

## English 101: Introduction to Expository Writing Fall, 2008

Bro. Gary E. Morris, S.M.

MWF 10:00am—ENG 101 07-1 Freitas 250

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[also by appointment]

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### Course Description

The course provides instruction and practice in writing, editing and revising short narrative and expository essays. The course aims to develop college writing skills and good writing habits throughout the semester by directing the students to reading, evaluating and critically thinking about models of good essay composition and style. The class will emphasize learning the basics of organization, vocabulary development, clarity of expression and the use of Standard American English with a goal to succeed in writing across the college curriculum.

### Outcomes

By the end of the semester students with a minimum grade of C will be able:

1. To demonstrate paragraph and essay development in a written text
2. To demonstrate organizational development in a written text
3. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors
4. To demonstrate the ability to follow a discipline in the writing process that includes prewriting activities, outlining/idea mapping, drafting, editing, proofreading and final drafting
5. To demonstrate the ability to identify an audience and articulate an argument specific to that audience
6. To integrate rhetorical techniques (such as narrative, description, exposition, comparison and contrast, cause and effect, persuasion and argumentation) into written texts
7. To work effectively with peers in editing and rewriting exercises
8. To understand one's self through journaling and essay composition
9. To improve vocabulary
10. To improve critical thinking skills regarding reading and writing

### Required Texts:

*Writing with a Thesis*, by David and Sarah Skwire, (Orlando, FL: Harcourt College Publishers), 9<sup>th</sup> Edition, 2005.

*The Brief Penguin Handbook*, by Lester Faigley, (New York: Pearson Education, Inc), 2005.

**Recommended:** a Collegiate Dictionary; a Collegiate Thesaurus; *The Elements of Style*, by William Strunk and E.B. White.



## Course Requirements

1. Five short essays (two pages each): narration/description, example, process, comparison and contrast, and cause and effect
2. One argumentative essay (four-five pages)
3. Peer editing of outlines and drafts
4. Maintaining and updating a portfolio of all written work (including drafts)
5. Rewrites of final drafts allowed with instructor permission, and **ONLY** if major changes are suggested or required
6. In-class writing assignments and exercises to hone writing skills
7. Quizzes on readings (including vocabulary) from the texts; midterm and final exams
8. Keeping a reading journal notebook of journal entries on readings and the class sessions. The journal entries are personal responses, ideas or reflections (20 pages total required). Progress check at midterm (10 entries min.) and final credit at the end of the semester (20 entries min. total). Entries will not be corrected; credit will be given for completing the journal.

## Expectations and Policies

1. Attendance and active participation is required at all class sessions (Roll will be kept each class). It is the student's responsibility **to notify the instructor in writing** (online or hard copy) concerning all excused absences. Missing class for medical reasons requires a written verification from a doctor.
2. Please use the Chaminade student email account when communicating with the instructor. Any correspondence to the instructor, whether as hard copy or email communication, must be composed as a proper letter, with reasonable use of correct spelling, capitalization, punctuation and grammar. This is an English writing class and careless blog-like communication will not be accepted or accorded a response.
3. Read all assigned materials and be prepared for discussions, quizzes and tests.
4. All students are responsible for all information presented during class periods. Students absent from class should arrange for obtaining notes/directives from fellow students.
5. Assignment must be completed on the specified due date. All drafts of papers must be in **printed copy by the due dates**, as peer editing exercises require papers to be passed among editing groups, and the instructor only accepts printed copy. Late written work will be assessed a 25% point reduction for each day late.. Written work turned in later than the fourth day will be evaluated but will not receive a grade or any points.
6. **Tardy assignments and exams** are allowed only with verified excuses—circumstances were beyond your control. (**NOT legitimate excuses:** nursing a common cold or other non-emergency illness or condition, doing an errand, meeting with a teacher or advisor, catching up with work for another class or lab or not being ready or prepared for an assignment or exam).
7. Assignments or exercises based on in-class activity with other class members cannot be made up.



8. Assignments will be graded on timeliness, completeness, quality of content and the recommended standards for writing evaluation recommended by CUH.
9. The papers must be word-processed or typed, double-spaced, in black ink, using appropriate white paper, 12 pt. standard font, and standard margins.
10. A separate bound notebook or binder should be used for the journal entries. **Each journal entry must be numbered and dated.**

## Student Conduct

- ❖ "Campus life is a unique situation requiring the full cooperation of each individual. For many, this is home, school, recreation center and work, all in one. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility." (2008-2009 Student Handbook, p. 48)
- ❖ All student rules of conduct, as outlined in the Student Handbook, will be applicable in this class. Review these rules as presented in the Handbook, pgs. 48-51.
- ❖ Note: All portable cellular phones, headsets, earphones, i-Pods, MP-3 players (and their ilk), CD and DVD players, radios, video game players and other non-academic, non-essential technological distractions must remain **turned off and in bags or packs during each entire class session.**
- ❖ Laptop computers and palm pilots are allowed with permission, and **ONLY** for work pertaining to this class. Violators lose this privilege.
- ❖ Plagiarism will not be tolerated. All students are expected to follow the CUH policy regarding use of technology and plagiarism (see 2008-2009 Student Handbook, pp. 64-66, or the online CUH General Catalogue for 2008).

