

CHAMINADE UNIVERSITY OF HONOLULU

EN 101:
INTRODUCTION TO EXPOSITORY WRITING

FALL 2013

SYLLABUS

Instructor: Justin Wyble
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COURSE DESCRIPTION

Instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English.

The purpose of this course is to develop the critical reading, writing, and research skills essential for postsecondary academic scholarship. In this section of EN 101, we will read a number of essays organized around a series of rhetorical methods. You will be expected to critically engage with the ideas presented in these readings as you participate in class discussions and as you write your formal essays. My hope is that this course will prepare you for your academic future, as well as assist you in becoming a critically engaged and informed citizen who is committed to the building of a more just and peaceful world.

REQUIRED TEXTS

The following texts are required for this course and are available at the campus bookstore. If you choose to purchase your texts from another source, please be sure to order the specific editions listed below. Please note that you will not be able to use digital versions of these texts during open-book sections of quizzes and exams; therefore, I highly recommend that you purchase paper editions.

1. *A Writer's Reference*, 7th ed., by Diana Hacker and Nancy Sommers (Bedford/ St. Martins, ISBN 9780312601430)
2. *40 Model Essays: A Portable Anthology*, 2nd ed., by Jane E. Aaron and Ellen Kuhl Repetto (Bedford/St. Martins, ISBN 978-1457610240)

STUDENT LEARNING OUTCOMES

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.
 - To demonstrate thesis sentences.
 - To demonstrate topic sentences.
 - To demonstrate clear supporting examples for thesis sentences and topic sentences.
 - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.

4. To demonstrate organizational development in a written text.
 - To demonstrate an effective introductory paragraph.
 - To demonstrate an effective concluding paragraph.
 - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.

5. To identify and apply rhetorical techniques or modes (narration, example, description, definition, process, enumeration/chronology, classification, comparison and/or contrast, cause and/or effect, argument, and dialectical persuasion).
 - To demonstrate logical structure utilizing the rhetorical techniques.

COURSE REQUIREMENTS

Required Coursework

* You must complete and submit all essays and the final exam in order to be eligible for a passing grade in this course.

** You must earn at least a C (70%) in order to pass this course.

Essay 1	10%
Essay 2	10%
Essay 3	15%
Essay 4	20%
Essay 5	25%
Final Exam	10%
Participation (including participation in discussions, reading quizzes, informal writing assignments, peer-review workshops, presentations, etc.)	10%
TOTAL	100%

Attendance

Your attendance and participation in this course is expected. More than three unexcused absences may result in a lowering of the final course grade, and students who miss two consecutive weeks of class may be withdrawn from the course. The professor determines whether or not an absence may be excused.

Three tardies are equivalent to one unexcused absence.

In addition, our class meetings are only 50 minutes long, so I expect that you will be prepared to stay in the classroom until the end of each class. Please see me to discuss any extenuating circumstances.

Late Work

All written work must be submitted by the specified deadline. Written work will receive a 10% reduction for each day it is late.

Reading Journal

You will be required to keep a reading journal for this course. For each day's reading assignment from *40 Model Essays*, you will write an entry in your journal. (You are not required to write an entry for the readings assigned from *A Writer's Reference*.)

Each entry should include both a summary of the reading and a response to what you have read. The response portion of your entry is the place to make connections to previous readings that we have studied and discussed, to raise questions concerning the ideas and arguments presented in the reading, and to relate the reading to your personal experience. You may also use your journal entries to experiment with creative responses to our readings. If you get stuck, I suggest that you read and consider the questions listed after each reading before writing your entry.

My hope is that your journal will provide you with an informal writing space to try out ideas that you might decide to more fully develop in your formal essays. I will check your reading journal at the final exam.

Writing Portfolio

Please save all essays that I have commented on and/or graded. You will be expected to submit all graded work in a writing portfolio at the end of the semester.

Peer-Review Workshops

On certain days, you will be required to bring multiple copies of your drafts to class for peer-review workshops. Please plan ahead so that you have the correct number of copies before class begins.

Classroom Policies

I expect all students to treat each other and the instructor with respect at all times. This includes listening carefully and speaking thoughtfully to others during our class discussions.

For this class, we will read a broad range of texts written from multiple points of view. While you may not always agree with the author's point of view, I expect you to read with an open mind and a generous spirit. Only when you have carefully and fully engaged with the text in question will you be prepared to formulate your own particular analysis.

All electronic devices must be kept in your bag and remain silent during class. Please see me to discuss any extenuating circumstances.

If you are not prepared for class (i.e., have not completed the assigned reading, or do not have the assigned text on hand), be aware that I reserve the option of giving unannounced quizzes at any time.

If you have any questions about essays, assignments, class discussions, grades, etc., please see me during my office hours (listed at the top of this syllabus). If you are unable to make it to my regularly scheduled office hours, please send me an email so that we can schedule an appointment for another time that is mutually convenient.

Chaminade Email Policy

Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is university policy.

ACADEMIC HONESTY

Please do not attempt to submit work that is not your own. Please review the following sections of the current Academic Catalog:

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Accusations of Plagiarism or other forms of Academic Dishonesty

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 the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern should be directed to the Provost; if the Provost is the instructor in question, the concern should be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member, or refer the matter to the Provost. The findings, in either case, are final.

STUDENTS WITH DISABILITIES

While every effort will be made to accommodate students with disabilities, there is a procedure for receiving appropriate accommodations. Students must first register with the Chaminade Counseling Center, which will then provide documentation that specifies what kinds of accommodations are needed. This documentation must then be shown to, and discussed with, the instructor.

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 of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (60-69%).
- F = Failed to grasp minimum subject matter; no credit given.

****You need a minimum of a 70% (C) to pass this course.**

GRADING STANDARDS FOR ESSAYS

- A: The essay exceeds the expectations of the assignment by applying an exceptionally high level of critical thinking skills, in addition to meeting all of the characteristics of a “B”-range essay.
- B: The goal of the essay is clear, and the language and rhetorical techniques used in the essay are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples for the essay are detailed and logically connect to the thesis and the overall development of the essay. Finally, the essay displays a strong command of grammar, punctuation, and sentence variation.
- C: The goal of the essay is clear, and the language and rhetorical techniques used in the paper are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples used in the essay are general and, therefore, make it difficult to analyze the logical connections between the examples and the overall development of the essay. Problems with grammar and punctuation may be present.
- D: The goal of the essay is vague and lacks a clear thesis statement. As such, the essay may not provide a clear organizational structure. Also, the essay has many errors in grammar and punctuation.
- F: The essay lacks a clear goal and an organizational structure, and the grammar and punctuation errors in the essay make it difficult to read.

COURSE SCHEDULE

Weeks 1-2: Narration

Weeks 3-4: Description

Weeks 5-6: Example / Division or Analysis

Weeks 7-8: Classification / Definition

Weeks 9-10: Comparison and Contrast

Weeks 11-12: Cause-and-Effect Analysis / Process Analysis

Weeks 13-15: Argument and Persuasion