Chaminade University
EN 102, Expository Writing
Fall Evening Semester, 2008

Syllabus

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Course website: http://www.edwebs.com/cham/102/08FallEve/index.lasso

Course Description

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 "work and community." 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 sociaological approaches.

This semester's course is being conducted as a "hybrid" or "blended" course. The first four weeks and last four weeks of the course will require attendance at weekly class meetings. The middle portion of the course will be conducted entirely online. See the Syllabus / Course Outline for details regarding class meetings.

The course requires internet access to the World Wide Web and email. Students are expected to engage in active online discussion via the course website.

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.

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 four books, which are available via the Chaminade University Bookstore, through your Chaminade Advisor, through Amazon.com and elsewhere. Other required texts are available via this web site.

  * Hairston, et. al. The Scott Foresman Handbook for Writers, 8th Edition (Link to Amazon.com)
  * Booth, The Craft of Research, 2nd Edition (Link to Amazon.com)
  * Terkel, Studs. Working (Link to Amazon.com)
  * Ehrenreich, Nickel and Dimed (Link to Amazon.com)

Other required readings are available free, online via course web site:

Requirements (toc)

  * Participation, including online discussions: 15%
  * Quizzes: 10%
  * Essays 1, 2 and 3: 25%
  * Research Journal 5%
  * Research Paper: 30%
  * Final Exam: 15%

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 for EN 102 Essays

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 execeptions may be considered if approved by the instructor early in the term.

Students are required to consult sources outside the required reading of the course. They are also responsible for clearly presenting their of their sources via in-text documentation and a works cited listing at the end of the paper. 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. In this course, maintaining a research journal is critical in this regard. Additionally, 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.

With regard to the use of tutors, editors, proofreaders, writing coaches, writing groups and other writers' support interfaces, the following policy applies. The use of writing tutors provided through Chaminade University is particularly encouraged; however, the instructor requires that prior notice be given and a full account the tutorial sessions be provided via email to the instructor, including the name and contact information for the tutor, the date, time and duration of the session and a brief summary of the results of the session. Use of non-Chaminade tutoring, editorial, or proofreading services is prohibited unless given prior approval from the instructor. Because this is a writing course designed to nurture, assess and certify the skill level of the individual student, all work submitted must be the original composition of the registered student.

Course Overview

Week 1 -- Creating a Community of Inquiry

- Objectives for this unit of the course
    o Become familiar with the online learning environment
    o Begin to develop summaries of assigned readings
    o Begin developing ideas about the course theme (Work and Community)
    o Review ideas about topic, thesis, paragraph structure, summary, paraphrase, revision and grammar
- Reading assignments
- Assessment Pre-Test
- Quiz 1
- Online Discussion
- Essay 1, Summary and Response

Week 2 -- Summary and Response

- Objectives for this unit
    o Develop an overview of the research process
    o Gain experience using an online database for research
    o Gain experience using a university research library
- Reading assignments
- Online Discussions
- Quiz 2

Week 3 -- Documentation

- Objectives for this unit
    o Learn about various modes of documenting papers
    o Learn to distinguish between good and bad internet sources
- Reading assignments
- Online Discussions
- Essay 2
- Quiz 3

Week 4 -- Online Writing and Research

- Objectives for this unit
    o Begin reading Ehrenreich's *Nickel and Dimed*
    o Continue reading and developing ideas about course theme ("Work and Community")
- Reading assignments
- Online Discussions
- Quiz 4

Week 5 -- From Research Questions to Research Problems

- Objectives for this unit
    o Begin work on Essay 3 Friday, March 06, 2009
    o Read and develop ideas about course sub-theme ("Work and Vocation")
- Reading assignments
- Online Discussions
- Quiz 5
- Research Journal Mid-term Report

Week 6 -- From Research Problems to Research Sources

- Objectives for this unit
  - Continue work on Essay 3
  - Read and develop ideas about course sub-theme ("Work and Vocation")
- Reading assignments
- Online Discussions
- Quiz 6

Week 7 -- Making Claims and Presenting Support (Argumentation)

- Objectives
  - Study basic concepts of argumentation
  - Continue reading and discussion of course theme
- Reading assignments
- Online Discussions
- Quiz 7

Weeks 8 -- Revising and Editing

- Objectives
  - Continue reading and discussion of course theme
  - Revise and edit Essay 3
- Reading assignments
- Online Discussions
- Quiz 8

Week 9 -- Nurturing a Community of Inquiry

- Objectives
  - Revise and edit Essay 3 for submission as Final Research Paper
  - Begin final exam review.
- Reading assignments
- Online Discussions.
- Quiz 9

Week 10 -- Review for Final Exam

- Objectives
  - General Review
  - Submit Final Research Paper
  - Final Exam
- Reading assignments
- Quiz 10
- Research Journal Final Report