

EN 101 14 Introduction to Expository Writing

Chaminade Univ Fall 2016

MWF: 11:30-12:20AM CTCC 253

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206E Henry Hall

Office hours: MW—8:30-10:00AM, 12:30-1:30PM, and by appointment

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Required Texts:

Ellsworth, Blanche et.al.

Aaron, Jane E. ed.

Wells, H.G.

English Simplified, 13th edition

40 Model Essays: A Portable Anthology (2nd)

The Island of Dr. Moreau (1896)

American English Dictionary (College edition)

Handouts

DVD/Film:

Taylor, Jud

The Island of Dr. Moreau (1977)

Course Requirements:

Flash drive (8 GB min)

4 Short papers (2-3 pages)

2 Revisions

1 Diagnostic essay

Workshops—Peer Review

Personal conferences

Final Exam

Course Description

This course 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. You will enhance your ability to identify and examine rhetorical modes in expository essays and a novella. Writing and revising improves with practice; therefore, by studying good prose models, like the essays we will read and discuss in this course, you will develop and strengthen your reading comprehension and written rhetorical skills.

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 sentence and topic sentences.
 - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an 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 writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
-To demonstrate logical structure utilizing the rhetorical techniques.

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts. I will not accept any late papers. Your papers must be turned in on time.

In addition to submitting papers online, be prepared to bring in multiple hard copies of your essays to class during workshop sessions. At least two of your papers will be revised. Good revisions will improve your grade. **Remember, all your work must be your own! Any plagiarized papers or assignments** (papers copied from someone else, a text, or the Internet) **will receive an ‘F’ grade and you will fail the course.**

Plagiarism: Submitting someone else’s writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. I will not tolerate any acts of plagiarism in this course. According to *Chaminade’s Academic Policies and Procedures*, (Student Handbook 45): “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.” **You will fail this course if you plagiarize any materials.**

Workshops: During workshops, fellow classmates will offer constructive criticism on your papers. You will meet in small groups and review each other’s essays. Workshops are designed to teach you how to revise and correct writing assignments. **Workshop attendance is mandatory.** Missing one workshop will count as missing **two classes**.

Personal Conferences: Personal conferences offer you an opportunity to discuss your progress in this course with me. In the first conference we will assess your writing technique and focus on thesis development. The second conference will assess your work as we near the end of the term. Do not limit yourself to these two conferences. Feel free to see me during my office hours if you have any issues you wish to discuss outside of class.

Flash Drives: You will preserve all your written assignments on an external flash drive. This will facilitate your ability to locate essays and assignments. Please remember to save all your assignments under accessible folders and labels (i.e. **yourlastname.EN101.essay1**).

Class participation is crucial (especially during workshops); therefore, attendance is MANDATORY.

If you are late more than three times, your final grade will be affected!
More than two unexcused absences will lower your final mark by one grade!
All mobile phones must be turned off during class or I will confiscate them!

Assessed Work for EN 101:

Class Participation:	10% (of final mark)
DE/Quizzes/worksheets:	10% (of final mark)
2 nd Essay:	15% (of final mark)
3 rd Essay:	15% (of final mark)
4 th Essay	15% (of final mark)
5 th Essay:	15% (of final mark)
<u>Final:</u>	<u>20% (of final mark)</u>
	100%

Grading Scale: (*Student Handbook*, 8)

- A** Outstanding scholarship and an unusual degree of intellectual initiative
- B** Superior work done in a consistent and intellectual manner
- C** Average grade indicating competent grasp of subject matter
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F** Failed to grasp minimum subject matter; no credit given
- W** Withdrawal before published deadlines
- I** The issuance of an 'I' grade is not automatic. At the discretion of the faculty member, a Grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

Writing Standards [from *General Catalog*]

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

INCOMPLETES/WITHDRAWALS

Chaminade students have the option of withdrawing from this or any course provided they do either before or by the deadline. Your professor is not responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course.

According to Chaminade University’s general catalog, an incomplete is only issued if a student “Did not complete a small portion of the work or final examination due to circumstances beyond the student's control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course.” Incompletes are neither automatically rendered nor encouraged for minor issues.

Note: It is the student’s responsibility to self identify with the Director of Personal Counseling in order to receive ADA or other accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling, Dr. June Yasuhara, at (808) 735-4845 or email: jyasuhar@chaminade.edu.

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654.

Sullivan Family Library (www.chaminade.edu/library).

