



English 102: Expository Writing and Literacy Studies

Instructor: Nicholas(Nico) Penaranda

Office Hours: MWF 1:45 PM to 2:45 PM via Zoom Appointment

Email: nico.penaranda@howard.edu, emails will be answered within typical workplace hours M-F, emails sent after 5PM or over the weekend will be answered the next business day.

Course Term: Fall 2024

Course Platform: Hybrid, MW In person ILH-114, F Zoom

Course Description

As a core required course for Howard University, Expository Writing and Literacy Studies (ENGW 102) is designed to familiarize you with rhetoric in general and expository writing skills in particular. This course conveys information and explains complex ideas clearly. To prepare you to articulate your ideas effectively, ENGW 102 emphasizes critical thinking, instruction in logic, grammar, documentation, and encourages debate and discourse about contemporary issues, especially those concerning the African American community.

Throughout this semester, we will explore a variety of topics and texts that will enhance your knowledge and perspectives. Readings will inform our collective and individual writing, as well as our in-class intellectual exchanges. Composing effective language is a skill essential to your success in both social and professional realms. Given the increased complexity of writing in the digital age and the need to present oneself as articulate and trustworthy, this course aims to improve your writing skills by practicing different ways to examine ideas, present new topics, and think through ongoing problems.

Course Objectives

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

1. Develop proficiency in expository writing and rhetorical strategies.
2. Enhance critical thinking and analytical skills through reading and writing assignments.

3. Conduct effective research and integrate sources properly into written work.
4. Engage thoughtfully with issues pertinent to the African American community.
5. Collaborate with peers through workshops and peer-review sessions to improve writing.
6. Create and maintain an e-portfolio showcasing their writing progress and achievements.

Required Textbooks

1. [Writing Spaces](#)
2. **Edwards, Jessica.** *Black in America (A Broadview Topics Reader)*. Broadview Press, First Edition. ISBN-13: 9781554814282.
3. **Lunsford, Andrea A.** *Easy Writer for Howard University*. Bedford/St. Martin's, 7th edition.
4. **Butler, Octavia E.** *Kindred*. Random House ISBN-13: 978080708 3109

Grading Breakdown

- **Common App Erasure and Process Reflection Essay** 20%
- **Student Lead Kindred Round table Discussion:** 10%
- **Kindred Virtual Lecture Series Response Essay:** 10%
- **Literature Review and Thesis Proposal:** 25%
- **E-Portfolio:** 15%
- **Preliminary Assignments** 20%

Assignment Prompts

- **Common App Erasure and Process Reflection Essay:** Based on the genre of poetry known as Erasure, you will “erase” pieces of either your common app essay or another piece of self reflective writing that was submitted for a substantial grade. Alongside it, you will submit a 4-5 page process reflection essay that elaborates on the choices you made in your artistic vision.
- **Student Lead Kindred Round table Discussion:** Forthcoming
- **Kindred Virtual Lecture Series Response Essay:** Forthcoming
- **Literature Review and Thesis Proposal:** Forthcoming
- **E-Portfolio:** Throughout the semester, students will develop an e-portfolio that will serve as a digital collection of their work, including drafts, final essays, reflections, and other assignments. The e-portfolio allows students to track their progress, reflect on their learning experiences, and showcase their writing skills. It also equips students with digital literacy skills essential in today's academic and professional environments.
- **Preliminary Assignments:** In preparation for each major project(excluding the Kindred projects), you will complete preliminary discussions in small groups that help to build toward the major assignment. Both the assignments and peer review responses should be done carefully so you and your partners are well prepared to submit each major project

Course Policies

- **Attendance and Participation:** Regular In person attendance and active participation are mandatory on Mondays Wednesdays. The Friday Zoom classroom space should be used regularly throughout the semester. Using the Friday classroom space at least 2-3 times per major project will result in “Full Marks” on the progress communication bar of the rubric for each major assignment. Absences must be excused with proper documentation.
- **Academic Integrity:** Plagiarism will result in a failing grade and further disciplinary action.
- **Writing Assignments:** All assignments must adhere to MLA guidelines and be submitted on time.

