

# **English 101.12: Introduction to Expository Writing**

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Office Hours: M/W 12-1 PM and by appt.

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M/W/F 11-11:50 AM  
TK Henry Hall

## **Course Description**

This course is designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. It will also provide instruction in organizing your material and in Standard Edited American English.

## **Student Learning Outcomes**

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.
  - To demonstrate thesis sentences.
  - To demonstrate topic sentences.
  - To demonstrate clear supporting examples for thesis sentence and topic sentences.
  - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an organizational development in a written text.
  - To demonstrate an effective introductory paragraph.
  - To demonstrate an effective concluding paragraph.
  - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
5. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
  - To demonstrate logical structure utilizing the rhetorical techniques.

## **Course Requirements**

1 diagnostic essay  
6 short papers  
5 revisions  
In-class quizzes

3 peer review workshops  
2 personal conferences  
Final Exam

## Required Texts

- Bledsoe, Pamela S. and Selby, Norwood. Writing Simplified: A Composition Guide. New York: Pearson Education, 2004.
- Munger, David, ed. 80 Readings for Composition. 2nd ed. New York: Pearson Education, 2006.
- Ihimaera, Witi. Whale Rider. New York: Harcourt, 2003.

## Required Extras

Access to computer, word processor, or typewriter.

All papers must be TYPED and DOUBLE-SPACED, in 12-pt font and without unduly large margins.

## Attendance and Late Work

### Attendance

- Attendance is crucial to your learning in this course, and in-class work (including tests and quizzes) cannot be made up. Up to THREE absences are allowed without affecting your grade. Each absence thereafter will lower your FINAL grade by 1/3 (So a “B” would become a “B-” for example.) It is your responsibility to ask for materials or information that was covered in your absence.
- Missing a scheduled conference counts as an absence.
- Three tardies count as one absence.
- In the case of a serious illness, family emergency or other extenuating circumstances that may affect your attendance, please email or speak to me BEFORE you’ve missed multiple classes. I am able to be more flexible when we have discussed the situation at hand. Similarly, if you are an athlete and your athletics affect your attendance, please notify me BEFORE missing class. You should also bring a signed note from your coach with the dates that you will be absent from class.

### Late Work

- I offer each student ONE extension on a FIRST DRAFT, no questions asked. With this extension, you may turn in any first draft up to one class period late. So, if the draft is due Wednesday, you may turn it in on Friday and not be penalized.
- **I do not otherwise accept late work, and assignments will not be accepted via e-mail.**

### Participation

Active participation not only makes our class discussion vibrant, but it helps your grade. Please come to class awake and alert, have the appropriate text and assignments with you, be a part of lectures and discussions, listen respectfully, and share your questions and ideas.

### Mobile Phones/ Laptops

- All cell phones should be TURNED OFF when you enter the classroom. If you are texting, then you are not fully present in the classroom. Therefore, I consider texting the same as an absence, and it will affect your grade similarly.
- Laptops are NOT permitted in my classroom.

### **Class Behavior**

Please treat fellow students and your instructor with dignity and respect. (As the saying goes, treat others as you would wish to be treated.) Help to make our classroom a safe place to ask questions, seek and offer opinions, attempt bold and honest communications, write, read, and learn.

### Workshop and Peer Review

During workshops, you will meet in small groups and review each other's essays. Your fellow classmates will offer constructive criticism on your papers, just as you will offer suggestions on theirs. Workshops give you the opportunity to learn how to revise, edit, and correct writing assignments. **Workshop attendance is of the utmost importance; missing ONE workshop will count as missing TWO classes.**

### Plagiarism

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are 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 acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting the work prepared by another as one's own. (Chaminade General Catalog, online).

According to the *Chaminade General Catalog*, "Punishment for academic honesty will be determined by the instructor and the EVPP and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University."

I take plagiarism very seriously. In most cases it leads to an "F" for the course. It is not worth risking your grade, or your entire academic career, to plagiarize a paper or other piece of work.

### Personal Conferences

Personal conferences offer you an opportunity to discuss your goals as a writer and a student, both in this class and beyond. In the first conference we will assess your writing technique and focus on thesis development. The second conference will assess your revision process. Please feel free to set up additional meetings with me during my office hours, especially if you need a little extra guidance with an assignment.

