

## Writing the Expository Essay Final Syllabus

Texts: *The Fourth Genre*, Robert L. Root, Jr. & Michael Steinberg, Eds.  
*Writing Down the Bones*, Natalie Goldberg

### Day 1 – Monday, June 30

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. become familiar with course outline/expectations</li> <li>Sts. set goals for themselves/practice free writing</li> <li>Sts. &amp; Instructors get to know each other</li> <li>Sts. will analyze/apply literary terms and writing techniques: IMAGERY and SETTING</li> </ul>	<ul style="list-style-type: none"> <li>Distribute/Discuss syllabus.</li> <li>Free Write: From WDTB, read “Beginner’s Mind, Pen and Paper” and “First Thoughts.”</li> <li>Read “My Name” by Sandra Cisneros and do text rendering. Using the Cisneros piece as an example, write about your name in a way that tells something important about yourself. Sts. share writing with a partner, then share with group</li> <li>Define: figurative language, metaphor, simile, allusion, segmented essay</li> <li>Read and discuss “Life in Motion”</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>More practice with imagery and setting</li> </ul>	<ul style="list-style-type: none"> <li>Using magazine clippings, create collage about where you are from</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. provide writing sample for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Read “Oval” by Gail Griffin, record reflections in notebook</li> <li><b>Essay #1:</b> Using collages from afternoon, write brief segmented essay about where you grew up</li> </ul>

### Day 2 – Tuesday, July 1

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will analyze/apply literary terms and writing techniques: CHARACTERIZATION</li> <li>Sts. will consider how characterization and setting are connected, and how one can be used to develop the other.</li> <li>Students will practice different ways of “showing not telling” in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Free Write: From WDTB read “Man Eats Car” and “Don’t Tell, but Show.”</li> <li>Describe mystery person through assortment of objects</li> <li>Read/discuss “The Things They Carried” by Tim O’Brien</li> <li>Write about yourself through the objects that you carry with you</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>More practice with Characterization</li> <li>Sts. begin writing first formal essay</li> </ul>	<ul style="list-style-type: none"> <li>Define: direct/indirect presentation, flat/round, static/dynamic</li> <li><b>Essay #2:</b> Write about a significant experience in your life. Choose an event that you can write about in an expressive and detailed way.</li> <li>Brainstorming activity for essay</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. will discuss shaping meaning out of memories</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss “Memory and Imagination” by Patricia Hampl</li> <li>Work on drafting essay</li> </ul>

### Day 3 – Wednesday, July 2

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will analyze/apply literary terms and writing techniques: TONE</li> </ul>	<ul style="list-style-type: none"> <li>Free Write: From WDTB read “The Action of a Sentence”</li> <li>Discuss techniques for creating tone</li> <li>Read and “Four Calling Birds, Three French Hens” by Lorrie Moore and examine tone.</li> <li>In groups, sts. complete writing exercise: describe the activities of this morning in an assigned tone, using techniques we discussed</li> <li>Share exercises, class tries to guess each group’s tone</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>Sts. will consider sounds of words &amp; the importance of sound</li> <li>Sts. will choose specific verbs to convey an intended meaning</li> </ul>	<ul style="list-style-type: none"> <li>Sts. brainstorm synonyms for: walk, run, hit, dance, laugh, cry, shout, climb, fall, throw</li> <li>Play charades using synonyms</li> <li>Sts. read own work, look for weak verbs and replace with active verbs</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Sts. conference with me or TA about essays</li> <li>Continue work on essay</li> </ul>

### Day 4 – Thursday, July 3

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will analyze/apply literary terms and writing techniques: POINT OF VIEW</li> </ul>	<ul style="list-style-type: none"> <li>Free Write: From WDTB read “A List of topics for writing practice”</li> <li>Read and discuss part I of “The Whole Truth” by Peter Ives</li> <li>Define: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person p.o.v.</li> <li>Field trip: describe town of Easton from two perspectives</li> <li>Read and discuss “A&amp;P” by John Updike. In groups, students rewrite the story from different points of view. Groups share interpretations, discuss similarities and differences</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>More practice with Point of View</li> <li>Students with analyze p.o.v in poetry</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss persona poems: “Superman in the Nursing Home” and “American Hero”</li> <li>Read “Goldilocks and the Three Bears” students take different points of view and retell story.</li> <li>Continue work on essay</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. will analyze/edit one another’s writing</li> <li>Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Peer Editing Workshop</li> </ul>

### Day 5 – Friday, July 4

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will analyze/apply literary terms and writing techniques: PLOT</li> </ul>	<ul style="list-style-type: none"> <li>Free Write: From WDTB, read “Writing is not a McDonald’s hamburger” and “Baking a Cake”</li> <li>Define: plot, climax, resolution</li> <li>Sts. read the first half of “Lamb to the Slaughter” In groups, create dialogue and prepare to act out the 2<sup>nd</sup> half of the story</li> <li>Groups present dialogues</li> <li>Read actual 2<sup>nd</sup> half of the story</li> <li>Discuss what makes the ending strong/interesting</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Complete Essay</li> <li>Complete self-evaluation of essay</li> </ul>

