Chaminade University

EN 102, Section 09, Expository Writing
Spring Day Semester, 2014
Instructor, James Kraus, jkraus@chaminade.edu

This semester we are using a site called Edwebs.com as our course management interface.

The initial login process is as follows:

- **Go to the link below.**
- **Click on the "Create New Account" button and fill out the form to assign yourself a username and password.**
- **Upon receiving an email back from the site, you will need to click on the url in the message to confirm your account.**
- **Then go to the course by way of the following url:**
- **http://www.edwebs.activemoodle.com/course/view.php?id=170**
- **You will then need a course enrollment key to sign yourself in to the course.**
- **IMPORTANT: The enrollment key for this course is "102_13FallDay"**
- **Let me know right away if you have problems or questions, especially if you haven't received your confirmation within 30 minutes or so, as I can bypass the confirmation on my end if needed.**

James Kraus Curriculum Vitae

Tentative Course Outline: Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Syllabus: Course Description, Texts, Requirements, Policies
Chaminade University Academic Core Beliefs Statement

- Henry Hall 206-D
- Email: jkraus@chaminade.edu
- Phone: 808-735-4877
- Office/Advising Hours: Tuesday and Thursday 1 - 2 p.m.; Wednesday, 11 a.m. - 2 p.m. Kindly send email to make an appointment beforehand; if the times listed here are not suitable, suggest another.

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 sociological approaches.

This semester's course is being conducted as a "hybrid" or "blended" course. As such, the course requires internet access and email. Students are expected to engage in active online discussions and submit all assignments via the course website. Students will also be expected to check email regularly.

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.

2. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.

3. 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.

2. To demonstrate the ability to research, draft, revise, and edit a research paper.

3. 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.

2. (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

All required texts are available free via the course web site.

- **Readings about Work and Community**
    - W.H. Auden, "Work, Labor and Play" (essay)
    - W.H. Auden. "The Unknown Citizen (poem)
    - Bill Beuttler, "We Work too Hard" (article)
    - Albert Camus. "The Myth of Sisyphus" (essay)
    - Robert Coles, "On the Meaning of Work" (essay)
    - Robert Frost, "After Apple Picking." (poem)
    - John Paul II, "On Human Work" (in everyday language) (essay)
    - W. S. Merwin, "Economy" (poem)
    - Marge Piercy, "To Be of Use" (poem)
    - Eyal Press. "Barbie's Betrayal: The toy industry's broken workers" (Article. Available via course website.)
    - Gary Snyder, "Getting in the Wood" (poem)
    - Michael Ventura, "Someone is Stealing your Life" (essay)
    - William Wordsworth, "The world is too much with us" (poem
    - "Work," *Dictionary of the History of Ideas* (article)
- **Websites to use as possible research sources**
    - Archdiocese of St. Paul, Minnesota, Office of Social Justice, Web Resources on Workers' Rights and Labor Unions
    - Bureau of Labor Statistics
    - The Catholic Worker Movement
- **Other Online References**
    - Guide to Grammar and Writing, from Capitol Cities Community-Technical College in Hartford, Connecticutt. (Used with permission.)
    - Sullivan Library, Chaminade University
    - Purdue University OWL (Online Writing Lab)
    - Craig Branham, "A Student's Guide to Research on the WWW"

Requirements

- 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

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 intended audience.	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 contains few errors in grammar, punctuation, and sentence structure. It uses correct MLA documentation and has a properly formatted works cited list.
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 they may not be entirely effective for the intended audience.	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. It may also contain very minor errors in MLA formatting and docmentation.
C	The summary introduction or the paraphrase of the source may be less than accurate.	Rhetorical techniques are inconsistently applied resulting obstacles to the logical development of the paper, or techniques should have been used in the paper to effectively address the intended audience.	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 numerous errors in grammar and punctuation that do not hinder a general reading. It may also contain errors documentation that do not significantly undermine the scholarly credibility of the paper.
D	There is no summary introduction of the texts, and the text is not integrated into the paper.	Rhetorical techniques are mis-applied resulting in an illogical development of the paper. The paper is ineffective at persuasively addressing the intended audience.	The paper lacks a clear organizational structure (topic sentences and transitions)., or the research does not appear to support the thesis.	The paper contains major errors in grammar and punctuation that present obstacles to reading. It may also contain major documentation errors that undermine the credibility of the paper (e.g. 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 paper fails to persuasively address the intended audience.	The purpose of the paper/thesis is unclear and/or not support is given.	The paper contains major errors in grammar and punctuation that prevent reading. It may also fail to prsent documentation (e.g. in-text documentation and/or the "works cited" is missing).

