

CHAMINADE UNIVERSITY
FALL SEMESTER 2000

COURSE: EN 100 Essentials of English Composition

TIME: MWF 10:00 a.m. -10:50 a.m.
Lab M 1:00-1:50

INSTRUCTOR: Tad Wellman

COMMUNICATIONS: Cellphone: 382-4048
Email: Thadius@Hawaii.edu

TEXT: English Simplified by Blanch Ellsworth and John Higgins

INTRODUCTION

This course is designed to prepare you for a freshman level writing course. The **goal of the course** is to help you gain confidence in your ability to write effectively. Emphasis is on organization, development of ideas, coherence of tone in writing, and audience awareness.

OBJECTIVES and CRITERIA FOR COMPETENCY

1. Develop the ability to plan and **draft** short compositions and essays of 2 to 3 pages
2. **Make** a point and support it with reasoned argument
3. Learn to respond to writing through writing.
4. Correct **and** avoid recurring **grammatical** errors in **writing**
5. **Understand** that **writing** is a process involving prewriting and drafting.
6. Avoid logical fallacies
7. **Demonstrate** understanding of the parts of speech and sentence structure.
8. Recognize and correct sentence fragments, run-together sentences, and comma splices.
9. Utilize proper adjectival and adverbial forms.
10. Recognize and utilize the correct usage of pronoun subjects and **objects**.
11. Recognize and **consistently** use correct **subject/verb** agreement.
12. Distinguish between word that sound alike and look alike.
13. Demonstrate knowledge of correct punctuation

FORMAT

You will **complete** three short **two-page** essays and one slightly longer three-page essay. Homework, including **reading** and short exercises, is assigned as listed on the schedule.

CLASS STRUCTURE:

1. Homework

Homework is due on the date indicated on the schedule. If it is not completed one point will be deducted from your final grade.

2. Essays

As listed on the schedule you are required to **hand in drafts** and final **drafts** of 4 essays. No **research** is required.

Essays will be **graded** on the following:

- A) Turning in **drafts**, etc. on time
- B) Evidence of revision which responds to instructor and **student** suggestions
- C) **Incorporation** of principles studied
- D) **Ease** of reading
- E) Quality and appropriateness of thesis
- F) Presence of support for thesis
- G) **Professionalism** of **final draft**.
- H) **Presence** of recurring grammatical errors in a final **draft** which I have mentioned to you in drafts. This does not mean the essay has to be error free. It means it should show evidence of **improvement** only if you have habitual errors which I have pointed out to you and asked you to improve.

Due date for final **drafts** is fixed Excuses are only given in case of a doctor's note.

Plagiarism is unacceptable and may result in failure for the course. Review the student catalogue for a definition of plagiarism. I can easily spot plagiarized work. If I need to make a subjective judgment of a plagiarized essay without having the actual plagiarized material in my hand I will. Do not have anyone **write** an essay for you or **write** part of it or improve your sentences. This will **detract** from your learning and will result in an F for the essay. I am not looking for perfect essays with absolutely no **errors** that seem to be written by professional writers so **plagiarism** is unnecessary.

3. Attendance

Attendance is very important. Students are late when they are five minutes late for class unless otherwise **indicated**. Three tardies equal one absence. If a student is more than 25 minutes late they are marked absent. Each absence will lower your final grade by two points. Up to two absences may be excused.

4. Participation

Students must bring their textbook, pen/pencil, notebook paper and dictionary to class. Students must participate in class by actively communicating **with** the teacher and with each other. Complete lack of participation or inappropriate behavior may be considered to equal being absent. This will lower your **grade accordingly**.

5. The **schedule**

Each day's assignments are given on the schedule. Part of what we will learn is how to manage our time to fit the schedule. Therefore we will try to follow it with minimal deviation.

GRADING

4 Essays 60%
Participation 20%
 Quizzes 20%
 90-100 **A**, 80-89=**B**, 70-79=**C**, 60-69=**D**, 59-=**F**
 Grading scheme subject to change.

