

EN 101 Introduction to Expository Writing

Summer Evening 2012

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Required texts

Selby, Norwood and Pamela S. Bledsoe. *Writing Simplified: A Composition Guide*. ISBN 0321102894

Goshgarian, Gary J. *Readings for Today*. . ISBN 0205568564

Course description

This course provides instruction and practice in writing, editing, and revising short narrative and expository essays. The course also offers instruction in the basics of organization and clear expression and use of Standard Edited American English. *Prerequisite: EN 100 or placement by exam.*

Course objectives

Upon successful completion of this course, the student will be able

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.
 - Thesis sentences
 - Topic sentences
 - Clear supporting examples for thesis sentence and topic sentences
 - Logical and clear connections between topic/thesis sentence and supporting examples
4. To demonstrate organizational development in a written text.
 - Effective introductory paragraph
 - Effective concluding paragraph
 - Use of transitions (internal/within a paragraph and external/between paragraphs) in a written text
5. To demonstrate various methods of pre-writing and invention to generate ideas for academic writing projects (e.g. mapping, free-writing, listing)
6. To identify and apply rhetorical writing techniques (narrative, definition, comparison and contrast, cause and effect, argument).

7. To locate, evaluate, and utilize research from various sources
 - Paraphrase, summarize, and synthesize sources to develop major points
 - Use MLA documentation

Course policies

Attendance

A great deal of your learning in this course stem from in-class discussion, revision workshops, and other activities for which attendance is crucial. Therefore, you will be allowed a total of 3 absences for the quarter. Each absence after this will result in a 3% deduction from the final course grade. Repeated and significant lateness or early departure from class (without prior approval) will be treated at my discretion as one or more unexcused absences.

Participation

Students are expected to offer thoughtful contributions to class discussion, including listening and responding respectfully to comments from all class participants. The success of this course depends on your presence and contribution and relies on you to produce knowledge through active exchange with your classmates. While I will certainly contribute to and help guide that exchange, you should not expect that I will lecture as a primary teaching mode.

Late work

It is important that you turn assignments in when they are due so that you do not fall behind and so that I can provide you with prompt feedback. Except under special circumstances, late work will receive a 10% grade deduction for each day until it is submitted. If you cannot attend a class, you may submit assignments via email (.doc or .docx files only; due by class time or other assigned time).

I am available for consultation before and after class, by email, or by appointment. If you have any questions about an assignment or essay, please contact me **before** the assignment is due.

Plagiarism

Please do not attempt to submit work that is not your own. If you have any doubts about whether a source should be cited or are unclear on the process of citation, please consult me.

Cheating/plagiarism will result in a grade "F" for the entire course; instances of cheating will be reported to the University's Dean of Humanities. Please review the Academic Honesty and Plagiarism policies in Chaminade University's 2011-12 General Catalogue.

Technology

The use of cell phones, iPods, iPads, and other electronic devices is not permitted during class time. Please silence (not just vibrate) all such devices when you enter the classroom.

Course requirements

Weekly responses

Due: Sundays at 6 pm

Every week, you will post to the discussion board on eCollege in response to the readings for the upcoming week. Topics will be posted with each discussion thread. Posts should be thoughtful, interesting, and fully answer the discussion thread topic to the best of your ability.

Rhetorical Papers

Due: see reading and assignment schedule for due dates

You will compose a total of 5 essays in varying rhetorical styles. Detailed guidelines and topics for these essays will be provided as each is assigned.

Final Exam

The course will culminate in a final exam that will assess your learning. It will cover grammar, punctuation, and the various rhetorical essay forms you will learn to write in this class.

Essay/Assignment guidelines

Essays are due **at the beginning of class** on the day assigned; they are expected to meet both minimum and maximum length requirements outlined in individual assignment descriptions.

All essays must follow MLA format-- typed using 12-point font and double-spaced with one-inch margins on all sides. Please do not include a cover page. Each essay should have a creative and appropriate title. Please staple or use a paper clip and make sure names and page numbers are on every sheet of paper.

Reminder: Late papers will receive a 10% grade reduction for each day until it is submitted. If you are having difficulty with an assignment, please meet with me for additional assistance **before** the due date. **You must complete and turn in all essays and major projects in order to pass this course.**

Final Grade

Your final grade will be determined as follows:

Attendance and Participation	5%
Weekly responses	10%
Narrative Essay	10%
Definition Essay	15%
Comparison/Contrast Essay	15%
Cause/Effect Essay	15%
Argument Essay	20%
Final Exam	10%

A= 90-100% B=80-89% C=70-79% D=60-69% F=0-59%

A: Superior. Work that uses an assignment as the occasion for a piece of writing compelling enough to engage readers on its own terms. It presents an individual insight or viewpoint with enough fullness and cogency to command readers' respect, if not their assent. It complements its

fresh thought by creating a distinctive voice through aptly chosen words and through sentences both grammatically accurate and rhetorically sophisticated.

