom the class is a requirement by the Freshmen Essay Evaluation (FEE) and who could not take it freshman year or who were denied a spot previously so that they can catch up with their CI requirements, as this is a prerequisite. Next are freshmen for whom the class is a requirement by the Freshmen Essay Evaluation (FEE). Following in priority are students concentrating in ELS. If there are too many students 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

- *21W.222 Course Reader*—on Canvas
- Online subscription to *Vocabulary Plus* by Sherrie Nist and Carole Mohr (Subscription \$11.90 <https://www.townsendpress.com/store/basic-skills-esl/vocabulary-skills/vocabulary-plus-student-access-kit-e-mailed>)
- 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
- Explain Everything and/or Google Presentations

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.

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 (unless you are sick, in which case, send me an email and let me know). 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 unexcused 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 unexcused 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 know in advance that you will need to miss class, please send me an email as early as possible, so I will not worry about you. If you are ill, please let me know; that is an excused absence. 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. If, at some point, classes go online, students who are unable to share video are still expected to make comments and participate fully.

No cell phone/electronic device use in class unless specified by instructor. Devices used for checking Facebook, WeChat, Line, Instagram, etc., during class may be confiscated by the instructor, particularly if they are nicer than hers.

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. **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 future classes. Until that time, do not use material from outside sources, and do not have someone edit your paper before you submit it.

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 (200-400 words) 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 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.
 - **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. You will begin to incorporate outside sources.
 - **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 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 about logic and avoiding logical fallacies. You will explore writing for different audiences. You will learn to expand your ideas step-by-step into a longer paper.

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%
Quizzes on grammar, mechanics and readings	5%
Brief Writing Assignments (200-400 words each)	12.5%
Paper 1 (750-1000 words) Draft 1: 5%; Draft 2: 7.5%	12.5%
Paper 2 (1000-1250 words) Draft 1: 5%; Draft 2: 10%	15%
Debates and debate plan	10%
Paper 3: Position Paper (1250-1750 words) Proposal: 2%, detailed outline 3%, Draft 1: 6%, final draft 12%	20%
TOTAL	92.50%

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.

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

The Writing and Communication Center offers **free** weekly one-on-one professional advice from communication experts with advanced degrees and publishing experience. The WCC can help you further develop your oral communication skills and learn about all types of academic and professional writing. **THIS INCLUDES SPEAKING PRACTICE.** You can learn more about the 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 the WCC hours are offered on Monday-Friday, 9:00 a.m.-6:00 p.m., and fill up fast.

Fall 2021 Schedule (Subject to change)

W	#	D	Date	Topics	Homework Due
1	1	W	Sept 8	<ul style="list-style-type: none"> • Introduction to the syllabus • Introductions • Discussion: Education • Writing sample in class 	<ul style="list-style-type: none"> • N/A
2	2	M	Sept 13	<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) Reading response • Quiz 1: Worst case scenario • Quiz 2: Syllabus • <i>Sign up for online vocabulary lessons</i>
	3	W	Sept 15	<ul style="list-style-type: none"> • Reader-friendliness • Grammar: Countable/uncountable nouns • Editing marks and revision practice. 	<ul style="list-style-type: none"> • BWA 2: Reading: <i>The Equality of Languages</i> (David Crystal) Answer questions; verb tense practice • <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	M	Sept 20	<ul style="list-style-type: none"> • Punctuation workshop • Grammar: Relative clauses • Super exciting game! 	<ul style="list-style-type: none"> • BWA 4: <i>Notes on Punctuation</i> (Lewis Thomas) and <i>Hypergrammar</i> Paragraph practice (compare/contrast) • Corrected writing sample • <i>Online Vocabulary—Lesson 2</i>
	5	W	Sept 22	<ul style="list-style-type: none"> • Discussion: Paper 1 (Mystery students 1&2) • Metaphor and simile • Peer review practice (Mystery student 3) • Brainstorming paper 1 	<ul style="list-style-type: none"> • BWA 5: <i>Paper 1</i> (Mystery Students 1,2&3) Answer questions • Quiz 3: verb tenses and punctuation • <i>Online Vocabulary—Lesson 3</i>
4	6	M	Sept 27	<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"> • Upload three copies of Paper 1 draft for your partner(s) • <i>Online Vocabulary—Lesson 4</i>
	7	W	Sept 29	<ul style="list-style-type: none"> • Academic integrity • Dictionary and thesaurus usage • Grammar: combining sentences • Paraphrasing/Citations 1 	<ul style="list-style-type: none"> • Watch Academic integrity video • Quiz 4: Academic integrity • <i>Online Vocabulary—Lesson 5</i>

