

Chaminade University
EN 101, Introduction to Expository Writing
Summer Evening Semester, 2009

Syllabus

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Course website: <http://www.edwebs.com/cham/102/09SumEve/index.lasso>

Course Description

English 101 provides an introduction to writing as a process of intellectual discovery. The course will encourage and nurture the various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading.

The course also emphasizes the profound relationship between reading and writing. Readings include an anthology of autobiographical writings as well as one book-length autobiography.

The course is organized around careful development of two autobiographical essays and one argumentative essay. In addition, students keep journals and at the end of the course prepare a portfolio of their best work.

This course requires internet access to the World Wide Web and Email. Additionally, students are expected to engage in active online discussion via Chaminade's eCollege system.

Course Objectives

The course provides students with the opportunity for practicing following skills:

- * Using various methods of pre-writing and invention to generate ideas for academic writing projects
- * Using appropriate rhetorical modes
- * Effectively opening and closing papers
- * Creating effective transitions
- * Using correct grammar, punctuation and usage
- * Using effective diction
- * Writing a variety of sentence types
- * Locating research sources from various sources and evaluating their relative worth
- * Paraphrasing, summarizing and synthesizing research materials to develop major points
- * Using MLA and APA documentation

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 and Materials

- * Hairston, The Scott Foresman Handbook, 7th Edition
- * Lyons, Autobiography: A Reader for Writers

- * Neihardt, Black Elk Speaks

Requirements

- * Participation in online discussions: 20%
- * Journal: 10%
- * Quizzes, Q& A exercises and other assignments: 10%
- * Essays 1 and 2: 20%
- * Portfolio: 30%
- * Final Exam: 10%

All quizzes and Q&A exercises are given online.

The course journal consists of free-form writing, sometimes in fulfilment of specific assignments. A minimum of 400 words per week (approximately two pages) is required. Journals are considered the private workspaces of individual students; credit for completion of the journal requirement is based on mid-term and final journal reports. [Click here for more.](#)

This course includes three major writing assignments of approximately 1200 words each. Assignments one and two may be revised for a possible grade increase. Essays are submitted via the eCollege Dropbox interface by uploading either MSWord or RTF formatted files.

At the end of the course, students submit a portfolio, including sample journal entries, revisions of papers one and two, paper three, a selection of eCollege discussion postings. As with individual assignments, the portfolio assignment is submitted via the eCollege Dropbox interface.

The final exam consists of two parts. The first part consists of "objective" style questions drawn in large part from quizzes, Q&A exercises, and associated study sheets. The second part consists of several paragraph- and short essay-length writing assignments.

Grading Scale for Essay Assignments

- * '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.

Self-assessment and Final Grade (toc)

At the end of the course, students will submit a portfolio, including research journal, revised papers one and two, paper three, along with a self assessment and grade estimate.

The final grade for the course will be determined in large part by the student's self-evaluation and portfolio. In general, the portfolio will be evaluated with regard to: 1. organization, 2. clarity, 3. correctness, 4. conciseness, and 5. creativity.

Late Assignments

If students are unable to submit work before a due date, they should make arrangements with the instructor for alternative submission via fax, email, regular mail or in person.

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student. While students are strongly encouraged 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.

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 1

- * Take Assessment Pre-Test. Click on the Week 1 tab in eCollege.
- * Begin Assignment 1
- * Post a short statement about yourself to the "Introductions" discussion topic. Click on the Week 1 tab in eCollege.
- * Read: "Interviews," Lyons, pp. 3 - 33
- * Read: "How Do You Write in College?" Scott Foresman, Ch. 6, pp. 78 - 97.
- * Read: "How Do You Write for the Public?" Scott Foresman, Ch. 7, pp. 98 - 107
- * Read: "Subject-Verb Agreement" Scott Foresman, Ch. 22 pp. 388 - 401
- * Post Assignment 1, Step 4 to the "Childhood Recalled" discussion topic. Click on the Week 1 tab in eCollege

Week 2

- * Read: "Diaries and Journals," Lyons, pp. 35-60
- * Read: "Letters," Lyons, pp. 63-80
- * Read: "How Do You Focus and Organize a Writing Project?" Scott Foresman, Ch. 3, pp. 27 - 45
- * Read: "Questions About Verb Tense, Voice, and Mood?" Scott Foresman, Ch. 23, pp. 402 - 418
- * Post Assignment 1, Step 7 to the "Childhood Extended" discussion topic. Click on the Week 2 tab in eCollege.

