AFRAS 200: Expository Writing
Professor Francis Njubi Nesbitt
Office: AL 371
Office Hours: T/TH 12-1 p.m.

This class first examines the conventions of nonfiction or expository writing through Diana Hacker’s *A Writer’s Reference*. Boston: Bedford Books, 2008. Part II then examines specific examples of recent expository writing on race and ethnicity. The writing styles we will examine range from argumentation to historical reflections and memoirs to art, media and literary criticism. Students will be required to write short articles on topics in racial and ethnic studies.

This semester we will use D’Angelo, Raymond, and Herbert Douglas. *Taking Sides. Clashing Views in Race and Ethnicity*. 9th ed. New York: McGraw-Hill, 2012, as the main course text. *Taking Sides* provides the student with opposing viewpoints on contemporary issues. Students will be required to analyze a series of debates and produce considered arguments for or against particular positions.

Objectives: Students will learn how to think critically and present their thoughts in logically consistent and coherent prose. Practical exercises in close reading, writing, and editing are designed to train students in the mechanics of writing. Students will learn to use writing techniques to inform, analyze, educate, persuade, and entertain.

**Required Texts**

**Policies**
Attendance is required. Arrive on time or you will not be allowed into the class. Papers are due at the beginning of the class period. Late papers will not be accepted. I do not accept papers sent by email. **Do not use computers, cell phones or other electronic gadgets during the class period.**

Students are required to read the issues listed in the syllabus before each class period. There will be a quiz on each issue on the day that the issue is listed in the syllabus.

Turnitin – All essays must be submitted through the Turnitin system on Blackboard on the due dates below. Late papers cannot be accepted.

**Requirements**
Essays (60%)
Participation: in-class writing exercises, tests, peer reviews, etc. (40%)

**Continuous Assessment Tests** (CATs) Students are required to take pre-tests and post-tests on each reading assignment.

**COURSE SCHEDULE**

**Week One: Critical Thinking**
Aug. 26: Introduction
Aug. 28: Critical Thinking

**Week Two: Propaganda**
Sept. 2: Critical thinking/Writing Process
Sept. 4: Critical thinking/Writing Process

**Week Three: Identity**
Sept. 9: Taking Sides: Issue 1
Sept. 11: Taking Sides: Issue 2
Week Four: Identity
Sept. 16: Taking Sides: Issue 3
Sept. 18: Taking Sides: Issue 4

Essay One: (800 words) Due Sept. 22

Week Five: Identity
Sept. 23: Peer Review/Discussion
Sept. 25: Taking Sides: Issue 5

Week Six: Identity
Sept. 30: Taking Sides: Issue 6
Oct. 2: Taking Sides: Issue 7

Week Seven: Identity
Oct. 7: Taking Sides: Issue 8
Oct. 9: Taking Sides: Issue 9

Week Eight: Race Matters
Oct. 14: Taking Sides: Issue 8
Oct. 16: Taking Sides: Issue 9

Essay Two: (800 words) Due Oct. 20

Week Nine: Race Matters
Oct. 21: Peer review/discussion
Oct. 23: Taking Sides: Issue 10

Week Ten: Immigration
Oct. 28: Taking Sides: Issue 11
Oct. 30: Taking Sides: Issue 12

Week Eleven: Immigration
Nov. 4: Taking Sides: Issue 13
Nov. 6: Taking Sides: Issue 14

Week Twelve: Geography of Race and Ethnicity
Nov. 11: Veterans Day
Nov. 13: Taking Sides: Issue 15

Week Thirteen: Geography of Race and Ethnicity
Nov. 18: Taking Sides: Issue 16
Nov. 20: Taking Sides: Issue 17

Outline due Nov. 24

Week Fourteen: Geography of Race and Ethnicity
Nov. 25: Peer Review/discussion
Nov. 27: Thanksgiving recess

Week Fifteen: Argumentation
Dec. 2: Taking Sides Issue 18
Dec. 4: Taking Sides Issue 19

Dec. 9: TERM PAPER DUE