Late Work Policy

All work is recommended to be completed on the due dates indicated on the syllabus. (Typically 5PM Fridays). This 5PM due date is done to help instill workplace boundaries. 10% will be taken off for each day that it is submitted late. Exceptionally late assignments may still be turned in by the final day of the semester for 40% credit.

Plagiarism Policy for First-Year Writing Courses

Purpose:

To uphold academic integrity and ensure a fair and consistent approach to dealing with instances of plagiarism within the First-Year Writing Courses

Definition of Plagiarism:

Plagiarism is the act of using another person's words, ideas, or work without proper acknowledgment. This includes, but is not limited to:

- Submitting someone else's work as your own.
- Copying text, graphics, or data from a source without proper citation.
- Paraphrasing ideas from a source without proper attribution.
- Using information obtained from the internet without proper acknowledgment.

Policy:

First-Year Writing is committed to fostering an environment of academic honesty. All students are expected to adhere to the highest standards of integrity in their academic work. Plagiarism undermines the educational process and is a serious offense.

Repercussions:

The repercussions for plagiarism are designed to educate students about academic integrity and to deter future offenses. The penalties increase in severity with each subsequent offense.

First Offense:

- The student will receive a formal warning.
- The assignment in question will receive a grade of zero.
- The student must meet with the Director of First-Year Writing and attend a mandatory plagiarism workshop or complete an online tutorial on academic integrity.

Second Offense:

- The student will receive a formal reprimand.
- The assignment in question will receive a grade of zero.

- o The student will be required to meet with the Department Chair to discuss the seriousness of the offense and its impact on their academic career.
- o The student may be required to redo the assignment or complete an alternative assignment under supervision.

Third Offense:

- o The student will receive a failing grade for the course in which the offense occurred.
- o The student will be required to meet with the Department Chair and the Dean of the College of Arts and Sciences to discuss further disciplinary action.

Appeal Process:

Students have the right to appeal any decision made regarding a plagiarism offense. Appeals must be submitted in writing to the Academic Integrity Committee within 10 business days of the decision. The committee will review the case and make a final determination.

Education and Prevention:

To prevent plagiarism, First-Year Writing Program will:

- Provide regular workshops on academic integrity and proper citation practices.
- Include information on plagiarism and academic integrity in course syllabi.
- Offer resources and support through the university library and writing center.

By adhering to this policy, the First-Year Writing Program aims to maintain the highest standards of academic integrity and to support students in their academic and personal development.

AI Policy for the First-Year Writing Program

Purpose:

To establish clear guidelines and repercussions for the misuse of artificial intelligence (AI) tools in First-Year Writing Courses' academic work, ensuring that students maintain academic integrity and adhere to ethical standards.

Definition of AI Misuse:

Misuse of AI includes, but is not limited to:

- Submitting AI-generated content as one's own work without proper acknowledgment.
- Using AI tools to complete assignments or exams without authorization from the instructor.
- Utilizing AI to produce content that violates academic integrity policies, such as generating false data or sources.

Policy:

First-Year Writing Program is dedicated to fostering an environment of academic honesty. All students are expected to use AI tools ethically and responsibly. Misuse of AI undermines the educational process and is considered a serious offense.

Repercussions:

The repercussions for AI misuse are designed to educate students about academic integrity and to deter future offenses. The penalties increase in severity with each subsequent offense.

First Offense:

1. Program/Department Level:

- o The student will receive a formal warning.
- o The assignment in question will receive a grade of zero.

- o The student must attend a mandatory workshop on academic integrity and the ethical use of AI or complete an online tutorial on the subject.

Second Offense:

1. **Department Level:**
2. The student will receive a formal
 - o reprimand.
 - o The assignment in question will receive a grade of zero.
 - o The student will be required to meet with the Director of First-Year Writing to discuss the seriousness of the offense and its impact on their academic career.
 - o The student may be required to redo the assignment or complete an alternative assignment under supervision.

