

EN 101-7 Introduction to Expository Writing

Fall Evening 2012

Tues 5:30-9:40 pm

Hickam Air Force Base, Hangar 2, Room 132

Professor: Robyn Nelson
Office Hours: before and after class and by appointment
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Required texts

Axelrod, Rise B., Charles R. Cooper, and Alison M. Warriner. *Reading Critically, Writing Well: A Reader and Guide (9th Edition)*. ISBN 031260761

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

Course description

The purpose of this course is to develop the critical reading, writing, and research skills essential for postsecondary academic scholarship. We will analyze and interpret a number of texts throughout the semester. Although class discussions will be flexible and open-ended, our considerations of these texts will emphasize notions of identity: how we construct ourselves and how others construct/perceive us. We will use the short essays collected in *Reading Critically, Writing Well* to help guide us through these texts. Writing assignments in this course focus upon short narrative and expository essays. We shall also concentrate upon various research and writing methods, including but not limited to the basics of clear written expression in Standard American English.

Course objectives

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

1. The ability to develop and express ideas in a clear and logical manner, using a variety of critical reading, writing, and thinking skills
2. The ability to locate, evaluate, and utilize research from various sources
 - Quote, paraphrase, summarize, and synthesize sources to develop major points
 - Use correct MLA documentation style
3. The correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
4. 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

5. 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
6. Various methods of pre-writing and invention to generate ideas for academic writing projects (e.g. mapping, free-writing, listing)
7. The ability to identify and apply rhetorical writing techniques (narrative, definition, comparison and contrast, cause and effect, argument)
8. A greater understanding of how we exist in society

Course policies

Attendance

A great deal of your learning in this course will come 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). In-class assignments may not be made up or turned in late.

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 2012-13 General Catalogue.

Technology

You are permitted to use a laptop in class **for class purposes only**. The use of other electronic devices (cell phones, iPods, iPads, etc.), except under special circumstances, is not permitted during class time. Please silence (not just vibrate) all cell phones when you enter the classroom.

Course requirements

Weekly responses

Due: initial post by midnight Saturday, response to classmate's post by noon Monday

Every week, you will post to the discussion board on eCollege in response to a topic of my choosing. Posts should be thoughtful, interesting, and fully answer the discussion thread topic to the best of your ability.

You will then review the posts of you classmates and choose one to respond to. Like the initial post, your response should be thoughtful and interesting. These responses should extend beyond merely "I like/don't like what you said" or "I agree/don't agree with you." Explain *why* you like/don't like, agree/don't agree.

Rhetorical Papers

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.

As this course emphasizes writing as a process, drafts form an integral part of each assigned essay. Failure to participate in revision workshops or drafting exercises will adversely affect your final grade.

Final Exam

The course will culminate in a final exam that will assess your learning from the course.

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 come speak to me **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 (Homework, In-Class Writings, Discussion) 5%
Weekly responses 10%
Essay #1 10%
Essay #2 15%
Essay #3 15%
Essay #4 15%
Essay #5 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 reading and assignments

(subject to change)

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

**Unless otherwise indicated, all readings are from *Reading Critically, Writing Well (RCWW)*.

***Additional readings TBA.

Week 1 *Introductions; Personal narrative*

Tues 10/2 Introductions; Syllabus review; In-class diagnostic essay; Personal narrative essay

Week 2 *Personal narrative (cont.)*

Tues 10/9 **Essay #1 draft due**
RCWW 1-45, 62-80, 281-293

Week 3 *Evaluation/comparison and contrast*

Tues 10/16 **Essay #1 final due; Essay #2 draft due**
RCWW 294-301, 329-344, 207-225

Week 4 *Definition*

Tues 10/23 **Essay #2 final due; Essay #3 draft due**
RCWW 236-254, 267-280, 410-421, 445-455

Week 5 *Cause and effect*

Tues 10/30 **Essay #3 final due; Essay #4 draft due**
RCWW 464-482

Week 6 *Argument*

Tues 11/6 **Essay #4 final due**
In-class screening
RCWW 345-357, 372-379

Week 7 *Argument (cont.)*

Tues 11/13 **Essay #5 draft due**
RCWW 395-404

Week 8 *Argument (cont.)*

Tues 11/20 **Essay #5 draft due**
Reading TBA

Week 9 *Argument (cont.)*

Tues 11/27 **Essay #5 draft due**
RCWW 404-409

Week 10 *Final exam review*

Tues 12/4 **Essay #5 final due**
Final exam review

Week 11 *Final exam*

Tues 12/11 **Final exam**