



Chaminade University

EN 101, Introduction to Expository Writing

Fall Semester, 2017

Note: This course uses a site called “Edwebs” rather than Canvas. Students interested in taking the course should email the instructor for an enrollment key after creating an account on this system.

Course url: <https://courses1.edwebs.com/course/view.php?id=25> (To open new account, click on “Create new account.”)

Instructor contact information: jkraus@chaminade.edu, ph. 808-735-4877

Office Hours: Monday, 12:30 – 2:30 p.m.; Tuesday, 1 – 2 p.m.; Friday, 11:30 a.m. – 12:30 p.m.

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Humanities Division Front Desk: ph. 808-735-4827

Course Pre-requisite: EN 102, Expository Writing

Technical Requirements: Must have successfully opened account on course web site. Email instructor for enrolment key if necessary. Also, students must be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to the following to this url: <https://login.ezproxy.chaminade.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?seriesID=13241&wID=103281>

If logging on to Films on Demand from off-campus, you will need your Chaminade ID and password.

The course web site is mobile-accessible; however, access via personal computer is required for full participation.

Technical Support: Contact instructor first with all technical problems.

Course Description

English 101 provides an introduction to writing as a process of intellectual discovery. The course will encourage and nurture the various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading.

The course also emphasizes the profound relationship between reading and writing. Readings include an anthology of autobiographical writings as well as one book-length autobiography.

The course is organized around careful development of two autobiographical essays and one argumentative essay. In addition, students keep journals and at the end of the course prepare a portfolio of their best work.

This course requires internet access to the World Wide Web and Email.

Course Objectives

The course provides students with the opportunity for practicing following skills:

- Using various methods of pre-writing and invention to generate ideas for academic writing projects
- Using appropriate rhetorical modes
- Effectively opening and closing papers

- Using effective diction
- Writing a variety of sentence types
- Locating research sources from various sources and evaluating their relative worth
- Paraphrasing, summarizing and synthesizing research materials to develop major points
- Using MLA documentation

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 and Materials

- Neihardt, *Black Elk Speaks* (purchase from Chaminade Bookstore or elsewhere required)
- Guide to Grammar and Writing (web site)
- Purdue University OWL (Online Writing Lab)
- Other available free via course website

Online Research Sites

- eBrary (via Chaminade Library Website -- Chaminade ID and password required)
- EBSCO (via Chaminade Library Website -- Chaminade ID and password required)

Requirements

- Participation and attendance: 20%
- Journal: 10%
- Quizzes and miscellaneous other assignments: 20%
- Essays: 30%
- Final Exam: 20%

Notes:

Chaminade's Canvas interface is used to track attendance.

Course journal consists of free-form writing, sometimes in fulfillment of specific assignments. A minimum of 300 words per week (approximately two pages) is required. Journals are considered the private workspaces of individual students; credit for completion of the journal requirement is based on mid-term and final journal reports.

All quizzes are given online.

This course requires six essays of at least 800 words each. Essays are submitted via the course management system.

Final exam consists of two parts. The first part consists of "objective" style questions drawn in large part from prior quizzes. The second part consists of short essays. Final Exam Study Guide is distributed during week prior to exam.

Late Assignments

Accepting of late assignments is the discretion of the instructor. Students must contact their instructor prior to the due date if they wish to have an assignment considered for late submission.

Grading Scale for Essay Assignments

'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.

Passing grade for this course is 'C.'

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. There may be limited exceptions; approval by the instructor early in the term is required.

While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. 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.

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.

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.

Tentative Course Outline

Week 1 -- Introduction to course

Key concepts: Rhetorical situation, Rhetorical modes

Assignments:

Take preliminary assessments

Reading: William Stafford, "Writing"

Journal writing: "freewriting" minimum 5 non-stop minutes per day

Forum posting: 150-word about yourself as a writer

Begin Essay 1

Week 2 -- Inquiry 1

Key Concepts: Conjecture, Definition, Quality, Policy

Assignments:

Readings: Rodriguez, "Private and Public Language"

Haiku

Week 3 -- Writing and Critical Thinking 1

Key concepts: Thesis, Logic, Syllogism, Induction/deduction, Description

Assignments:

Tuesday: Essay 1 Workshop (Draft required)

Thursday: Essay 1 due

Readings: Dillard, "Seeing"; Woolf, "Death of the Moth"; White, "Once More to the Lake"

Week 4 – Writing and Critical Thinking 2

Key Concepts: Process Analysis, Narration, Logical Fallacies, Slippery slope

Assignments:

Begin work on Essay 2 (Inquiry/Process Analysis)

Reading: Dyson, “Assured Destruction”; Alexie, “Joy of Reading and Writing”

Forum Posting: Creative Writing, Haiku

Week 5 – Rhetorical Modes

Key Concepts: Classification, Definition, Comparison/contrast

Assignments:

Tuesday: Essay 2 Workshop (Draft required)

Thursday: Essay 2 due

Reading: Anzuldua, “How to Tame a Wild Tongue”; Douglass, “Learning to Read and Write”

Grammar/Style Review: Sentence types, Subjects and Verbs, Objects

Week 6 – Revision Workshop 1

Key Concepts: Cause/effect, Paramedic method, Genetic fallacy

Assignments:

Begin Work on Essay 3

Reading: Pollan, “What’s Eating America”

Week 7 – Writing and Critical Thinking 3

Key Concepts: Parts of Speech, Circular argument, Either/or fallacy

Assignments:

Tuesday: Essay 3 Workshop (Draft required)

Thursday: Essay 3 due

Reading: Swift, “A Modest Proposal”

Week 8 – Focus on Grammar and Style

Key Concepts: Verb tense voice and mood; Verb agreement; Nouns: plurals, possiessives, articles, ad hominem, ad populum

Assignments:

Begin Essay 4

Reading: Thoreau, “Where I Lived and What I Lived for”

Week 9 – Writing and Critical Thinking 4

Key Concepts: Red herring, Straw man, Modifiers, Pronouns (agreement, case)

Assignments Due:

Tuesday: Essay 4 Workshop (Draft required)

Thursday: Essay 4 due

Reading: Kingston, “No Name Woman”

Week 10 – Black Elk 1

Key Concepts: Moral Equivalence, Punctuation, Commas

Assignments:

Begin Essay 5

Reading: *Black Elk Speaks*

Week 11 – Black Elk 2

Key Concepts: Documentation styles, Quotation Marks

Assignments:

Tuesday: Essay 5 Workshop (Draft required)

Thursday: Essay 5 due

Reading: *Black Elk Speaks*

Week 12 – Inquiry 2

Key Concepts: Research, Transitions

Assignments:

Begin Essay 6

Reading: Tan, “Mother Tongue”

Week 13 – Revision Workshop 2

Key Concepts: Editing and Proofreading, Argumentation

Assignments:

Tuesday: Essay 6 Workshop (Draft required)

Reading: Momaday, “The Way to Rainy Mountain”

Week 14 – Review, Critical Thinking

Assignments:

Essay 6 Workshop Continued

Reading: Carson, “The Obligation to Endure”

Week 15 – Review, Writing Process and Style

Assignments:

Essay 6 due

Reading: Hurston, “How it Feels to be Colored Me”