5	8	M	Oct 4	<ul style="list-style-type: none"> Evaluating sources Quoting sources Fact checking with Google. Grammar: gerunds Paraphrasing/Citations 2 	<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.) Watch Zotero video BWA 6: Read three short news articles and create annotated bibliography. Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 6</i>
	9	W	Oct 6	<ul style="list-style-type: none"> Introduction to logical analysis Research: Library resources Scavenger hunt! Vocabulary review 	<ul style="list-style-type: none"> Watch library sources video Bring a laptop or tablet to class BWA 7: Read about logic (2 pages) and watch <i>The Daily Show</i> video and answer questions <i>Online Vocabulary—Lesson 7</i>
6		M	Oct 11	Indigenous Peoples Day — holiday	
	10	W	Oct 13	<ul style="list-style-type: none"> Discussion of student analysis paper Structuring your analysis paper Academic voice Synonyms for “say” 	<ul style="list-style-type: none"> BWA 8: Reading: <i>Analysis of Tomi Lahren</i> by Mystery student #4 Academic voice 1 & 2 Quiz 5: Citations and academic voice Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 8</i>
7	11	M	Oct 18	<ul style="list-style-type: none"> Peer review: Paper 2 Begin Paper 2 revision 	<ul style="list-style-type: none"> Bring three copies of Paper 2 draft for peer review Final version of Paper 1 <i>Online Vocabulary—Lesson 9</i>
	12	W	Oct 20	<ul style="list-style-type: none"> Arguments and counterarguments Form debate groups and Zotero / google docs groups & invite AC 	<ul style="list-style-type: none"> Watch videos on google and Zotero group folders Bring a laptop or tablet to class <i>Online Vocabulary—Lesson 10</i>
8	13	M	Oct 25	<ul style="list-style-type: none"> Discuss debate videos Oral citations Presentation practice Online research review Work on debates in class 	<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 the student.) BWA 9: Watch debate answer questions (Mystery students <i>5-13</i>) Invite AC to debate group Zotero folders and Google docs <i>Online Vocabulary—Lesson 11</i>
	14	W	Oct 27	<ul style="list-style-type: none"> Work on debates in class 	<ul style="list-style-type: none"> <i>Online Vocabulary—Lesson 12</i>
9	15	M	Nov 1	<ul style="list-style-type: none"> Debates in class 	<ul style="list-style-type: none"> Final group annotated bibliography & debate plan Complete proposal questionnaire and brief outline for position paper <i>Online Vocabulary—Lesson 13</i>

	16	W	Nov 3	<ul style="list-style-type: none"> • Discussion: position paper readings; debate format vs. position papers • In-text citations 1 	<ul style="list-style-type: none"> • BWA 10: Read two opposing position papers (Mystery students 14&15) • <i>Online Vocabulary—Lesson 14</i>
10	17	M	Nov 8	<ul style="list-style-type: none"> • In-text citations 2: Changing quoted text • Incorporating sources exercise • Paraphrasing and summarizing numbers and data sets 	<ul style="list-style-type: none"> • Final version of Paper 2 (optional) • Position paper detailed outline • <i>Online Vocabulary—Lesson 15</i>
	18	W	Nov 10	<ul style="list-style-type: none"> • Expanding support • Grammar: Cause and effect • Additional library research in class 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 16</i>
11	19	M	Nov 15	<ul style="list-style-type: none"> • Read and mark position papers in class 	<ul style="list-style-type: none"> • Position paper draft to partners (1000 words minimum) • <i>Online Vocabulary—Lesson 17</i>
	20	W	Nov 17	<ul style="list-style-type: none"> • Peer review of Paper 3 (Position paper) in class 	<ul style="list-style-type: none"> • <i>Online Vocabulary—Lesson 18</i>
12	21	M	Nov 22	<ul style="list-style-type: none"> • Vocabulary and grammar review • Review: grammar, paraphrasing, citations (details TBA, based on student needs) 	<ul style="list-style-type: none"> • Position paper draft to instructor (1250 words minimum), including annotated bibliography and one-page outline • <i>Online Vocabulary—Lesson 19&20</i>
	22	W	Nov 24	<ul style="list-style-type: none"> • TBA 	<ul style="list-style-type: none"> •
13	23	M	Nov 29	<ul style="list-style-type: none"> • Individual Conferences group 1 (virtual) 	<ul style="list-style-type: none"> • Read comments from AC prior to meeting. • Minimum one additional argument or counterargument (250-500 words) and revised 1 page outline for Paper 3
	24	W	Dec 2	<ul style="list-style-type: none"> • Individual Conferences group 2 (virtual) 	<ul style="list-style-type: none"> • Read comments from AC prior to meeting. • Minimum one additional argument or counterargument (250-500 words) and revised 1 page outline for Paper 3
14	25	M	Dec 7	<ul style="list-style-type: none"> • Class evaluation 	<ul style="list-style-type: none"> • Group 1 Final position paper
	26	W	Dec 9	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • Group 2 Final position paper