

Expository Writing

Renewable Assignments

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Table of Contents

Assignment 1: Scavenger Hunt	4
OER URL	4
Notes to Faculty	4
Assignment Description	5
Instructions	6
Rubric	6
Sample	7
Assignment 2: Documentation Styles	8
OER URL	8
Notes to Faculty	8
Assignment Description	8
Instructions	9
Rubric	9
Sample	12
Assignment 3: Expository Writing Chapter	12
OER URL	12
Notes to Faculty	12
Assignment Description	13
Instructions	13
Rubric	13
Sample	14

Assignment 1: Scavenger Hunt

Renewable Assignment

English Composition: Expository Writing & Research

OER URL

Chapter 2 - *The Process of Research Writing* - Steven D. Krause (Spring 2007)

<http://www.stevendkrause.com/tprw/chapter2.html>

Notes to Faculty

This assignment should be done after learners have read Chapter 2. Revisions may be needed to the database language, if your institution does not utilize the same databases as those listed. This assignment is meant to be an engaging way for learners to become more familiar with academic research and the various research functionalities found in many databases.

Assignment Description

Researching in the library has been a major part of academic pursuits for ages. However, the modern-day academic spends less time perusing the stacks and much more time with Boolean search phrases! While it may seem simpler to select whatever comes up first in your internet searching, Krause (2007), in Chapter 2 of our text, shares that “it is crucial that you examine different indexes as you conduct your research: different indexes will lead you to different articles that are relevant for your research idea or topic” (Researching in the Library, Periodical Indexes, para. 3).

For these next assignments, you may also find the [“Dos” and “Don’ts” of Research on the Web](#) of particular use, especially as you try to provide some variety in the scavenger hunts for how people will get to your destination.

Semester A

Learners will create a scavenger hunt for learners in their field of study through the library databases (JSTOR, ProQuest, EBSCOHost, WilsonWeb, ERIC, and DOAJ). The scavenger hunt should assist participants in familiarizing themselves with:

- Academic Journals
- Browsing the databases by Subject, Title, and Author/Publisher
- Advanced Search functions

- Boolean phrases
- Using fields to narrow searches
 - Publication Dates
 - Item Type

Semester B

Learners will participate in the scavenger hunts created by the Semester A students, unless a scavenger hunt does not yet exist for their field of study, at which point learners will create a hunt based on the description in Semester A. Learners who are able to participate in the scavenger hunts will ensure that the hunts function properly and will revise the hunts, as needed, for future semesters.

Semester C

Learners will revise and modernize the scavenger hunts used in Semester B, unless a scavenger hunt does not yet exist for their field of study, at which point learners will create a hunt based on the description in Semester A. Learners who are able to participate in the scavenger hunts will ensure that the hunts function properly and are rigorous enough. Hunts will be revised, as needed, for future semesters.

Instructions

Learners will create a scavenger hunt for learners in their field of study through the library databases (JSTOR, ProQuest, EBSCOHost, WilsonWeb, ERIC, and DOAJ). The scavenger hunt should assist participants in familiarizing themselves with:

- Academic Journals
- Browsing the databases by Subject, Title, and Author/Publisher
- Advanced Search functions
 - Boolean phrases
 - Using fields to narrow searches
 - Publication Dates
 - Item Type

Rubric

Proficiency	Not Yet Proficient	Proficient	Exemplary
Students will demonstrate the ability to research (in	Scavenger hunt does not utilize a search method or only uses	Scavenger hunt uses at least 2 different search methods.	Scavenger hunt uses more than 2 different search methods.

a manner consistent with practices of their field).	a single search method.		
Students will demonstrate the ability to utilize at least 2 academic databases.	0-1 databases are used in the scavenger hunt	2 databases are used in the scavenger hunt	More than 2 databases are used in the scavenger hunt
Students can locate academic journals in their field of study.	Does not include an academic journal in scavenger hunt	Includes 1 academic journal in scavenger hunt	Includes 2+ academic journals in scavenger hunt

Sample

Education - Instructional Design Hunt

Step A

1. Go to the [Find Articles page](#) on the MMCC website.
2. Select [EBSCOhost](#) from the list.
3. Select [EBSCO \(includes CINAHL\)](#).
4. On the “Choose Databases” page, make sure that only Academic Search Elite, ERIC, and OmniFile Full Text Select (H.W. Wilson) are selected. Select the Continue key.
5. In the top box, use “‘Education’ AND ‘Instructional Design’” as the boolean search phrase.
6. From Search Modes and Expanders, select “Find all my search terms” from search modes, and select the checkboxes for “also search within the full text of the articles.”
7. From the Limit Your Results section, select Full Text, type in 2015 as the earliest search year, and select the Scholarly (Peer Reviewed) journals box.
8. From Special limiters for Academic Search Elite, select Periodical from Publication Type, Article from Document Type, and select the PDF Full Text checkbox.
9. Skip over the Special limiters for ERIC.
10. Select only the PDF Full Text checkbox from the Special limiters for OmniFile Full Text category.
11. Select the Search button.
12. Write down how many entries your search resulted in.
13. Find the article titled “Dropout Rates, Student Momentum, and Course Walls; A New Tool for Distance Education Designers,” and open it.
14. Select the PlumX Metrics option on the page.
15. On the PlumX Metrics page, click on the DOI URL.
16. Download the article and upload it to the Scavenger Hunt: Step A assignment.

