

Chaminade University
Fall 2014

English 101-02-1 Introduction to Expository Writing

Meeting Times: M/W/F 9:30 – 10:20 am

Location:

Instructor: Brooke A. Carlson

Office location: Henry Hall 206 C

Office hours: M/W/F 11 am – 12pm, T/Th 11 am – 12 pm, and by appointment

Office phone: 808-739-7439

Email: brooke.carlson@chaminade.edu

Syllabus

Course Description

Introduction to Expository Writing is designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. It will also provide instruction in organizing your material and in 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 particular section of English 101, we will read a number of essays organized around a series of topics that are central to our being in the world today: health, life/death, and being; the subject, and what it means to be you; making meaning, or meaning making; and beauty and the body. Paper topics may include the following: health care and the government; art and aesthetics; education, the humanities, and science; race, gender, and sexuality; and subjectivity. You will be expected to critically engage with the ideas presented in these readings as you participate in class discussions, as you think through and write through the material, 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, committed to living and being in a more just and peaceful world.

Course Objectives

- *to demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text
- *to demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors
- *to demonstrate paragraph and essay development in a written text
- *to employ clear and effective claims, or thesis statements
- *to write reader-based body paragraphs with effective topic and point sentences
- *to demonstrate clear supporting examples for thesis sentence and topic sentences
- *to demonstrate logical and clear connections between topic/point/claim/thesis sentences and supporting examples
- *to demonstrate an organizational development in a written text, including:
 - an effective introductory paragraph, analytical body paragraphs, and an effective concluding paragraph

- the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text
 - pre-writing strategies and techniques such as mapping, freewriting, zero drafts, brainstorming, listing, quotation outlines, and rough drafts
 - the application of rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division)
 - a structured and effective utilization of the rhetorical techniques
- *to demonstrate the connection between writing and social action

Required Texts

Atwan, Robert, ed. *The Best American Essays: 2012*. New York: Houghton Mifflin Harcourt Publishing Company, 2012. (ISBN 978-0547840093)

Faigley, Lester. *The Brief Penguin Handbook*. 5th Edition. New Jersey: Pearson, 2013. *MyWritingLab*. Pearson Education. 2014. Web.

Both Faigley's *The Brief Penguin Handbook* and *MyWritingLab* are digital texts and spaces, to be accessed by students through their eCollege accounts. Additional textual material will be provided in class, but students need to bring writing materials to class each and every day, including: a notebook, folder, loose paper, pens, a dictionary, and your imagination.

Student Responsibilities

This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. An important part of the workshop process is discussing and critiquing your own, and your peers' work. You will be writing every day.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be single-spaced and aligned left, including: your name, English 101-02-1 Carlson, the date, and the assignment number (Assignment One, for example). Your own creative title should appear one line below your heading, centered, and in either italics, or underlined. Papers are to be stapled, and the student's last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email. No late papers will be accepted unless I receive notification 48 hours in advance.

You will spend a great deal of time in class discussing ideas and writing about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning.

Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your

semester grade by 10%. Please turn off all mobile phones and devices before entering the classroom.

Plagiarism is the unacknowledged and inappropriate use of the ideas or words of another writer. Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

*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.

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.

Course Requirements

Your course grade is dependent upon: your contribution to class; the quality of your presentation, participation, and writing; your improvement; and your effort. I am looking for progress in your work.

Papers (5):	30%
Presentations (2):	30%
Final:	30%
Learning Path, attendance, and participation:	10%

*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

**You must earn at least a C, or 70%, to pass the course.

Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well a lack of critical thought and focus, render comprehension unlikely, if not impossible.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Angell's "The Crazy State of Psychiatry" should be read before we meet on Wednesday, August 28. Similarly, assignments are due on the date indicated. If students are poorly prepared, quizzes will be administered to demonstrate your knowledge of the readings.

SCHEDULE

Thematic Overview

Weeks One through Three: health, life/death, and the problem of being

Weeks Four through Six: the (individual) subject(?)

Weeks Seven through Nine: meaning???

Weeks Ten through Twelve: beauty and the body?

Weeks Thirteen through Fifteen: revision and presentation

date	topics	texts
Week One		
8/25	*introductions and the syllabus	
8/27	*health	Angell. "The Crazy State of Psychiatry."
8/29	*life/death	
Week Two		
9/1	*health	Murray. "How Doctors Die."
9/3	*health	<u>Assignment One</u>
9/5	*life/death	Arnold. "You Owe Me."
Week Three		
9/8	*being	
9/10	*health	Clendinen. "The Good Short Life."
9/12	*life/death	
Week Four		
9/15	*subject	Hessler. "Dr. Don."
9/17	*subject	<u>Assignment Two</u>
9/19	*subject	Sennett. "Humanism."
Week Five		
9/22	*the subject	Vargas. "Outlaw."
9/24	*the subject	
9/26	*the subject	
Week Six		
9/29	* the subject	Yang. "Paper Tigers."
10/1	*the subject	
10/3	*the subject	
Week Seven		
10/6	*meaning	Hryniewicz-Yarbrough. "Objects of Affection."

10/8 *meaning Assignment Three
10/10 *meaning Edmundson. "Who Are You and What Are You Doing Here?"

Week Eight

10/13 *meaning
10/15 *meaning Keizer. "Getting Schooled."
10/17 *meaning

Week Nine

10/20 *meaning Lightman. "The Accidental Universe."
10/22 *meaning
10/24 *meaning Gladwell. "Creation Myth."

Week Ten

10/27 *beauty
10/29 *beauty Boyes. "A Beauty."
10/31 *beauty Assignment Four

Week Eleven

11/3 *beauty Doty. "Insatiable."
11/5 *beauty and the body *Presentation One*
11/7 *beauty, the body Collins. "Vanishing Act"

Week Twelve

11/10 *beauty and the body
11/12 *beauty, the body, and others Prose. "Other Women."
11/14 *beauty, the body, and others

Week Thirteen

11/17 *beauty, the body, and others Assignment Five
11/19 *beauty, the body, and others
11/21 *beauty, the body, and others

Week Fourteen

11/24 *revision and presentation
11/26 *revision and presentation *Presentation Two*
11/28 ***Thanksgiving Recess***

Week Fifteen

12/1 *Final study guide
12/3 *revisions
12/5 *evaluations

Week Sixteen

Final Exam