## Extra Credit

The following extra credit options are available for the class:

- Participate in a Service Learning Project and do a written reflection/evaluation (September 7, 2008 deadline for deciding to participate in a service learning project]; *up to 50 points*
- Participate in a CUH theatre production as an actor or technician and do a written reflection/evaluation of the experience (Auditions/sign-ups September 3 ); *up to 50 points* [1 or 2 graded academic credits are also awarded by the university for this production participation]

## Grading:

The class grade is determined through a point system. Points are earned on the essay outlines and final drafts, reading journal, short quizzes and exams, classroom attendance and participation and any extra credit done for this class. The following scale of the total points will be used to determine grades: 90-100% is an A; 80-89% is a B; 70-79% is a C; 60-69% is a D; 59% and below is an F.

<b>Estimated Point Assignment:</b>	Short Essays (@50 pts. ea.)	250
	Argumentative Essay	100
	Drafts; misc. writing exercises	80
	Journal	50
	Midterm Exam	50
	Final Exam	100
	Class Participation & other assigned but ungraded work	70
	<b>TOTAL POINTS</b>	<b>700</b>

## COURSE OUTLINE

(WWAT = Writing With A Thesis)

Date	Topics	Readings	Writing
M Aug. 25	Introduction; The Writing Process		Writing experience
W Aug 27	In-class writing prompt diagnostic		
F Aug. 29	Writing: The Persuasive Principle	WWAT, Ch.1	
M Sept. 1	LABOR DAY—NO CLASS		
W Sept. 3	The Persuasive Principle and Thesis statement; Peer Editing teams	WWAT, Ch.1	
F Sept. 5	Narration/Description Grammar Review (Penguin)	WWAT, Ch. 2	In-class free writing
M Sept. 8	Narration/Description	Ch. 3	Thesis development
W Sept. 10	Peer Editing; revision checklist		Essay #1 : Narration/ Description draft due
F Sept 12	Examples; essay drafting techniques	WWAT Ch. 4	Essay #1: Final draft due
M Sept. 15	Examples; peer editing; revisions Grammar Review (Penguin)		
W Sept. 17	Process and essay writing		Essay #2: Examples draft due
F Sept. 19	Process; peer editing, revisions Grammar Review (Penguin)	WWAT Ch. 5	Free writing journal
M Sept. 22	Process peer editing Grammar Review		Essay #2: Examples Final Draft due



W Sept. 24	Process writing; outlining		Essay #3: Process Thesis drafting/mapping
F Sept. 26	Process drafting; Grammar Review (Penguin)		Essay #3: Process Thesis/Outline due
M Sept. 29	Writing Workshop [usage]	Text varia	In class writing
W Oct. 1	Process draft; peer editing		Essay #3: Process First draft due
F Oct. 3	Writing Workshop [vocabulary]	Text varia	
M Oct. 6	Comparison/Contrast Essay Writing	WWAT Ch. 6	Essay #3: Process Final Draft due
W. Oct. 8	Comparison/Contrast Essay Writing		In class journal and Thesis brainstorming
F Oct. 10	Comparison/Contrast Essay Writing		Essay#4: Comp/Contr Thesis/Outline due
M Oct. 13	DISCOVERERS' DAY—NO CLASS		
W Oct. 15	Writing Workshop [writing progress] Midterm Course Review		In class free writing journal
F Oct. 17	<b>Midterm Exam</b>		Journal check (10 pgs. min. due)
M Oct. 20	Comparison/Contrast Essay writing Peer Editing	WWAT Ch. 6	Essay#4: Comp/Contr First draft due
W Oct. 22	Comparison/Contrast writing Grammar Review (Penguin)		Essay#4: Comp/Contr Second draft due
F Oct. 24	Cause and Effect Essay Writing; Proofreading	WWAT Ch. 7	Essay #4: Comparison Contrast final draft due
M Oct. 27	Cause/Effect writing; peer evaluations Writing sampling		Pre-writing exercises
W Oct. 29	"What About Your Writing?"; style Grammar Review (Penguin)		Essay #5: Cause and Effect Thesis/Outline due
F Oct 31	Cause/Effect writing; thesis proof	WWAT Ch. 9	Freewriting in class
M Nov. 3	Peer editing, revising		Essay #5: Cause and Effect First Draft due
W Nov 5	Editing for logical cause/effect		Essay #5: Cause and Effect Second Draft due
F Nov. 7	Argumentation; qualifying opinion Support and pitfalls	WWAT Ch. 10	Essay #5: Cause and Effect Final Draft due
M Nov. 10	Argumentation; qualifying opinion		Freewriting in class
W Nov. 12	Argumentation; qualifying opinion		Essay #6: Brainstorm
F Nov. 14	Argumentation; development/outlining		In class: thesis Development

M Nov. 17	Argumentation; outlining/focus Grammar Review (Penguin)	Essay #6: Argumentation Thesis/Outline due
W Nov. 19	Peer editing review; revision	Essay #6: Argumentation First Draft due
F Nov. 21	Grammar, vocabulary, writing techniques Peer editing	Essay #6: Argumentation Problem solving in class
M Nov. 24	Research techniques; plagiarism	Journal exercise
W Nov. 26	Grammar, writing review (Penguin) Peer editing	Essay #6: Argumentation Second Draft due
F Nov. 28	THANKSGIVING RECESS—NO CLASS	
M Dec. 1	Writing across the curriculum	Essay #6: Argumentation Final Draft due
W Dec. 3	Good and Correct Writing for Life	
F Dec. 5	Last Day of class; review ;preparation for final	Journal due
M Dec.8	<b>Final Exam, 3:00—5:00 pm in Freitas 250</b>	