

Chaminade University
EN 102, Expository Writing Syllabus
Spring Day Semester, 2008
Instructor: James Kraus, jkraus@chaminade.edu

Henry Hall, Room 206-D
Ph. 808-735-4877
Office Hours: Monday, Wednesday, Friday 11 a.m. - 1 p.m.

Course Description

English 102, Expository Writing, provides instruction and practice in writing short- to medium-length expository essays and in writing from sources. The course emphasizes skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length.

In order to provide coherence to discussions and to help students learn to collaborate, this section's general topic for research and discussion is "sustainability." Student research and writing projects will center on common reading related to this topic, and subsequently will deal with more individualized and specific aspects of the topic relating to philosophical, psychological, political, historical, economic or scientific approaches.

This course requires internet access to the World Wide Web and Chaminade's WebCT interface. Students are expected to engage in active online discussion via WebCT.

Student Learning Outcomes

In order to successfully complete this course, a student must demonstrate the following writing and critical thinking competencies:

1. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
3. To demonstrate paragraph and essay development in a written text.
 1. To demonstrate thesis sentences
 2. To demonstrate topic sentences.
 3. To demonstrate clear supporting examples for thesis sentence and topic sentences.
 4. To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an organized paper.
 1. To demonstrate an effective introductory paragraph.
 2. To demonstrate an effective concluding paragraph.
 3. To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
5. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
6. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
 1. To demonstrate logical structure utilizing the rhetorical techniques.
7. To demonstrate the ability to research, draft, revise, and edit a research paper.
8. To demonstrate the correct use of MLA documentation.
 1. To demonstrate an understanding of the difference between a bibliography and a works cited page.
 2. To demonstrate an understanding of plagiarism.
 3. To demonstrate the ability to cite sources within the body of a text.
9. (Critical Thinking Skills) To demonstrate the ability to evaluate and synthesize research information.
 1. To demonstrate the ability to evaluate the validity of source information.
 2. To demonstrate the ability to distinguish between reason and belief.
 3. To demonstrate the ability to apply and integrate material from sources.
10. (Critical Thinking Skills) To be able to critically reflect on the writing process.

Diversity

Chaminade's "Core Beliefs Statement" says, "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faced by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

Texts

This course requires the purchase of three textbooks, which are available via the Chaminade University Bookstore or through your Chaminade Advisor. Other required texts are available via this web site.

- * Hairston, et. al. The Scott Foresman Handbook for Writers, 8th Edition
- * Booth, The Craft of Research, 2nd Edition
- * McConnell and Abel, Environmental Issues: An Introduction to Sustainability

Available online via course web site:

Readings about sustainability (others to be announced)

- * W. S. Merwin, "Economy" (poem)
- * Gary Snyder, "Getting in the Wood" (poem)
- * William Wordsworth, "The world is too much with us" (poem)

Websites to use as possible research sources (others to be announced)

- * Union of Concerned Scientists
- * Environmental Performance Measurement Project

Readings about Writing Style

- * Craig Branham, "A Student's Guide to Research on the WWW"
- * Guide to Grammar and Writing, from Capitol Cities Community-Technical College in Hartford, Connecticut. (Used with permission.)

Other Online Resources

- * Online searching of Sullivan Library, Chaminade University
- * Online searching of University of Hawai'i Libraries
- * EBSCO Online Research (Login: Sullivan | Password: ahinahina)

Requirements

- * Participation in online discussions: 20%
- * Quizzes and exercises: 10%
- * Essays 1, 2 and 3: 30%
- * Research Paper: 30%
- * Final Exam: 10%

Grading Scale

- * 'A': Outstanding scholarship and an unusual degree of intellectual initiative. (90-100)
- * 'B': Superior work done in a consistent and intellectual manner. (80-89)
- * 'C': Average grade indicating competent grasp of subject matter. (70-79)
- * 'D': Inferior work, not satisfactory for fulfillment of prerequisite course work. (60-69)
- * 'F': Failed to grasp minimum subject matter; no credit given.
- * A passing grade for this course is a 'C.'

Grading Rubric

Grade	Integration of Sources	Clarity and Rhetoric	Organizational Development	Grammar and Mechanics
A	Accurate assessment (summary and paraphrase) of source information. The sources are introduced using a concise summary and the sources are integrated logically and effectively into the paper. The validity of the source information has been tested and documented in the paper.	The goal of the paper is clear. The language and rhetorical techniques used in the paper are clear and effective for the audience provided.	The paper displays a clear organizational structure which includes an introduction, thesis, topic sentences, examples, transitions, and a conclusion, and the research clearly supports the thesis.	The paper uses correct MLA documentation and contains few errors in grammar, punctuation, and sentence structure.
B	Same as above, however the summary introduction of the text is accurate but not as concise.	Rhetorical techniques are applied correctly throughout the paper, but it may not be effective for the audience provided.	The paper has a clear organizational structure, but further research may be needed for conclusive development.	The paper may contain several errors in grammar, punctuation, and sentence structure.
C	The summary introduction or the paraphrase of the source may be less than accurate.	The rhetorical techniques may present less than a logical application. Or additional techniques should have been used in the paper.	The organizational structure is not always clear making it difficult to follow the writers points at all time, or further research is needed for sufficient support..	The paper contains a few minor documentation errors or numerous errors in grammar and punctuation that do not hinder a general reading.
D	There is no summary introduction of the texts, and the text is not integrated into the paper.	Same as above.	The paper lacks a clear organizational structure (topic sentences and transitions)., or the research does not appear to support the thesis.	The “works cited” page is not in MLA format.
F	It is unclear what additional texts are being used and for what purpose.	It is unclear what techniques are being used	The purpose of the paper/thesis is unclear and/or not support is given.	No “works cited” page was included in the paper.

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one. Limited exceptions may be considered if approved by the instructor early in the term.

When students are required to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.

The Chaminade General Catalog states the following with regard to plagiarism:

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In this course, if the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.

Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

Course Overview

Week	Research and Writing Techniques	Topical Readings and Discussions	Assignments and Quizzes Due
1	Assessment & Intro to the Research Process	What is Sustainability?	From Research Topic to Research Question
2	From Research Topic to Research Question	Sustainable Growth and the Environment	Quiz 1 Essay 1
3	Narrowing the Research Question	Population and Migration	
4	Finding and Using Sources	Greenhouse Gases and Climate Change	Quiz 2
5	Finding and Using Sources, Continued	The Challenges of Climate Change	
6	Writing the Research Proposal	Sustainable Energy	Essay 2
7	Argumentation Overview	Global Water Supplies	Quiz 3
8	Argumentation: Claims, Reasons and Evidence	Motor Vehicles	
9	Acknowledging Counter-Arguments	Trash	Quiz 4
10	Outlining and Preparing a Draft	Soil and Sustainability	Essay 3
Spring Break			
11	Writing Effective Introductions and Conclusions	Ecosystems: Forests and Estuaries	Annotated Bibliography
12	Presenting Evidence Visually	Ecosystems: Fisheries	
13	Revising and Your Writing Style	Sustainable Communities	Research Paper Rough Draft
14	The Ethics of Research	Sustainable Campuses	Quiz 6
15	Review	Restoration Ecology	Final Research Paper Final Exam