

ENG 300 Expository Writing: The Journalistic Essay
Syllabus Fall 2015 Mondays 6:45-9:15 p.m. Orlando Hall, Room 105

Instructor: Ken Carpenter, adjunct professor. **Email:** kcarpenter@rollins.edu
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Course description

Students will compose journalistic essays on topics of their own choosing, as long as the writer gathers factual information to write about real people, places and events. The facts in each essay must be verifiable.

The journalistic essay requires that the writer complete some research, often extensive research, in order to uncover the facts. Unlike the personal essay or memoir, which is based on the writer's own life, a journalistic essay is based on another person's life, or events, or experiences external to the writer's own life.

The purpose of the writer should be to inform readers and to enlighten them with new information. But the writer must also entertain, by recreating scenes and settings with well-crafted storytelling.

Your Teacher

Ken Carpenter has been a full-time college journalism and English professor for nine years, after 27 years as a professional journalist. He has been a reporter, columnist and senior editor with four major daily newspapers, two wire services and an internationally distributed weekly magazine and website. He was editor and publisher of his own publication, *The Golf Gazette*, for five years. He has covered the Masters, the U.S. Open, the Open Championship (British Open), the PGA Championship, the World Golf Championships, the U.S. Women's Open, the Irish Open, the Spanish Open and the South African Open, plus the U.S. Amateur Championship and the men's NCAA Division I Championship. He has reported on golf tournaments, golf resorts and golf businesses from Asia, North America, throughout the Caribbean, Europe, Scandinavia, Africa and Australia.

Required Reading

- 15-week subscription to *The Wall Street Journal*. Specific readings will be assigned; general reading is encouraged.
- Suggested resources — "The Elements of Style," 4th edition (1999), Strunk & White; "On Writing Well: The Classic Guide to Writing Nonfiction," by William Zinsser (2006); "Writing Tools: 50 Essential Strategies for Every Writer," by Roy Peter Clark (2008).

Grades and Assignments

You will be doing two basic types of writing in this class:

- Two short original writing assignments, which will require some research and direct observation of events, with some quotations from participants.
- Two longer original writing assignments, which will include more researched content and direct interviews of participants. Both long essays will be workshopped in class. This means you share first drafts in class. Together we will offer suggestions and discuss the merits and shortcomings in a positive, supportive, honest and collegial fashion.

After the workshops you will have the opportunity to revise your long essays. Only then will they be graded.

Course Summary:

• 2 long essays (850-1000 words)	100 points each	200
• 2 short essays (600-850 words)	50 points each	100
• 2 introductory assignments	10 points each	20
• 10 reading quizzes	12 points each	120
• Attendance & participation (13 classes)	20 points each	260
	Total	700

Grading Scale:

93-100	A	651-700
90-92	A-	630-650
87-89	B+	609-629
83-86	B	581-608
80-82	B-	560-580
77-79	C+	539-559
73-76	C	511-538
70-72	C-	490-510
67-69	D+	469-489
63-66	D	441-468
60-62	D-	420-420
0-60	F	0-419

Class Policies

- Students are expected to attend all classes. There are only two types of excused absences — jury duty and military service — and both must be discussed with the instructor in advance.

- Absent students lose points for attendance and participation, and any graded work done in those class sessions (such as quizzes) cannot be made up. Work can be completed before an absence, with prior arrangement with the instructor.
- There will be deadlines for first drafts and deadlines for final essays. Missing deadline is unacceptable in all journalistic writing. Do not miss deadline. Penalties for missing deadlines will be harsh and at the discretion of the instructor.
- The proper passage from the academic honor code (in bold, below) should be appended to each writing assignment, at first draft and upon final submission.
- The mechanics and logistics of filing assignments will be discussed in class.

Academic Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Students with Disabilities

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations — under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 — to

provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 37289 or email or call the **Director of Disability Services, Grace Moskola**, at 407-975-6463, gmoskola@rollins.edu.

Credit Hour Statement

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time.

In this course, the additional outside-of-class expectations included, but may not be limited to, fieldwork, research, small-group projects, choosing related live events to attend and write about, daily reading of assigned material, study for scheduled quizzes, and writing multiple drafts of required essays.

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends.

Students who complete evaluations for all classes will be able to view grades 10 days before students who do not complete an evaluation form.

ENG 300 — EXPOSITORY WRITING, THE JOURNALISTIC ESSAY — KEN CARPENTER				
CLASS	DAY	DATE	DEADLINES & DISCUSSIONS	QUIZZES
1	Monday	Aug. 24	Introductions and planning	
2	Monday	Aug. 31	DUE: Introductory assignments (blog and personal essay) Discuss: Finding stories	
		Sept. 7	— No class, Labor Day —	
3	Monday	Sept. 14	Discuss: The Craft of Writing + The Science of Language = The Art of Storytelling	WSJ 1
	Wednesday	Sept. 16	— Winter Park Institute presents Leymah Gbowee, 2011 Nobel Peace Laureate —	
4	Monday	Sept. 21	Discuss: Status of 1st short essay	WSJ 2
5	Monday	Sept. 28	DUE: 1st short essay Global Peace Film Festival guest presentation	WSJ 3
	Sept. 29 thru	Oct. 4	— Global Peace Film Festival on campus and at Winter Park Public Library —	
6	Monday	Oct. 5	Discuss: Status of 2nd short essay	WSJ 4
		Oct. 12	— No class, Fall Break —	
7	Monday	Oct. 19	DUE: 2nd short essay	WSJ 5
8	Monday	Oct. 26		WSJ 6
9	Monday	Nov. 2	Discuss: Status of 1st long essay	WSJ 7
10	Monday	Nov. 9	DUE: 1st long essay	WSJ 8
11	Monday	Nov. 16		WSJ 9
12	Monday	Nov. 23	Discuss: Status of 2nd long essay Discuss: Guest or presentation to be announced	WSJ 10
13	Monday	Nov. 30	DUE: 2nd long essay Discuss: The journey from here	