

EN 101-07 -1 Introduction to Expository Writing

Fall 2019 Chaminade University

11:30-12:50 T/R Henry Hall 210

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Course Requirements:

- Text: *The Norton Reader* 14th edition. Editors Goldthwaite et al
- Computer Access
- Use of Chaminade University's on-line learning platform, Canvas
- 4 short (2-3 pages) essays (typed to instructor's specifications)
- Regular class/homework
- 1 diagnostic essay
- Regular (graded) attendance
- Journal (a '**small**' or *loose-leaf personal* notebook is desirable)

Course Description

This course is designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. The course will also provide instruction in how to organize your material and to edit your writing to reflect Standard American English usage. You will enhance your ability to identify and examine rhetorical modes in expository essays (from required text) and other pieces selected and posted on Canvas by instructor. 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.

In addition to the four formal papers, students should expect to respond to Canvas posted assignments weekly. There will also be journaling done during the class periods (continued at home as necessary), which are to be written in a notebook/small journal. This journal will also be used for workshops. They should be brought to every class. These will be collected and read for nominal points by the instructor every few weeks. Quality of effort on journal entries will reflect on your preparedness and participation.

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 development of thesis sentences.
 - To demonstrate development of 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.

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.**

Course Grades

Student marks will be assigned based on the following percentages. Regular and timely use of Canvas will allow you to track your performance.

Attendance	10%
Preparedness# & Participation	15%
Short Essays (x 4)	50%

Classwork* & Homework 25%

Total 100%

inclusive of drafts ready on days of workshop & reading preparation for class

*Includes 'Journal' entries & likely to include quizzes to check on reading preparation

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.

Syllabus

(Note this is **tentative**; instructor may modify (delete, insert or make changes in dates. Many readings will have supportive audiovisual content TBA.)

Date	Assignments for Week/Class
8/27 & 8/29	<ul style="list-style-type: none">• Course & Syllabus Overview• Diagnostic Essay• Readings (personal narratives): "Loggerheads" David Sedaris p. 34• View: "What's Funny About America" Sedarias https://www.youtube.com/watch?v=JdY3q14spdw• Canvas Assignment
9/3 & 9/5	<ul style="list-style-type: none">• Zora Neal Hurston "How It Feels to be Colored Me" p 42• Nancy Mairs "On Being a Cripple" p 64• Alice Walker "Beauty: When the Other Dancer Is the Self" p 74• First Essay Assigned (Personal Essay): Draft Due for Workshop 9/10; Final Draft due 9/.

	<ul style="list-style-type: none"> • Canvas Assignment(s)
9/10 & 9/12	<p>Writing Workshop on Draft Essay 1 on 9/10</p> <p>Bring A HARD COPY!!!!</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Gwendolyn Ann Smith “We’re All Someone’s Freak” p 184 • Paul Theroux “Being a Man” p 166 • TBA audio visual support • Topic Sentences vs. Thesis Statements • Canvas Assignments
9/17 & 9/19	<ul style="list-style-type: none"> • First Essay DUE 9/19 <p><u>Readings (profile writing)</u></p> <ul style="list-style-type: none"> • Virginia Woolf “Ellen Terry” p 124 • Toni Morrison “Strangers” p 129 • Barack Obama “Eulogy for Clementa Pinckney” p 949 • DVD of Obama giving eulogy • Paraphrasing & Basic in-text MLA citation • Second Essay (profile) Assigned: Draft Due 9/26; Final Due 10/1 • Canvas <i>Discussion</i> Post; Assignment
9/24 & 9/26	<p><u>Readings for Week (Argument writings)</u></p> <ul style="list-style-type: none"> • Joyce Carol Oates “Rape and the Boxing Ring” p 374 • M.F.K. Fisher “Young Hunger” p 283 • Draft Profile Essay Due 9/26 for Workshop HARD COPY • What are arguments? What is ‘stance’ and ‘position?’ • Implicit vs. Explicit Appeal • Canvas Posted Assignments
10/1 & 10/3	<p><u>Readings for Week</u></p> <ul style="list-style-type: none"> • Malcolm Gladwell “Java Man” p 232 • Jessica Mitford “Behind the Formaldehyde Curtain” p 238 • Final Draft Profile Essay 2 Due 10/1

