

**COURSE CODE:** ENGL-101  
**COURSE NAME:** EXPOSITORY WRITING

**CREDIT HOURS:** Theory = 03  
Practical = 00  
Total = 03

**CONTACT HOURS:** Theory = 48  
Practical = 00  
Total = 48

**PREREQUISITE:** HU-114 (Functional English)

**MODE OF TEACHING:**

Lectures: Three hours of lecture per week 100%

**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 OBJECTIVES:**

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

1. Develop students' abilities to produce clear, concise, and coherent written texts in English, building on the foundational skills acquired in the pre-requisite course, Functional English.
2. Enable students to analyze intricate ideas, synthesize information from multiple sources, and express their views and opinions effectively through well-organized essays.
3. Foster students' analytical skills to substantiate their viewpoints using credible sources, while adhering to established ethical writing norms and avoiding plagiarism.
4. Emphasize the importance of critical thinking, enabling students to produce original and engaging written texts that reflect their unique perspectives and insights.
5. Equip students with the skills to write structured and well-organized essays, presenting their arguments logically and coherently, and supporting their claims with appropriate evidence.

**RELEVANT PROGRAM LEARNING OUTCOMES (PLOs):**

The course is designed so that students will achieve the PLOs:

1	Engineering Knowledge	<input type="checkbox"/>	7	Ethics	<input type="checkbox"/>
2	Problem Analysis	<input type="checkbox"/>	8	Individual and Collaborative Team Work	<input type="checkbox"/>
3	Design/Development of Solutions	<input type="checkbox"/>			
4	Investigation	<input type="checkbox"/>	9	Communication:	<input checked="" type="checkbox"/>
5	Tool Usage	<input type="checkbox"/>	10	Project Management and Finance	<input type="checkbox"/>
6	The Engineer and the World	<input type="checkbox"/>	11	Lifelong Learning	<input type="checkbox"/>

**COURSE LEARNING OUTCOMES:**

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

S.No	CLO	Domain	Taxonomy Level	PLO
1	Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.	Cognitive	3	9
2	Demonstrate mastery of diverse expository types to address different purposes and audiences.	Cognitive	3	9
3	Uphold ethical practices to maintain originality in expository writing.	Cognitive	3	9

**PRACTICAL REQUIREMENT:**

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.

**TOPICS COVERED WITH THEIR CONTRIBUTION TO PLOs:**

Week	Topic Covered	Reading Assignment/ Homework	CLO No
1	<b>Introduction to Expository Writing:</b>	<a href="http://ccw.vcomsats.edu.pk/Home/Lesson?LI D=MTE1NTA=">http://ccw.vcomsats.edu.pk/Home/Lesson?LI D=MTE1NTA=</a>	1
	Understanding expository writing		

	Definition, types, purpose and applications	<a href="https://www.abington.k12.pa.us/sportman/media/sites/sportman/Subject-Areas/2015/10/Expository-Writing-Information.pdf">https://www.abington.k12.pa.us/sportman/media/sites/sportman/Subject-Areas/2015/10/Expository-Writing-Information.pdf</a>  <a href="https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/5258/EXPOSITORY%20WRITING%20PP%202016.pdf">https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/5258/EXPOSITORY%20WRITING%20PP%202016.pdf</a>		
2	<b>Characteristics of effective expository writing</b>	<a href="https://assets.cambridge.org/97811076/21091/excerpt/9781107621091_excerpt.pdf">https://assets.cambridge.org/97811076/21091/excerpt/9781107621091_excerpt.pdf</a>	Assignment 1 Quiz 1	1
	Clarity, coherence and organization			
	Introduction to paragraph writing			
3	<b>The Writing Process 1:</b>	Organizing an Essay Accessed at: <a href="https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/organizing-an-essay/">https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/organizing-an-essay/</a>		1
	Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc)			
	Drafting (three stage process of drafting techniques)			
4	<b>The Writing Process 2:</b>		Quiz 2	1
	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)			
5	<b>Essay Organization and Structure 1:</b> Introduction and hook (engaging readers and introducing the topic)	A guide to writing with reading BY Susan Faucett		1
	Thesis statement (crafting a clear and focused central			