SCHEDULE

Week 1

8/28/00 Introduction

 8/30/00 Diagnostic Tests, Grammar, Punctuation

 9/1/00 NO CLASS

Week 2

9/4/00 NO CLASS
 Lab Reading Response due

 9/6/00 Diagnostic Tests, Mechanics, Writing

 9/8/00 Discussion of diagnostic tests (to be graded as a **group**)

Week 3

9/11/00 **Parts of Speech Ellsworth** 4,5
 Introduction to Writing Hairston xxx-7

 9/13/00 Parts of Speech 6,7
 Writing Situation, **Purpose** and Audience. Hairston 8-14

9/15/00 Complements 8,9
Presenting yourself to the reader. Hairston 15-19

Week 4

9/18/00 Nouns, Pronouns 10, 11
Finding a topic Hairston 20- 27

9/20/00 **Verbs** 12, 13
Hairston 366-369
Constructing a thesis 28-32

9122100 **Verbals, Adjectives** 14,15
Hairston 370-382
Developing a thesis 33-36
Hand in **Draft** on Description
Bring an extra copy for **student** feedback

Week 5

9/25100 Verbs, Pronouns 16, 17
Hairston 383-389
Organizing Writing 37-53

9/27/00 Pronouns 18,19
Hairston 401-406
Drafting 54-56

9/29/00 Pronouns, Phrases 20, 21
Hairston 407-416
Drafting Hairston 57-62
Hand in Essay on Description
Bring an extra copy for student **feedback**
Quiz 1

Week 6

10/2/00 Phrases, Clauses 22, 23
Hairston 417-427
Revising Hairston 66-73

10/4/00 Clauses 24, 25
Editing Hairston 74-78

10/6/00 Clauses, Sentences 26,27

Reading Response
Proofreading Hairston 79-92

Week 7

10/9/00 N4 CLASS

10/11/00 Subject, Verb Agreement 28, 29
Hairston 354-365

10/13/00 Pronoun, Antecedent Agreement 30, 31
Hairston 407-416
Hand in Draft on Narrative
Bring an extra copy

Week 8

10/16/00 **Fragment**, Comma Splices 32, 33

10/18/00 Sentence Effectiveness 34, 35

10/20/00 Parallel **Structure** 36, 37
Reading Response
Hand in Narrative Essay
Bring an extra copy

Week 9

10/23/00 Modifiers 38, 39
Hairston 440-447

10/25/00 Modifiers 40, 41
Hairston 448-455

10/27/00 **Commas** 42, 43
Hairston 500-504
Quiz 2

Week 10

10/30/00 **Commas** 44, 45
Hairston 505-508

11/1/00 Commas 46, 47
Hairston 509-511

11/3/00 Endmarks 48, 49

Hairston 494-499
Hand in **Draft** on **Process**
Bring **an extra** copy

Week 11

11/6/00 Semicolon, Commas 50, 51
530-538

11/8/00 Apostrophe 52, 53
Reading Response
Hand in Process Essay
Bring **an** extra copy

11/10/00 **NO CLASS**

Week 12

11/13/00 Apostrophe, italics **54**, 55

11/15/00 **Quotation Marks** ,
Hairston 539-542

11/17/00 Italics, Colon 58, 59
Hairston 535-538, 554-556

Week 13

11/20/00 **Hyphen**, 60, 61
Hairston 557-559

11/22/00 **Capitals** 63, 64
Hairston 560-567
Hand in **Draft** on **Argument**
Bring an extra copy
Quiz 3

11/24/00 **NO CLASS**

Week 14

11/27/00 Numbers 65, 66
Hairston 574-576

11/29/00 **Correcting** Spelling Errors 67, 68

12/1/00 Spelling 69, **70**
Reading Response

Week 15

12/4/00 Achievement Test Grammar, **Punctuation** 85, 86

12/6/00 Discussion of Achievement tests (to be graded in class)

12/8/00 Hand in Essay on **Argument**

ENGLISH **100** LAB

The purpose of this lab is to give you individual attention to assist you in the writing **process**.

Requirements

1. **Reading** Response

A weekly reading response on a reading of your choice. Comic books are unacceptable but most other kinds of writing are. You may choose to read an entire book and respond to chapters every week, read the newspaper, read a **magazine** article, anything that you are interested in reading. **Prepare** a one to two-page response on a reading each week. **What** you should do in your response:

A) Do not simply summarize. Make comments and ask questions about the reading and attempt to answer those questions.

B) Type your response.

C) **Try** to organize your response around a controlling idea or reaction.

2. Essay.

One three-four page essay will be required due at the close of the semester.

This essay should be on a topic and subject drawn from your reading responses.

A proposal for the **essay** is due on 11/6/00.

A draft of the essay is due on 11/20/00

The final essay is due on 12/4/00

This Lab will be graded separately

Each **absence** will lower your grade by 4 points.

Grading

Essay 50%

Reading responses 50%