Step B

1. Go to the JSTOR database.
 2. Browse by Subject.
 3. Select Education.
 4. Select the Research in Higher Education journal.
 5. In the Scavenger Hunt: Step B assignment space, please type in the name of one of the article titles from February 2014 55(1) *Research in Higher Education*.
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Answer for 12: ~10, 951

Assignment 2: Documentation Styles

Renewable Assignment

English Composition: Expository Writing & Research

OER URL

<https://osu.pb.unizin.org/choosingsources/chapter/citation/>

Notes to Faculty

This assignment is best used after having learners complete their reading of Chapter 8 of the *Choosing & Using Sources: A Guide to Academic Research* text.

Assignment Description

By now, you've likely noticed that our textbook covers citation methods for 4 different types of academic citation: APA, Chicago, MLA, and AMA. The documentation/citation method that you'll use is dependent upon the field of study that you are in and that you'll be writing your paper about. MLA, for most learners, is the documentation method that is most familiar, since it is what is used primarily in higher education. However, outside of academe, it is rarely used. (Keep that in mind as you move ahead!)

Because the information in the chapter is quite limited, even about the 4 citation methods it discusses, it would be most helpful for both you and future learners in this course to have more information about citation methods.

Instructions

You have been grouped together with others in your field of study or who are using the same documentation style. Together, you will update the textbook to include more information about what you think writers need to know about the documentation method you're using.

In subsequent semesters, learners will add examples, tutorials, and update anything that needs updating.

Rubric

Proficiency	Not Yet Proficient	Proficient	Exemplary
Students will write papers using the style, voice, documentation style, and visual presentation mode of their discipline that are edited to discipline standards.	Creates list of 0-1 fields that utilize the documentation style.	Creates list of 2 fields that utilize the documentation style.	Creates list of 4 fields that utilize the documentation style.
Students will format and produce papers consistent with the standards and expectations of their field.	Does not share or shares only 1-3 of the following expectations of the documentation style: font, spacing, margins, headings, etc.	Shares how writers are expected to format the papers (including font, spacing, margins, headings, etc.) in the documentation style.	Shares details of formatting expectations, including font, spacing, margins, headings, major paper sections, and how references/sources should be listed.
Students will edit their work consistent with the standards of their field.	Does not share how writers will utilize in-text citations and/or references--or does not meet the minimum list of requirements in the Proficient category.	Shares how writers will utilize in-text citations for sources with authors, dates of publication, and page numbers; sources without authors; sources without page numbers; and quotation formatting. Shares how writers will list books, articles in periodicals, and 1 type of electronic sources in the references/bibliography/works cited page.	Shares how writers will utilize in-text citations for the requirements in the Proficient category, as well as rules on capitalization; italics; summarizing vs. paraphrasing; works by 2, 3-5, 6+ authors, and unknown authors. Will also share information about references regarding all items listed in the Proficient category, as well as 2, 3-5, 6+ authors;

			unknown authors; works by the same author; and 1 additional electronic source.
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Sample

MLA

Used in liberal arts, humanities.

Formatting

MLA does not have specific requirements for fonts, but the recommendation is often an easily readable font set at a 12 (or other standard size). Writing is to be double-spaced, including quotations and the Works Cited page. Additionally, 1" margins are acceptable.

A 4-part heading is utilized in MLA. Starting at the very top of the paper in the left-hand corner, the following 4 pieces of information will be listed:

- Your name
- Instructor's name
- Course and number
- Date

The title is then centered on the following line without any changes to the typeface (meaning no bolding, italicizing, color, etc.).

Headings and sub-headings are not used, primarily, in MLA, but they can be (though students should inquire with an instructor prior to using them).

In-Text Citations

In-text citations in MLA are done parenthetically. For paraphrasing, the last name of the author(s) and the page number are shared in parentheses at the end of the phrase but before the ending punctuation. Direct quotations can either utilize the author's name in the introductory phrasing or at the end.