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.

More Things to Keep in Mind

Students should explore navigation of course web site and let the instructor know immediately if there are questions. Students should also check email and the course message system regularly (i.e. ideally, five days a week) for announcements. They should practice good "netiquette." Read the online book
Netiquette http://www.albion.com/netiquette/book/index.html for details. Students should also keep their online profiles current, including a photo that could be used to help verify identity. Unless clearly attributed otherwise, all writings submitted to the course web site must be the original work of the registered student.

Tentative Course Outline -- *Check the outline on the course web site frequently for updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be sure to check with your instructor first.*

Unit 1: Weeks 1 and 2 -- 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 general ideas about topic, thesis, paragraph structure, summary, paraphrase, revision and grammar**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 1 due**

Unit 2: Week 3 -- 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 expereience using a university research library**
    - o **Complete and submit Essay 1**
    - o **Review: Verbs, Principles of Composition**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions, grammar review exercises, and practice using online research databases**
- **Quiz 2 due**

Unit 3: Week 4 -- Documentation

- **Objectives for this unit**
    - o **Learn about various modes of documenting papers**
    - o **Learn to distinguish between good and bad internet sources**
    - o **Begin work on Essay 2**
    - o **Review: Editing procedures, grammar (pronouns, modifiers, apostrophes)**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 3 due**

Unit 4: Week 5 -- Online Writing and Research

- **Objectives for this unit**
    - o **Continue reading and developing ideas about course theme ("Work and Community")**
    - o **Review: Beginnings and endings of essays, grammar (pronouns, modifiers)**
- **Readings from various texts**

- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 4 and Essay 2 due**

Unit 5: Week 6 -- from Research Questions to Research Problems

- **Objectives for this unit**
    - O   **Begin work on Essay 3**
    - O   **Read and develop ideas about course sub-theme ("Work and Vocation")**
    - O   **Review: Grammar (punctuation and mechanics)**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 5 due**
- ***Submit Research Journal Mid-term Report***

Unit 6: Weeks 7 - 8 -- From Research Problems to Research Sources

- **Objectives for this unit**
    - O   **Begin work on Essay 3**
    - O   **Read and develop ideas about course sub-theme ("Work and Vocation")**
    - O   **Review: Grammar (punctuation and mechanics)**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 6 due**

Unit 7: Weeks 9 - 10 -- Making Claims and Presenting Support (Argumentation)

- **Objectives for this unit**
    - O   **Study basic concepts of argumentation**
    - O   **Continue reading and discussion of course theme**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 7 due**
- **Essay 3 due**

Unit 8: Weeks 11 - 12 -- Revising and Editing

- **Objectives for this unit**
    - O   **Continue reading and discussion of course theme**
    - O   **Begin revising and editing Essay 3 for submission as Final Research Paper**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 8 due**

Unit 9: Weeks 13 - 14 -- Nurturing a Community of Inquiry

- **Objectives**
    - O   **Continue work on Final Research Paper**
    - O   **Begin final exam review.**
- **Readings from various texts**
- **Miscellaneous assignments, including online discussions and grammar review exercises**
- **Quiz 9 due**

Unit 10: Week 15 -- Review for Final Exam

- **Objective**
    - O **Submit Final Research Paper**
    - O **Final Exam**
- **Readings from various texts**
- **Quiz 10 due**