Week 3

- * Read: "Beginnings," Lyons, pp. 83-105
- * Read: "Events," Lyons, pp. 107-141
- * Read: "How Do You Write a Draft?" Scott Foresman, Ch. 4, pp. 46 - 55
- * Read: "How Do You Revise, Edit, and Proofread?" Scott Foresman, Ch.5, pp. 56 - 75
- * Read: "Questions About Plurals, Possessives, and Articles?" Scott Foresman, Ch. 25, pp. 426 - 433
- * Read: "Questions About Pronouns . . . ?" Scott Foresman, Ch. 27, 28, 29, pp. 440 - 468

* Post your final draft of Assignment 1 to the "Childhood Revised" discussion topic. Click on the Week 3 tab in eCollege.

* Submit Essay 1. Post an MSWord or RTF formatted file containing your essay to the eCollege Dropbox.

Week 4

* Read: Lyons, pp. 142-176

* Begin Assignment 2 (See Lyons, p. 176, #2)

* Read: "Places," Lyons, pp. 142-206

* Read: "What Makes Paragraphs Work?" Scott Foresman, Ch. 12, pp. 184 - 198

* Read: "Questions About Pronoun Reference?" Scott Foresman, Ch. 26, pp. 434 - 439

* Read: "Questions About Modifiers?" Scott Foresman, Ch. 30, pp. 469 - 485

* Post Assignment 2, Step 4 to the "Event Remembered " discussion topic. Click on the Week 4 tab in eCollege.

Week 5

* Read: Lyons, pp. 207-236

* Read: "How Do You Craft Opening and Closing Paragraphs?" Scott Foresman, Ch. 13, pp. 199 - 206

* Read: "Questions About Sentence Boundaries: Fragments, Comma Splices, and Run-ons?" Scott Foresman, Ch. 35, pp. 538 - 546

* Post Assignment 2, Step 7 to the "Event Extended" discussion topic. Click on the Week 5 tab in eCollege.

Week 6

* Read: "People," Lyons, pp. 239-274

* Read: Lyons, pp. 275-308

* Read: "How Do You Manage Transitions?" Scott Foresman, Ch. Ch. 14, pp. 207 - 215

* Read: ". . . About Miscellaneous Punctuation" Scott Foresman, Ch. 37, pp. 562 - 569; Ch. 39, pp. 578 - 581; Ch. 40, pp. 582 - 589

* Post Assignment 2, final draft to the "Event Revised" discussion topic. Click on the Week 6 tab in eCollege.

* Submit Essay 2. Post an MSWord or RTF formatted file containing your essay to the eCollege Dropbox.

Week 7

* Begin Assignment 3

* Read: "Perspectives on Experience," Lyons, pp. 313-388

* Read: "How Do You Construct Effective Sentences?" Scott Foresman, Ch. 16, pp. 239 - 287

* Read: "How Do You Write Stylish Sentences?" Scott Foresman, Ch. 17, pp. 288 - 316

* Post Assignment 3, Step 2 to the "Pritchett " discussion topic. Click on the Week 7 tab in eCollege.

Week 8

* Read: Black Elk Speaks, to p. 155

* Read: "What Kinds of Language Can You Use?" Scott Foresman, Ch. 15, pp. 216 - 238

* Read: "How Do You Use Quotation Marks and Ellipses?" Scott Foresman, Ch. 38, pp. 570 - 577

* Read: "Questions About Abbreviations and Numbers?" Scott Foresman, Ch. 42, pp. 599 - 608

* Post Assignment 3, Step 3 to the "Black Elk " discussion topic. Click on the Week 8 tab in eCollege.

Week 9

* Read: Black Elk Speaks, pp. 156 to the end

- * Read: "Questions About Italics and Capitalization?" Scott Foresman, Ch. 41, pp. 590 - 598

Week 10 -- Review for Final Exam

- * Review
- * Submit Final Portfolio, including the following, to the eCollege Dropbox.
 - o Assignment 3
 - o revised Assignments 1 (A1) and 2 (A2)
 - o sample journal entries
 - o sample discussion postings

Final Exam: The final exam is in two sections. See the Final Exam Study Guide link for details.