Third Offense:

1. **Department Level:**
 - o The student will receive a failing grade for the course in which the offense occurred.
 - o The student will be required to meet with the Director, Department Chair and the Dean of the College of Arts and Sciences to discuss further disciplinary action.

Appeal Process:

Students have the right to appeal any decision made regarding an AI misuse offense. Appeals must be submitted in writing to the Academic Integrity Committee within 10 business days of the decision. The committee will review the case and make a final determination.

Education and Prevention:

To prevent AI misuse, the First-Year Writing Program will:

- Provide regular workshops on academic integrity and the ethical use of AI tools.
- Include information on AI misuse and academic integrity in course syllabi.

Offer resources and support through the AI Task Force, University Library and Writing Center.

Attendance and Participation Policy:

All students are expected to attend classes regularly and promptly. Students are expected to participate in class discussions and group projects. Students should not leave the class while it is in progress unless it is extremely urgent or an emergency. Students that are absent for health reasons are expected to present documentation as soon as possible. If you are absent from classes or laboratory periods, you are still responsible for the work missed. If you miss a scheduled midterm or final exam, you must obtain your instructor's approval to take a substitute exam or you will receive a grade of zero for the exam.

Academic and Student Support Services

For Tutoring Services, visit the [Tutoring & Learning Support Services Office](#).

For Writing assistance, visit the [Writing Center](#).

For Library Services, visit the [Howard University Libraries](#).

For Academic Advising, visit the [Academic Advising Services](#).

For general student academic support, visit the [Center for Academic Excellence](#).

For general student support, visit the [Division of Student Affairs](#).

Technology Support

Enterprise Technology Services:

- For questions about the LMS or third-party tools, visit [My Helpdesk](#)
- For general tech support questions visit [My Helpdesk](#) and select Technical Support.
- To contact ETS: **Phone & Email**
Phone: 202-806-2020
Email: HUhelpdesk@howard.edu

LMS Support:

- Canvas has 24/7 support via chat or call 1-877-686-8251. To access Canvas Chat, please click on the Help icon in the bottom left-hand corner of your Canvas Dashboard.
- To contact ETS: **Phone & Email**
Phone: 202-806-2020
Email: HUhelpdesk@howard.edu

Proctorio Support:

- ETS Proctorio support, [visit here](#) for Frequently Asked Questions (FAQs)

To contact Proctorio: 24/7 technical support to students

Phone at (480) 428-4089 or toll-free (866) 948-9248.

Email support@proctorio.com

University Statements and Compliance

The Americans with Disabilities Act (ADA)

Howard University is committed to creating an accessible, inclusive, and safe learning environment for all students and providing equal access to students with documented disabilities. Students seeking reasonable accommodations must first register with the Office of Student Services (OSS). There you can engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings, which the Office of Student Services (OSS) determines. Accommodations must be requested each semester. Accommodations are not provided retroactively. If you want to request accommodations, please contact OSS via email at oss.disabilityservices@howard.edu or visit <https://howard.edu/disability-services>.

LGBTQ+

Howard University is committed to providing an educational, living, and working environment that is welcoming, respectful, and inclusive of all members of the University community, including all sexes, sexual orientations, gender expressions, and gender identities. For more information please contact the [Division of Student Affairs](#).

Educational Benefits and Opportunities

No member of the University Community shall deny a student fair access to all educational opportunities and benefits available at the University. To find more information on this policy, please refer to the [Code of Ethical Conduct](#). To report a concern, visit the [Office of Student Affairs](#).

The Family Educational Rights and Privacy Act (FERPA)

It is the policy of Howard University (the “University”) to ensure that information contained within

the education records of all students is protected to the fullest extent of the law.

[Tentative Semester Schedule](#)

Final Note

This course is designed to challenge and develop your writing, critical thinking, and analytical skills. Engage with the readings, participate actively in discussions and workshops, and utilize office hours for additional support. By the end of this semester, you will have a comprehensive e-portfolio, showcasing your progress and achievements in expository writing.

I look forward to a productive and enlightening semester with all of you.