

MASTER SYLLABUS FOR EN 1010

DESCRIPTION

EN 101 (3) Practice in composing, revising, and editing the personal essay addressed to a general audience; course is structured by rhetorical modes of description, definition, analysis, comparison-contrast, cause and effect, and argument; emphasis on organization, clear expression, and correct use of standard English.

MAJOR EMPHASIS

Critical thinking, analytical reading, and well-supported, well-reasoned communication of ideas and interpretations.

OBJECTIVES

This course is designed to improve the clarity, correctness, and organization of student writing; to give practice in the basic rhetorical modes; and to develop the student's understanding of writing as a process in composing, revising, and editing.

PERFORMANCE OBJECTIVES

- A. Critical Thing and Analytical Reading
  - 1) The student should be able to find and generalize the main idea in a written work or the major significance of an experience.
  - 2) The student should be able to explain how he/she arrived at and justify his/her generalization or interpretation with evidence found in the text or experience.  
The student should be able to isolate the basis assumptions on which the main ideas are based.
  - 4) The student should maintain intellectual objectivity and be able to recognize subjectivity in the form of value judgments, fallacies, poor logic, sweeping assertions, and persuasive techniques.
- B. Written Communication
  - 1) The student should be able to find a subject and formulate an opinion about it.
  - 2) The student should organize a piece of writing according to an appropriate method of development.
  - 3) The student should stick to the central idea, keeping focus on the clearing stated thesis and maintaining a consistent point of view.
  - 4) The student should support all generalizations with relevant evidence, detail, definition and/or logic.
  - 5) The student should keep writing coherent and unified with appropriate transitions.
  - 6) The student should choose words accurately and write more effective sentences using carefully selected modifiers, transitions, and structural principles.
  - 7) The student should keep expression fresh and vivid utilizing comparisons (similes/metaphors) image-producing verbs, connotative words and allusions.

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- 8) The students should produce essays which do not contain generalizations and have been checked for fallacies in reasoning which result from
- a too limited examination of the experience
  - mistakes in reasoning
  - illogical conclusions
  - assumptions mistaken for facts
  - influence of feeling (loaded-language, emotion, name-calling)
  - loss of focus on subject
  - faculty analogies
  - distortion or perversion of evidence (slanting, suppression, quotes out of context)
- 9) The essays should be free from clichés, jargon, and show that they have been proofread for grammatical, usage, and punctuation errors.

MINIMUM REQUIREMENTS

Each student will complete five revised and edited papers in different modes and of 400-500 words each (or the equivalent in papers of varying length) as well as a somewhat longer argument paper. Instructors will add exercises, in-class writing assignments, and examinations as individual need or class level requires. All courses at Chaminade require a final examination.

GRADING POLICIES\*

Chaminade University grading policies cover all courses in the writing program except EN 100. The following comes from the current catalog:

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| A | Outstanding scholarship and an usual degree of intellectual initiative.                                    |
| B | Superior work done in a <i>consistent</i> and intellectual manner.   |
| C | Average grade indicating a competent grasp of subject matter.  |
| D | Inferior work of the lowest passing grade, the student having learned the bare minimum of subject matter.  |
| F | Failed to grasp even the minimum subject matter, no credit given.  |
| W | Withdrew before published deadline.  |
| I | Did not complete a portion of the work or examinations, due to circumstances beyond the student's control. |

\*See General Catalog 1999-2000, page 41