### Day 6 – Sunday, July 6

	What	How
evening	<ul style="list-style-type: none"> <li>Sts. will expand their perception of language and their interpretations of their own experiences</li> <li>Sts. will differentiate between form and content in writing</li> <li>Sts. will understand/apply term “functional unfixeness”</li> </ul>	<ul style="list-style-type: none"> <li>Play “Molly &amp; Ned”</li> <li>Discuss experience of playing the game</li> </ul>

### Day 7 – Monday, July 7

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will investigate how authors use literary devices in persuasive writing</li> <li>Sts. will analyze functionally unfixd persuasive essay</li> </ul>	<ul style="list-style-type: none"> <li>Free Write: From WDTB, read “A Tourist in Your Own Town”</li> <li>Read “Body Ritual Among the Nacirema” by Horace Miner. Analyze portions of essay in small groups.</li> <li>Pick 1 activity that you do everyday at camp. Describe it as though you are an anthropologist studying the CAA tribe.</li> <li>Share</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>Sts. explore similarities/differences between narrative and persuasive writing</li> <li>Sts. analyze examples of persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm similarities/differences between narrative and persuasive essays: audience, purpose, etc.</li> <li>Read “Dear Principal” and “Dear High School Teacher” in pairs: sts. alternate roles as “reader” and “coach.” Reader reads first paragraph to coach. The coach summarizes the main idea and discusses any supporting details. Sts. reverse roles for each paragraph. When done, sts. cooperatively summarize the main idea.</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. analyze more examples of persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Read “A Talk to Teacher” in pairs (“reader” and “coach” as in afternoon). Identify techniques Baldwin uses to persuade his readers.</li> </ul>

## Day 8 – Tuesday, July 8

	What	How
morning	<ul style="list-style-type: none"> <li>• Sts. will analyze satire</li> <li>• Sts. will understand principles of satire and apply to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss satirical comics</li> <li>• Read and discuss portions of “A Modest Proposal” by Jonathan Swift. Free Write: Is Swift serious?</li> <li>• Define: satire/Why use satire?</li> <li>• Who/what is Swift satirizing?</li> <li>• Read and discuss “Harrison Bergeron” by Kurt Vonnegut, Jr.</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>• More work with satire</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss idea of “implied thesis”</li> <li>• Sts. read articles from <i>The Onion</i> and identify implied theses</li> <li>• Sts. write short satirical articles based on their own experiences at CAA for our version of the Onion (<i>The CAA-uliflower</i>)</li> <li>• <b>Essay #3:</b> Write your own talk to teachers. Choose a problem/difficulty you have encountered in your education, and propose a solution (or solutions) to the problem. Assume your audience is a group of teachers, and tailor your arguments to interested educators</li> </ul>
evening	<ul style="list-style-type: none"> <li>• Sts. will organize ideas into persuasive essays</li> </ul>	<ul style="list-style-type: none"> <li>• Work on drafting essay</li> </ul>

## Day 9 – Wednesday, July 9

	What	How
morning	<ul style="list-style-type: none"> <li>• Sts. analyze more persuasive writing</li> <li>• Sts. will investigate persuasive techniques used in advertising</li> <li>• Sts. will consider ways to construct persuasive essay</li> </ul>	<ul style="list-style-type: none"> <li>• Free Write: From WDTB, Read: “Don’t Marry the Fly” and “Don’t use writing to get love”</li> <li>• In groups, brainstorm qualities of good persuasive writing, what should go into strong persuasive writing, and the structure of good persuasive writing. Create a Road Map for writing a strong persuasive essay. Provide visual directions for how to write persuasive essays</li> <li>• Write a commercial to sell you map to the students in the class. Rewrite ad to sell the map to teachers. Present and discuss techniques used by groups in their ads.</li> <li>• Read and discuss magazine advertisements and propaganda</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>• Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Sts. conference with me or TA about essays</li> <li>• Continue work on essay</li> </ul>
evening	<ul style="list-style-type: none"> <li>• Sts. will analyze/edit one another’s writing</li> <li>• Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Editing Workshop</li> </ul>

### Day 10 – Thursday, July 10 – Everything But Irony Day!

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. will identify and understand irony in literature</li> </ul>	<ul style="list-style-type: none"> <li>Define: verbal, dramatic, and situational irony</li> <li>Read “The Signing” by Stephen Dixon. Discuss examples of irony in the story.</li> <li>Read “Roman Fever” by Edith Wharton. Discuss examples of irony in the story.</li> <li>Sing “Ironic” by Alanis Morissette. Analyze “irony” in the song – irony or just bad luck?</li> <li>In groups, students compete to write the best ironic story about a CAA student named Sally. Everyone but winners receives prize. ☺</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>Sts. will identify and understand irony in film</li> </ul>	<ul style="list-style-type: none"> <li>Watch <i>The Princess Bride</i> and record examples of irony</li> </ul>
evening	<ul style="list-style-type: none"> <li>Sts. will identify and understand irony in film</li> <li>Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Play “Last Ironic Standing” using examples of irony from <i>The Princess Bride</i></li> <li>Continue work on essays</li> </ul>