	<ul style="list-style-type: none"> • Using textual examples to show support • Paraphrasing vs. quotes • Canvas Assignment
10/8 & 10/10	<p><u>Readings for Week</u></p> <ul style="list-style-type: none"> • Julia Child “Le Cordon Bleu” p 296 • Video clip of Julia Child • TBA everyday examples of Position Papers <p>Written Discourse: Varieties of Rhetorical Analysis &/or Discussion</p> <ul style="list-style-type: none"> • Quoting, paraphrases and basic MLA citation Introduction to: https://owl.english.purdue.edu/owl/resource/747/01/ • Third Essay Assigned – (Position Essay) Draft due for Workshop 10/17; Final Due 10/24 • Canvas Assignments &/or owlpurdue worksheets
10/15 & 10/17	<p><u>Readings for Week</u></p> <ul style="list-style-type: none"> • Issac Asimov “ The Relativity of Wrong” p 824 • Molly Ivins “Get a Knife, Get a Dog, but Get rid of Guns” p 384 • Hypothetical Arguments and Emotional Appeal • Canvas Posted Assignment
10/22 & 10/24	<ul style="list-style-type: none"> • Class discussion on Position Rubric details • Position Essay Workshop 10/16 HARD COPY <p><u>Reading for Week</u></p> <ul style="list-style-type: none"> • BEGIN to read Paul Fussel “Thank God for the Atom Bomb” p 722
10/29 & 10/31	<p><u>Reading for Week</u></p> <ul style="list-style-type: none"> • Paul Fussel “Thank God for the Atom Bomb” p 722 continued Video on ‘Atoll Tomb’ in Marshalls https://www.youtube.com/watch?v=autMHvj3exA&feature=youtu.be

	<ul style="list-style-type: none"> • Jeffery Owens "The Man Who Wrote the Pledge of Allegiance" p 793 • Third Essay Due 10/31 • Canvas Discussion Posts; Assignments on human interest in the macabre
11/5 & 11/7	<u>Readings for Week</u> <ul style="list-style-type: none"> • Stephen Jay Gould "Sex, Drugs, Disasters, and the Extinction of the Dinosaurs" p 843 • Jesus "Parables of the Kingdom" p 992 • Zen Parables p 996 • Video: "Akan Proverbs and Their Meaning" https://www.youtube.com/watch?v=wTf-nNTr1aA • Transitions, phrases and signal words • Fourth Essay (Rhetorical Analysis: personal choice from our readings) assigned; Draft due 11/21; Final Due 12/4 • Canvas Posted Assignments/Discussion
11/12 & 11/14	<u>Readings for Week</u> <ul style="list-style-type: none"> • Sojourner Truth "Ain't I a Woman?" p 170 • Virginia Woolf "In search of a Room of One's Own" p 904 • Virginia Woolf on 'Words' https://www.youtube.com/watch?v=E8czs8v6PuI • Organization: points, purpose and variation in form • Canvas Assignment Post
11/19 & 11/21	<u>Readings for Week</u> <ul style="list-style-type: none"> • T.H. Huxley "Goethe: Aphorisms on Nature" p 820 • Video support TBA • Alan Lightman "Our Place in the Universe Face to Face with the Infinite" • What is 'pantheism?' • 11/21 Draft Paper Four for Workshop HARD COPY • Canvas Discussion/Assignment Post
11/26 & Thanksgiving 11/28 (Holiday)	<u>Readings for Week</u> <ul style="list-style-type: none"> • Rebecca Skloot "The Woman in the Photograph" p 862 • Video Support https://www.youtube.com/watch?v=0gF8bCE4wqA

	<ul style="list-style-type: none"> • Perspectives: What are the indicators (signals) in a piece of writing? • Canvas Assignment Post
12/3 & 12/5	<u>Readings</u> <ul style="list-style-type: none"> • Chang-Rae Lee “Coming Home Again” p 3 • Maya Angelou “Graduation” p 45 • Alison Bechdel from <i>Fun Home</i> p 12 • Historical Perspective of Personal Tales • Canvas Posted Assignments
12/9 to 12/12 Date TBA Exam Week	<u>Reading for Exam</u> <ul style="list-style-type: none"> • David Brooks “The Gender Gap at School” p 390