

## **EN 100 Essentials of English Composition**

Chaminade University of Honolulu  
Summer Bridge 2015

**Instructor:** Robyn Nelson  
**Office:** Henry Hall 206H (faculty offices located inside Humanities office)  
**Office Hours:** Monday-Friday 11 am-12 pm  
**Email:** robyn.nelson@adjunct.chaminade.edu

### **Required texts**

Munger, David, ed. *80 Readings for Composition*. 2nd ed. New York: Pearson Education, 2006. Print.

Selby, Norwood, and Pamela S. Bledsoe. *Writing Simplified: A Composition Guide*. New York: Pearson/Longman, 2003. Print.

You will also need a pen, a paper notebook, and folder paper as well as access to a computer and printer.

### **Course description**

This course offers practice in writing short essays and prepares students for success in EN 101 while offering elective credit toward a degree. Emphasis is on paragraph and essay organization and on identifying ideas which support the writer's central purpose.

### **Student Learning Outcomes**

In order to successfully complete this class, a student must demonstrate the following competencies:

- Correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text
- The ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors
- Clear and effective paragraph and essay development through the use of
  - Thesis sentences
  - Topic sentences
  - Clear supporting examples
  - Logical and clear connections between topic/thesis sentences and supporting examples
- Proper paper organization through the use of
  - An effective introductory paragraph
  - An effective concluding paragraph
  - Transitions (internal/within a paragraph and external/ between paragraphs)
- Use of pre-writing strategies and techniques such as mapping, freewriting, and listing
- The ability to identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration)

Students should come to class prepared to use and to demonstrate the following abilities in order to succeed in this class:

- An ability to work independently in order to accomplish specific tasks, i.e., homework, research, writing, etc.
- An ability to successfully manage time in order to complete all tasks
- An ability to follow directions
- An ability to ask questions in order to clear up misunderstandings, clarify directions, or seek assistance (if needed)

### **Course policies**

As a member of this classroom, I ask that you to abide by the following:

1. 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.
2. I expect you to refrain from using your cell phone during class. I expect all electronic devices to be kept in your bag and to remain silent during class. You are permitted to use a computer in class **for class purposes only**.
3. I expect you to be prepared for class with your textbook in hand.
4. I expect you to avoid sleeping in class and to refrain from studying for other classes.
5. I expect you to be prepared to stay in the classroom until the end of the class unless otherwise instructed.

If you violate any of the policies listed above, I will ask you to leave the classroom and you will be recorded as absent. Please see me during office hours to discuss any extenuating circumstances.

### *Attendance*

Your attendance and active participation in this course is expected. More than two absences will result in a lowering of the final course grade (see below). I do not excuse absences; only the university can excuse absences (e.g., participation in athletic competitions, tsunamis, etc.).

3 absences = minus 5 points from final grade  
 4 absences = minus 10 points from final grade  
 5 absences = minus 15 points from final grade  
 6 absences = minus 20 points from final grade  
 and so on . . .

Three tardies are equivalent to one absence.

In addition, I expect that you will be prepared to stay in the classroom until the end of the class. If you leave the classroom before the end of class, you will be counted absent. (We will take a short break from 10:00 to 10:05.)

Please see me during office hours to discuss any extenuating circumstances.

#### *Late work*

All written work must be submitted by the specified deadline. No late work will be accepted.

If you cannot attend a class, you may submit assignments via email (emailed assignments must be received by the time of the class meeting). In-class assignments may not be made up or turned in late.

I am available for consultation before and after class, during office hours, or by email. 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. The guidelines for plagiarism are in the General Catalog (online). They include, but are 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 acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting the work prepared by another as one's own. (Chaminade General Catalog, online).
4. Submitting the same work to two or more classes without prior permission from BOTH instructors.

Punishment for cheating or plagiarism may range from an "F" grade for the work in question to an "F" for the course to suspension or dismissal from the University. Please review the Academic Honesty and Plagiarism policies in Chaminade University's 2012-13 General Catalogue.

#### *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. I check my email at least once a day. Please allow up to 24 hours for my response to your email.

## Major course requirements

### *Quizzes*

There will be a minimum 3 quizzes (one per week, no quiz on week of midterm/ final). Quizzes will cover vocabulary, punctuation, grammar, and reading assignments.

### *Essays*

You will complete 4 essays in this course. 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 may adversely affect your final grade.

### *Midterm/ Final exam*

A midterm and final exam will be administered to assess your learning in the course.

## Essay/assignment guidelines

All assignments are to be collected **at the beginning of class** on the day they are due. They are expected to meet both minimum and maximum length requirements outlined in individual assignment descriptions.

Assignments may be submitted to my email via GoogleDocs only. Please ensure these files are either created on GoogleDocs or are MS Word files (no .pdfs will be accepted). Submitted files should be named with the course number (EN100), your last name, an underscore ( \_ ), and the name of the assignment (e.g. EN100Nelson\_Response#1). Note that there are no spaces.

Unless otherwise noted, all of your typewritten work should follow MLA formatting guidelines. These include the following features:

- Typed
- Double-spaced
- 12-point Times New Roman font
- One-inch margins on all sides
- Last name and page number in upper right-hand corner of **every page** (see syllabus header)
- Top left hand corner of the **first page** must include
  - Your first and last name
  - R. Nelson
  - EN 100
  - Date of submission

## Points of Interest

### *The Academic Achievement Program (AAP)*

The AAP is a useful on-campus resource that consists of peer and professional tutors from various disciplines. The AAP can be found in the portable building next to and behind Henry Hall (near Student Support Services).