ENGL 101 09 Syllabus (schedule subject to changes)

Week	Assignment	Dr. Paynter
Wk 1—Aug 22-26	Orientation Essay #1 (diagnostic) Assessment tool “The Process of Writing;” <i>Model Essays:</i> “Reading and Writing” (1-5) Friday Aug 26th! Spiritual Convocation! No Class from 11:30-1:30PM	
Wk 2—Aug 29-Sept 2	Classification (148) <i>Model Essays:</i> Ericsson, “The Ways We Lie” (162); Mosley, “Show Me the Money” (173); The Men We Carry in Our Minds (139) <i>ES:</i> “Paragraphs and Paper” (60-62); “Creating Effective Sentences” (24-27) Sentence Sorting exercise What is the difference between a topic sentence and a thesis statement? Chronology	
Wk 3-Sept 5-9	Definition (244) No Class Sept 1st! Labor Day! <i>Model Essays:</i> Brady, “I Want a Wife” (251); Naylor, “The Meanings of a Word” (256) Handouts: Lawrence, “Pornography” (135); Atwood, “Pornography”	

	<p>(139)</p> <p>ES: Essays—The Writing Process (63-66)</p> <p>Sept 9th-Essay #2 due! Submit multiple copies for peer review</p>
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Wk 4-Sept 12-16	<p>Sept 15th—Workshop: Peer Review of Essay #2</p> <p>ES: “Review—The Writing Process” (63-66); fragments and comma splices (26-27) In-class revision</p> <p>Revision of Essay #2 due! Sept 16th!</p>
Wk 5-Sept 19-23	<p>Narrative (26) Essays: Boylan, “In the Early Morning Rain” (80); Hughes, “Salvation” (69)</p> <p>Example (96) & Description (22) Essays: Heat-Moon, “Dance of the Hobs” (37) Handout: Jefferson, “Declaration of Independence” (234) ES: “Parts of Speech” (2-5)</p> <p>Sept 23rd—Personal conferences re assessment Deadline to Withdraw from Classes (WNR)</p>
Wk 6-Sept 26-30	<p>Process (180) Essays: Eighner, “Dumpster Diving” (192); Mitford, “Embalming Mr. Jones</p> <p>Handouts: His Holiness the Dalai Lama, “The Art of Happiness” (132)</p> <p>ES: Subject-verb agreement (21-23); Comma & semi-colon (31-34)</p>
Wk 7-Oct 3-7	<p>Cause & Effect (277)</p> <p>Essays: Gould, “Sex, Drugs, Disasters and the Extinction of Dinosaurs” (304); Gladwell, “The Tipping Point” (286)</p> <p>ES: Apostrophes: its/it’s (36-37); Numbers (45-46)</p> <p>Oct 7th—Essay #3 due!</p>
Wk 8-Oct 10-14	<p>Oct 10th—Discovers’ Day—No Class! Cause & Effect (277) Essays: Pinker, “Mind Over Mass Media” (293)</p> <p>Oct 12th! Revision of diagnostic essay due!</p> <p>ES: Quotation Marks (38-39); in-class exercise</p>

Wk 9-Oct 17-21	<p>Argument (316) Essays: Postrel, “In Praise of Chain Stores” (345); Turkle, “Privacy has a Policy” (352)</p> <p>Persuasion (316) King, Jr., “I Have a Dream” (358); Trump’s Republican convention speech; Obama’s Democratic convention speech</p> <p>ES: Colons, Dashes, Hyphens (39-42); in-class exercise</p>
Wk 10-Oct 24-28	<p>Humor and Satire Oct 24th! Personal Conferences re assessment!</p> <p>Essays: Sedaris, “Remembering My Childhood on the Continent of Africa” (226); Swift, “A Modest Proposal” (365)</p> <p>Essay #4 Due! Oct 28th!</p>
Wk 11- Oct 31-Nov 4	<p>Full Narrative Structure (62)</p> <p>Begin H.G. Well’s <i>The Island of Dr. Moreau</i></p>
Wk 12— Nov 7-11	<p>Complete Well’s <i>The Island of Dr. Moreau</i> Video viewing—Film, <i>The Island of Dr. Moreau</i></p> <p>Compare and Contrast (208) Exercise on examining novels and films in literary essays</p> <p>Nov 11th! Veteran’s Day! No Class! Deadline to Withdrawal</p>
Wk 13— Nov 14-18	<p>Full Narrative Structure</p> <p>Library and Workbook Project Handout: TBA</p> <p>Essay #5 Due! Nov 18th!</p>
Wk 14—Nov 21-25	<p>Workshop—Peer Review of Essay #5</p> <p>Nov 22-24th —Maui Invitational Nov 24—25th—Thanksgiving Recess—No Classes!</p> <p>In-class revision; Handouts</p>
Wk 15-Nov 28-Dec 2	<p>Summary Wrap-up</p> <p>Review for final exam</p> <p>Revision of Essay #5 Due! Dec 2nd</p>

Final Exam: Dec 5, 2016; 3:30-5-30PM

Location: TBA