## Required Coursework and Grading Breakdown

Rhetorical Papers: First Drafts	20 %
Rhetorical Papers: Revisions	30 %
Essay Analysis/ Peer Review	10 %
Quizzes	10 %
Final Exam	20 %
Class Participation	10 %
<b>Total Points:</b>	<b>100 %</b>

‘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 of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (60-69).

‘F’ Failed to grasp minimum subject matter; no credit given.

**You need a minimum of 70 percent (C) to pass this course.**

## Papers: Grading Scale

- 5- The paper exceeded the expectations of the assignment by integrating external sources or by applying a level of critical thinking skills that were above the level of the other papers.
- 4- The goal of the paper is clear, and the language and rhetorical techniques used in the paper are clear and effective for the audience provided. In addition, the paper displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples for the paper are detailed and logically connect to the thesis and the overall development of the paper. Finally, the paper displays a strong command of grammar, punctuation, and sentence variation.
- 3- The goal of the paper is clear, and the language and rhetorical techniques used in the paper are clear and effective for the audience provided. In addition, the paper displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples used in the essay are general and, therefore, make it difficult to analyze the logical connections between the examples and the overall development of the paper. Problems with grammar and punctuation may be present.
- 2- The goal of the paper is vague and lacks a clear thesis statement. As such, the paper may not provide a clear organizational structure. Also, the paper has many errors in grammar and punctuation.
- 1- The essay lacks a clear goal and an organizational structure, and the grammar and punctuation errors in the essay make it difficult to read.

## CLASS SCHEDULE

Date	Learning Outcome/ In Class Activities	Readings	Written Assignments
Mon., Aug.25	Syllabus/ Course Review Assessment 1: Rhetorical Modes Overview of Rhetorical Modes		
Wed., Aug.27	Quiz 1: Syllabus RM: Chronology <i>Sequencing Exercise</i> RM: Process  In-Class Diagnostic Essay: What's my writing process?	WS: Process of Writing, Pre-Writing, (1-9); Process & Chronology, (30-2) 80: "How to Write with Style," (39-43); "Calling a Boy for a Date," (179-81)	
Fri., Aug.29	NO CLASS: Fall Spiritual Convocation		
Mon., Sept. 1	NO CLASS: Labor Day		
Wed., Sept. 3	<i>(Sept 2: Last Day for Add-Drop)</i> LO 3: Parts of an Essay <i>Thesis, Topic Sentences, Support</i>	WS: Writing Effective Paragraphs & What to Write About, (9-24)	
Fri., Sept. 5	RM: Description	WS: Description, (28-9) Handout: "Paris in Winter"	

Mon., Sept 8	LO 2: How to Self-Edit Assessment 2: Grammar Wksht	WS: Evaluating Your Writing, (24-6)	Paper 1: Description
Wed., Sept. 10	RM: Narration	WS: Narration, (26-8) 80: "I Get Born," (306-9) Handout: "Shooting an Elephant"	
Fri., Sept. 12	LO 1: Commas LO 2: Practice Self-Editing	WS: Fine Points: Comma Splices, (45-9) 80: "The Maker's Eye: Revising Your Own Manuscript," (43-8)	Paper 2: Narration
Mon., Sept 15	LO 4: Parts of an Essay: <i>Transitions, Intros and Conclusions</i>	WS: Review: The Writing Process, (39-45)	Please bring FOUR copies of paper #2 to class.
Wed., Sept. 17	WORKSHOP #1: Peer Review of Essay #2 (Narration)	Peer Essays	Peer Review Sheets
Fri., Sept. 19	RM: Definition	WS: Definition, (29-30) 80: "Vindication of the Rights of Woman," (116-121); "Being a Man," (159-163);	
Mon., Sept 22	LO 1: Semi-colons and Conjunctive Adverbs	WS: Fine Points: Semi-colons, (49-50, 62-3)	Paper 3: Definition
Wed., Sept. 24	Focus: Thesis (How to Craft an Excellent Thesis)		
Fri., Sept. 26	LO 2: Review: Comma, Semi-Colon, Conjunctive adverbs (Handout)		REVISION OF PAPER #2 (Narration)!