*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.

**Final Grade**

Your final grade will be determined as follows:

Participation (including homework, regular participation in discussions, presentations, in-class writing assignments, etc.)	5%
Quizzes	10%
Essay #1	10%
Essay #2	15%
Essay #3	15%
Essay #4	20%
Midterm exam	10%
Final exam	15%

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

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

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)

\*Additional readings TBA.\*

**\*\**Eighty*—80 Readings for Composition\*\***

**\*\*\**Writing*—Writing Simplified\*\*\***

Week 1	Mon 7/13	<p><b>CLASS:</b></p> <ul style="list-style-type: none"> <li>- Introductions</li> <li>- Syllabus</li> <li>- Writing as a process; basic essay structure</li> <li>- Rhetorical modes: Process analysis</li> </ul> <p><b>HOMEWORK:</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <i>Eighty</i>: “Calling a ‘Boy’ for a ‘Date’” (179-81); “‘Haven’t We Met?’” (181-3)</li> <li>- <i>Writing</i>: Sections 10-17, 46</li> </ul>
	Tues 7/14	<p><b>CLASS:</b></p> <ul style="list-style-type: none"> <li>- Nouns: proper, common, collective, possessive</li> <li>- Brainstorming techniques</li> <li>- Brainstorm: process analysis essay</li> </ul> <p><b>HOMEWORK:</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: 56A-56B</li> <li>- <i>Eighty</i>: “Monkey See, Monkey Do” (10-11); “‘How to Write with Style’” (39-43)</li> </ul> <p><b>WRITE:</b></p> <ul style="list-style-type: none"> <li>- <i>Writing</i> exercises: Fragments, Fusions and Comma Splices (50)</li> </ul>
	Wed 7/15	<p><b>CLASS:</b></p> <ul style="list-style-type: none"> <li>- Verbs: tenses, mood, active/passive</li> <li>- Mapping sentences: clauses</li> <li>- Fragments, run-ons &amp; comma splices</li> </ul> <p><b>HOMEWORK:</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- Prepare for Quiz #1 review</li> </ul> <p><b>WRITE:</b></p> <ul style="list-style-type: none"> <li>- Work on Essay #1. Bring <u>two hard copies</u> with you to class on Thursday.</li> </ul>

	Thurs 7/16	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- Being an effective peer editor</li> <li>- <b>Essay #1 draft workshop</b></li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: Section 56C</li> </ul> <ul style="list-style-type: none"> <li>- Study for quiz #1</li> </ul>
	Fri 7/17	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>QUIZ #1: Sentences</b></li> <li>- Subject/verb agreement</li> <li>- Discussion of peer reviews as preparation for revision</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: Section 22B</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- Revision of Essay #1</li> </ul>
Week 2	Mon 7/20	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>Essay #1 revision</b></li> <li>- Pronouns and relative pronouns</li> <li>- Complex sentences</li> <li>- Audience: writing for an audience</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Eighty</i>: “The Perfect Paragraph” (36-39)</li> <li>- <i>Writing</i>: Sections 56E, 44, 29C</li> </ul>
	Tues 7/21	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- Adjectives: comparatives and superlatives</li> <li>- Adverbs</li> <li>- Brainstorming and hooks: Description</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- Prepare for Quiz #2 review</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- Work on Essay #2. Bring two hard copies with you to class on Wednesday.</li> </ul>



	Wed 7/22	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>Essay #2 draft workshop</b></li> <li>- Quiz #2 review</li> </ul> <p>HOMEWORK:</p> <ul style="list-style-type: none"> <li>- Study for quiz #2</li> </ul>
	Thurs 7/23	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>QUIZ #2: Pronouns, Agreement, and Descriptors</b></li> </ul> <p>HOMEWORK:</p> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- Revision of Essay #2</li> </ul>
	Fri 7/24	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>Essay #2 revision</b></li> <li>- Pronoun-antecedent agreement</li> <li>- Compass exam self-evaluation</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Eighty</i>: "Address" (54-7)</li> <li>- <i>Writing</i>: Review Section 56C (9)</li> </ul>
Week 3	Mon 7/27	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- Discussion of "Address"</li> <li>- The cause &amp; effect essay</li> <li>- Writing introductions</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: Sections 32 and 56F</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: pg 58 "Exercise (Misplaced Modifiers)"</li> </ul>
	Tues 7/28	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- Misplaced modifiers</li> <li>- Writing body paragraphs: claim and evidence</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: Sections 33 and 63</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: pg 81 "Exercise (Evaluating Faulty Parallelism)"</li> </ul>

	Wed 7/29	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- Conjunctions: coordinating (FANBOYS) and subordinate</li> <li>- Pairs and parallelism: correlative conjunctions</li> <li>- Writing conclusions</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- Prepare for Mid-Term review</li> </ul>
	Thurs 7/30	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>Essay #3 draft workshop</b></li> <li>-Midterm review</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- Prepare for Mid-Term Exam</li> </ul>
	Fri 7/31	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>MID-TERM EXAM</b></li> <li>- Comma rules</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: Section 57B</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- <i>Writing</i>: pg 63 “Exercise (Semicolons)”</li> <li>- Revision of Essay #3</li> </ul>
Week 4	Mon 8/3	<p>CLASS:</p> <ul style="list-style-type: none"> <li>- <b>Essay #3 revision</b></li> <li>- Comma rules (cont)</li> <li>- Conjunctive adverbs, semicolons, and colons</li> </ul> <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>- Mary Robison’s “Yours” (handout)</li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>- Answer questions 1-5 at the end of “Yours”</li> </ul>