B: Good. Work that responds to assignment guidelines with clear competence. Usually lacking A work's fresh thought or approach or its compelling development, B work nevertheless demonstrates its author's ability to respond intelligently to an assignment's demands, to structure and focus writing clearly, to select significant details and examples and to organize them effectively, to choose words accurately, and to revise sentences for conciseness and emphasis.

C: Fair. Work that is entirely adequate but not more. C work meets the assignment's specifications, has a serviceable structure, and provides enough elaboration with appropriate examples or analysis to make its intent understandable. Its sentences are almost always grammatically correct and reasonably varied, its paragraphs usually coherent. Nevertheless, C work lacks the sharp focus, the full and purposeful development, or the stylistic awareness necessary for a higher grade.

D: Poor. Work that is clearly inadequate in at least one way. Although D work may demonstrate competence in other facets, its strengths will be outweighed by one or two pervasive weaknesses: failure to engage meaningfully an important aspect of the writing task or to maintain a focus; skimpy or illogical development; significant errors in grammar or persistent lack of subordination; repeated distracting errors in mechanics or in idiom.

F: Failure. Work that fails to respond acceptably to an assignment.

Schedule of Readings and Assignments

(subject to change)

Reading assignments must be completed before class on the day listed.

Additional readings TBA.

Readings= Readings for Today (Goshgarian)

Writing= Writing Simplified (Norwood and Bledsoe)

Week 1

W 7/4 **Independence Day**, no class

Week 2

Introductions; The Narrative Essay

W 7/11 Class introductions/syllabus review
Diagnostic paragraph
What is expository writing?
The narrative essay

Week 3

The Definition Essay

W 7/18 **Narrative essay draft due**
“Review: The Writing Process”—Sect. 54-55 (*Writing*)
“Fragments” “Fused Sentences and Comma Splices”—Sect. 56 A and B (*Writing*)
“Weight of the World”—pg. 33 (*Readings*)
“Definition”—Sect. 45 (*Writing*)
“The Natural Beauty Myth”—pg. 30 (*Readings*)

Week 4

The Definition Essay (cont.); The Comparison/Contrast Essay

W 7/25 **Narrative essay final due**
Definition essay draft due
“Writing Effective Paragraphs”—Sect. 20-27 (*Writing*)
“Subject-Verb Agreement” “Pronoun-Antecedent Agreement”—Sect. 56 C and D (*Writing*)
“With These Words, I Can Sell You Anything”—pg. 77 (*Readings*)
“Comparison and/or Contrast”—Sect. 49 (*Writing*)
“Why Do We Get to Laugh at Fat Guys?”—pg. 42 (*Readings*)

Week 5

The Comparison/Contrast Essay (cont.); The Cause/Effect Essay

W 8/1 **Definition essay final due**
Compare/contrast essay draft due
“Essays: What to Write About”—Sect. 28-39 (*Writing*)
“Adjectives and Adverbs” “Misplaced Modifiers”—Sect. 56 E and F
“Global Warming Is an Immediate Crisis”—pg. 178 (*Readings*)
“Don’t Believe the Hype”—pg. 194 (*Readings*)
“Cause and/or Effect”—Sect. 50 (*Writing*)
“AAP Discourages Television for Very Young Children”—pg. 170 (*Readings*)

Week 6 The Cause/Effect Essay (cont.); The Argument Essay

W 8/8 **Compare/contrast essay final due**
Cause/effect essay draft due
“Checking Punctuation”—Sect. 57
“Quotation Marks”—Sect. 57 (*Writing*)
“Never Too Buff”—pg. 25 (*Readings*)
“Argument”—Sect. 51 (*Writing*)
“Writing the Research Paper: MLA Style”—Sect. 66 (*Writing*)
“Who Should Get into College”—pg. 256 (*Readings*)

Week 7 The Argument Essay (cont.)

W 8/15 **Cause/effect essay final due**
“Proofreading”—Sect. 60 (*Writing*)
“Researching”—pg. 17 (*Readings*)
“Selecting Sources for Your Paper”—pg. 17 (*Readings*)
“Documenting Sources”—pg. 18 (*Readings*)
“People Like Us”—pg. 288 (*Readings*)
“Can TV Improve Us?”—pg. 140 (*Readings*)

Week 8

W 8/22 **Argument essay draft due**
“Elements of Style”—Sect. 61-64 (*Writing*)

Week 9

W 8/29 **Argument essay final due**
Final exam review

Week 10

W 9/5 **Final exam**