### Day 11 – Friday, July 11

	What	How
morning	<ul style="list-style-type: none"> <li>Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Complete persuasive essay</li> <li>Complete self-evaluation of essay</li> <li>Students read excerpts from memoirs by Maya Angelou, Barbara Kingsolver, Tobias Wolff, and Malcolm X. Assign students certain areas to investigate (narrator, supporting characters, education)</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>Sts. will read/analyze literature</li> <li>Sts. will take focused notes on literature</li> </ul>	<ul style="list-style-type: none"> <li>Finish reading memoirs</li> </ul>

### Day 12 – Sunday, July 13

	What	How
evening	<ul style="list-style-type: none"> <li>Sts. will work constructively in groups</li> <li>Sts. will analyze short memoirs</li> </ul>	<ul style="list-style-type: none"> <li>In groups, students share notes about memoirs, fill in chart with information about narrator, supporting characters, educational experiences, and attitude towards education.</li> </ul>

### Day 13 – Monday, July 14

	What	How
morning	<ul style="list-style-type: none"> <li>• Sts. will compare/contrast narrators' experiences</li> <li>• Sts. will creatively interpret and present information as a dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Free Write: From WDTB, Read "Why Do I Write"</li> <li>• In groups, complete Venn diagrams comparing/contrasting narrators from memoirs</li> <li>• In groups, students compose scripts for "Memoir Mania Talk Show Tour," each group receives a different talk show format and 1 author to interview.</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>• Sts. will express ideas in the form of critical essay</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Essay #4:</b> Pick two authors and compare and contrast their educational experiences, as well as the way in which education shapes their identities. Be sure to consider the authors' goals, values, beliefs, and attitudes toward education. Additionally, think about any obstacles the authors face in receiving their education.</li> <li>• Start outlining/drafting essays</li> </ul>
evening	<ul style="list-style-type: none"> <li>• Sts. will organize ideas into critical essay</li> </ul>	<ul style="list-style-type: none"> <li>• Sts. work on writing essays</li> <li>• Mini-lesson: using quotes in critical writing</li> </ul>

### Day 14 – Tuesday, July 15

	What	How
morning	<ul style="list-style-type: none"> <li>• Sts. will analyze the way in which authors use the sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>• Free Write: From WDTB, read "Syntax"</li> <li>• In groups, sts. receive the lines to "the thirty-eighth year" by Lucille Clifton and have to reassemble the poem.</li> <li>• Define: alliteration, assonance, consonance, onomatopoeia</li> <li>• Read poems by Shel Silverstein and Edgar Allen Poe and identify examples of terms.</li> </ul>
afternoon	<ul style="list-style-type: none"> <li>• Sts. will analyze/edit one another's writing</li> <li>• Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Editing Workshop</li> </ul>
evening	<ul style="list-style-type: none"> <li>• Sts. edit/revise essays integrating constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Sts. conference with me or TA about essays</li> <li>• Continue work on essay</li> </ul>

### Day 15 – Wednesday, July 16

	What	How
morning	<ul style="list-style-type: none"><li>• Sts. will practice writing functionally unfixed descriptions</li></ul>	<ul style="list-style-type: none"><li>• Describe breakfast in a functionally unfixed way</li><li>• In groups, brainstorm as many words as possible that describe taste/texture. List words on board.</li><li>• Eat a piece of candy, write a functionally unfixed description of it – cannot use any words listed on board</li><li>• Read and discuss “Getting Away from Already Pretty Much Being Away from It All” by David Foster Wallace and excerpt from <i>The Mezzanine</i> by Nicholson Baker.</li></ul>
afternoon	<ul style="list-style-type: none"><li>• Sts. edit/revise essays integrating constructive criticism</li></ul>	<ul style="list-style-type: none"><li>• Sts. conference with me or TA about essays</li><li>• Continue work on essay</li></ul>
evening	<ul style="list-style-type: none"><li>• Sts. edit/revise essays integrating constructive criticism</li></ul>	<ul style="list-style-type: none"><li>• Complete critical essays</li><li>• Complete self-evaluation</li></ul>

### Day 16 – Thursday, July 17

	What	How
morning	<ul style="list-style-type: none"><li>• Sts. will reflect on their work from the course</li></ul>	<ul style="list-style-type: none"><li>• Read all of your journal entries from this class. Write a reflection.</li><li>• Discuss purpose for/format of portfolios</li><li>• Read over final essays, and write a short reflection what they are proud of, what challenged them, what the work shows about them as a student</li><li>• Pick 2-3 pieces of shorter writing and complete similar reflections</li><li>• Decorate portfolios</li></ul>
afternoon	<ul style="list-style-type: none"><li>• Sts. will reflect on their work from the course</li></ul>	<ul style="list-style-type: none"><li>• Continue work on portfolios</li></ul>

### Day 17 – Friday, July 18

	What	How
morning	<ul style="list-style-type: none"><li>• Sts. will evaluate course</li><li>• Sts. will share their work</li></ul>	<ul style="list-style-type: none"><li>• Course Evaluations</li><li>• Sts. share excerpts from writing</li></ul>