	idea)			
	Body Paragraphs (topic sentences, supporting evidence and transitional devices)			
<b>6</b>	<b>Essay Organization and Structure 2:</b>	A guide to writing with reading BY Susan Faucett	Assignment 2	1
	Conclusion (types of concluding paragraphs and leaving an impact)			
	Ensuring cohesion and coherence (creating seamless connection between paragraphs)			
<b>7</b>	<b>Different Types of Expository Writing 1:</b>	A guide to writing with reading BY Susan Faucett		2
	Description, Illustration			
<b>8</b>	<b>Midterm</b>			
<b>9</b>	<b>Different Types of Expository Writing 2:</b>	A guide to writing with reading By Susan Faucett		2
	Classification			
	Cause and effect (exploring causal relationships and outcomes)			
<b>10</b>	<b>Different Types of Expository Writing 3:</b>			2
	Process analysis (explaining step-by step procedures)			
	Comparative analysis (analyzing similarities and differences)			
<b>11</b>	<b>Writing for Specific Purpose and Audiences:</b>	<a href="https://pressbooks.howardcc.edu/engl087/chapter/audience-purpose-context/">https://pressbooks.howardcc.edu/engl087/chapter/audience-purpose-context/</a>  <a href="https://ecampusontario.pressbooks.pub/comm/chapter/chapter-4-what-are-you-writing-to-whom-and-how-writing-">https://ecampusontario.pressbooks.pub/comm/chapter/chapter-4-what-are-you-writing-to-whom-and-how-writing-</a>	Quiz 3	2

		<a href="#">for-success-1st-canadian-edition/</a>  <a href="https://courses.lumenlearning.com/atd-clinton-technicalwriting/chapter/audiencepurposemesage/">https://courses.lumenlearning.com/atd-clinton-technicalwriting/chapter/audiencepurposemesage/</a>		
	Different types of purposes (to inform, to analyze, to persuade, to entertain etc)			
<b>12</b>	<b>Writing for academic audiences:</b>			2
	Formality, objectivity and academic conventions			
<b>13</b>	<b>Writing for public audiences:</b>	A guide to writing with reading By Susan Faucett		2
	Engaging, informative and persuasive language			
	Different tones and styles for specific purposes and audiences			
<b>14</b>	<b>Ethical Considerations:</b>	Book by Stephan Bailey Academic Writing <a href="https://edisciplinas.usp.br/pluginfile.php/5761016/mod_resource/content/1/Academic%20Writing%20Bailey%203rd%20Edition.pdf">https://edisciplinas.usp.br/pluginfile.php/5761016/mod_resource/content/1/Academic%20Writing%20Bailey%203rd%20Edition.pdf</a>	Quiz 4	3
	Ensuring original writing (finding credible sources, evaluating information etc.). Proper citation and referencing (APA,MLA, or other citation styles) Integrating quotes and evidence (quoting, paraphrasing and summarizing) Avoiding plagiarism (ethical considerations and best practices)			
<b>15</b>	Presentation of writing Portfolios having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.		Assignment 3	3
<b>16</b>	Presentation of writing Portfolios having a variety of expository texts and present the same at the end of the			

	course showcasing proficiency in expository writing.			
<b>17</b>	<b>Final Presentations</b>			
<b>18</b>	<b>END SEMESTER EXAM</b>			

**Suggested instructional and Reading material:**

1. The Saint Martins Guide to Writing by Rise B. Axelrod and Charles R. Cooper
2. "Understanding and Using English Grammar" by Betty Stampfer Azar.
  
1. "They Say/ I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
2. "Writing Analytically" by David Rosenwasser and Jill Stephen.
3. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
4. "The Elements of Style" by William Strunk Jr. and E.B. White.
5. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
6. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
7. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
8. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan. I O.
9. "Writing Today" by Richard Johnson-Sheehan and Charles Paine

**ASSESSMENT SYSTEM:**

**1. CLOs Assessment**

<b>Cognitive</b>	<b>Psychomotor</b>	<b>Affective</b>
Spreadsheet	-	-

**2. Relative Grading**

<b>Theoretical/Instruction</b>			<b>100%</b>
	<i>Assignments/group presentations with/without write-up submissions 10%</i>		
	<i>Participatory discussion sessions and class activities 5%</i>		
	<i>Quizzes 10%</i>		
	<i>Mid Semester Exam 25%</i>		
	<i>End Semester Exam 50%</i>		
<b>Total</b>			<b>100%</b>