Mon., Sept 29	Quiz 2: Commas, Semi-Colons and Conjunctive adverbs  RM: Cause and Effect	WS: Cause and Effect, (35-6) 80: "Address," (54- 7); "Meaning of the 4th of July," (239- 43)	
Wed., Oct., 1	LO 3: How to Outline (Outlining for a Cause and Effect Paper)		
Fri., Oct. 3	In-Class Essay: Cause and Effect		
Mon., Oct. 6	LO 1: Apostrophes and Possession (its/it's; your/you're; their/they're)	WS: Apostrophes (63-5)	REVISION OF PAPER #3 (Definition)!
Wed., Oct. 8	RM: Argument	WS: Argument, (36- 7) 80: "Shattering the Myth of the Glass Ceiling," (163-5); "Why Women Are Paid Less Than Men," (166-8);	
Fri., Oct. 10	RM: Persuasion In-Class Dialectic: Respond to each talking point with 1 piece of SUPPORT and 1-2 arguments AGAINST that idea. Mid-Term Survey	WS: Dialectical Persuasion (37-9)	Thesis and "Talking Points" for an Argument Paper. ( <b>Bring FOUR copies to class.</b> )
Mon., Oct. 13	NO CLASS: Discoverers' Day		
Wed., Oct. 15	LO 1: Who/ Whom/ Whose & Which/ That Practice Self-Editing	WS: Fine Points- Relative Pronouns (53, 55)	Paper #4: Argument
Fri., Oct. 17	LO 2: Quotation Marks and Citation	WS: Fine Points- Quotation Marks (69-71).	BRING <b>FOUR COPIES OF PAPER #4 TO CLASS</b>

Mon., Oct. 20	WORKSHOP #2: Peer Review of Essay #4 (Argument)	Peer Essays	Peer Review Sheets
Wed., Oct. 22	LO 4: Tone and Style	80: "Industrial Tourism and the National Parks," (91-103)	
Fri., Oct. 24	Quiz #3: Apostrophes, Relative Pronouns, Quotation Marks  Resume Building: <i>How a resume is just a nicely-worded argument</i>	Handouts	FIRST REVISION OF ESSAY #4 (Argument)
Mon., Oct. 27	Introduction to Writing About Literature	Handouts	All and Any Grammar Questions
Wed., Oct. 29	Personal Conferences re: Revision and Argumentation		
Fri., Oct. 31	Personal Conferences re: Revision and Argumentation		
Mon., Nov. 3	Full Narrative Structure Ihimaera's <i>Whale Rider</i>	<i>Whale Rider</i>	SECOND REVISION OF ESSAY #4 (Argument)
Wed., Nov. 5		<i>Whale Rider</i>	
Fri., Nov. 7		<i>Whale Rider</i>	
Mon., Nov. 10	Complete <i>Whale Rider</i>		
Wed., Nov. 12	View Film Version of <i>Whale Rider</i>		
Fri., Nov. 14	Compare and Contrast Exercise: <i>The Novel vs. The Film</i>	WS: Compare and Contrast, (34-5)	



Mon., Nov. 17	LO 3: More on Commas	WS: Nonessential, Parenthetical, and Contrasting Elements, (60-2)	Paper #5: Compare and Contrast
Wed., Nov. 19		80: "Two Views of the Mississippi," (66-9); "Translations of the Bible," (202-3)	BRING FOUR COPIES OF PAPER #5 TO CLASS.
Fri., Nov. 20		Peer Essays	"Letter" Response
Mon., Nov. 24	Library and an Introduction to Research	Handouts	(Maui Invitational)
Wed., Nov. 26	Summary Exercises		
Fri., Nov. 28	NO CLASS: Thanksgiving Recess		
Mon., Dec. 1	Review and Assessment		FINAL REVISION of PAPER #5 (Compare and Contrast)!
Wed., Dec. 3	In-Class Diagnostic Essay		
Fri., Dec. 5	Review for Final Exam		

### **Final Exam**

**Date: December 8**

**Time: 3:00 PM**

**Place: TBA**