Examples of Parenthetical Citations of a Source With an Author and Numbered Pagination

(LastName Pg#)

It's clear that the creative process is a difficult one, rife with emotions (Smith 43).

If the author's last name is used in the introductory/signal phrase, then only the page number needs to be cited in parentheses at the end.

Smith, a poet, claims that "creativity can never exist without emotion, and that is the battle all artists face" (43).

Quoting Short Phrases

"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife" (Austen 11).

Jane Austen, well-known author of *Pride and Prejudice*, begins her most famous text with the line, "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife" (11).

Quoting Long Phrases (4+ Lines of Prose; 3+ Lines of Verse)

Jane Austen, describing the parents of Elizabeth, the main character in *Pride and Prejudice*:

Mr. Bennet was so odd a mixture of quick parts, sarcastic humor, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. HER mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. (12)

[The rest of the paragraph would go here.]

Notice that there are no quotation marks being used and that the in-text citation (in this case using just the page number because the author's last name is introduced in the introductory phrase to the quotation, after the ending punctuation of the quotation. The longer quotations are also indented and all aligned together.

Works Cited

Basic Book Format

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

Article in a Scholarly Journal

Author(s). "Title of Article." *Title of Journal*, Volume, Issue, Year, pages.

Web Site

Editor, Author, Webmaster (if available). *Name of Website*. Version number, Name of institution or the organization associated with the website, date of creation, URL. Date of access (if applicable).

Assignment 3: Expository Writing Chapter

Renewable Assignment

English Composition: Expository Writing & Research

OER URL

<http://www.stevendkrause.com/tprw/>

Notes to Faculty

This is best used after you've had a discussion with the students about what expository writing is. Some reading can be done with Chapters 3 and 4. Unfortunately, the current OERs being used in the course do not have sections or chapters on expository writing. Because the awareness of what it is and how to do it is such an integral part of the course, allowing students to research and write about expository writing is a great way to get learners involved in constructing the course expectations.

Assignment Description

Learners have a chance, after reading Chapters 3 and 4 of the OER, to work with expository writing explicitly, explaining it to current and future learners. Learners will engage in the research and writing process of a new chapter addition to the text on Expository Writing and Research.

Instructions

Learners, individually or in content area groups, will compose a section of the chapter that provides information on:

- What expository writing is and how writers can approach an expository assignment

- What expository analysis looks like in the content area
- What expository writing looks like or defines the questions it asks
- Expository writing techniques
- Expository writing evidence
- What research looks like in expository writing

Rubric

Proficiency	Not Yet Proficient	Proficient	Exemplary
Students will engage in different theories and analytical structures used in their discipline to create arguments, theories, and claims.	Does not provide an explanation of what expository analysis looks like in their field.	Provides an explanation of what expository analysis looks like in their chosen field.	Provides an explanation, with examples from academic writing, of what expository analysis looks like in their chosen field.
Students will use evidence and construct positions that are consistent with the standards for evidence, argument and professional conduct in their field.	Does not provide an explanation of what expository writing looks like in their chosen field.	Provides an explanation of what expository writing looks like in their chosen field.	Provides an explanation, with examples from academic writing, of what expository writing looks like in their chosen field.
Students will demonstrate the ability to solve unstructured problems in their chosen field using evidence and methodologies from that field.	Does not provide an explanation of how to use expository writing techniques to discuss a solution to an instructed problems AND/OR does not discuss what kind of evidence is appropriate.	Provides an explanation of how to use expository writing techniques to discuss a solution for an instructed problem and what evidence is appropriate.	Provides an explanation, with examples from academic writing, of how to use expository writing techniques to discuss a solution for an unstructured problem and what evidence is appropriate.
Students will research their topic using sources and methods consistent with the practice of	Does not provide an explanation of what expository research looks like in their chosen field.	Provides an explanation of what expository research looks like in their chosen field.	Provides an explanation, with examples from academic writing, of what expository

their field.			research looks like in their chosen field.
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Sample

Field of Instructional Design

In Instructional Design, an expository essay begins with a question, often referred to as “the inquiry stage.” Writers research the answers to the question, seeking to form ideas or rationales that can be presented to the audience/readers. Expository writing, because it is seeking to expose something, is very illuminating--meaning that it is showing something to the audience that they might not be aware of.

To write an expository essay successfully, it’s imperative that the essay begin with some background information of the idea being exposed, followed up with a thesis statement that is clear, concise, and well-defined. Paragraphs should begin with argumentative claims that are supported by peer-reviewed, academic research. The peer-reviewed, academic research should come from articles in academic journals that can be found using the databases in the library.

The focus, above all, for expository writing in instructional design, is to expose something that is occurring in the field.

Some general tips for expository writing patterns can be found at UMich on their [Information About Expository Writing page](#).