

Chaminade University of Honolulu
Fall Semester
August 30 - December 16, 1999

Syllabus

English 101²⁴ Introduction to Expository Writing
(section 004)

Time: **Tuesday/Thursday**, 9:30 am. -10:50 am.

Location: Eiben Hall: E-207

Instructor: **Kimberly** A. Carter

Email: **kcarter@aloha.com**

Home phone: 394-8704

(I encourage you to **call with** your questions **from** 6-9 p.m.)

Office Hrs: By **appointment**

Required Text and Materials:

Hairston, Maxine, with John **Ruszkiewicz** & **Christy** Friend (1999).
The **Scott, Foresman Handbook for Writers**. New York: Longman, Inc.

Dictionary (a pocket edition will do)

Thesaurus (a pocket edition will do)

Packet of 3x5 note cards

Composition notebook (Log)

Electronic Sources (For suggestions, activities & tips about writing projects):

The **Scott, Foresman Research Web** (1999). [Online]. Available:
<http://longman.awl.com/s> .

*ALSO: See pages 590-630 of **your** text for invaluable tips on
accessing the Internet for **information!***

Course Description & Objectives

Introduction to Expository Writing, a **writing** *intensive* course, aims to provide each student with **invaluable instruction** and practice in writing, **editing**, and revising **short narratives** and expository essays at the **university** level. We will explore the many stages of the **writing** process, including generating and honing ideas, researching, **and drafting**. We will look at different approaches to writing, such as how to **organize** papers meant to inform, to persuade, to **compare/contrast**, to evaluate, and to respond. Also, we will practice **writing** *for a* specific audience. Emphasis will be on **clarity** of expression and proper use of vocabulary, form and **mechanics**.

A good deal of the topics *for your work* will come from your own **personal** experiences; however, some research will be required for specific writing assignments. If you **like** to **write**, you probably will enjoy this class immensely. If you don't **like** to write, **you** may learn to enjoy the process **through** the creative exercises offered in **class**.

Some days we will treat this class as a writer's workshop and provide **constructive** feedback to one another about our work. During **this time**, we will have the **opportunity** to practice a **variety of techniques** for **brainstorming**, collecting **information**, and organizing *the* content of our written works, while learning to **appreciate** the value of letting others **read** our **drafts** and give us suggestions on the **clarity** of our **prose**.

As an **added** incentive for *each student* to **create** proficient works, we *will* **publish** a collection of choice narratives & essays produced in class. The collection will represent the **culmination** of our experience as a group. This project **can** be lots of fun, since students **can** get involved in areas of production that they enjoy most, such as designing a cover, coming up with ideas for topics to be included, editing, or developing the table of **contents** (extra credit options). **Each** student will receive a copy of the *final publication* at the end of the **term**.

Remember: Writing is a large part of college **academics**. **Despite** what field you choose to **pursue**, you will be faced with many writing projects **during** your college career. **Getting** a strong handle early in the game on how to approach **writing** projects is a smart move for all students. I am happy to have the opportunity to be **instrumental** in helping you to do just **that**.

Welcome aboard, fellow **writers**.

General Requirements

- Be on time. Class attendance will be taken.
- If you miss a class, please contact me by phone as soon as **possible**. I can be reached almost every night from 6-9 p.m. I have a message machine **on** at all times, so no excuses!
- **Class participation** is a **must**, as we will give and **receive feedback** on **papers** throughout **the semester**. Therefore, a **ce** is important. Bring your **drafts** on the days assigned!
- Keep a LOG (**simple** composition notebook) of your in-class notes, brainstorming exercises, and **research**. This will be turned in **midterm** and returned to you-
All students must **complete** a 3x5 note card **assignment** to be explained in class
- Five short (1-5 **pages**) but **very** specific writing assignments will **be** due during the **semester**.
Drafts (5) and **final drafts (5)** must be
 1. **TYPED** on white paper
 2. **DOUBLE-SPACED**
 3. **ONE INCH MARGINS** ALL AROUND
 4. **10-12 POINT FONT**
- All assignments must be completed and turned in on time, *for* credit.
- One (1) draft of **each project must be attached to the back of your final copy for credit** (Your drafts, **works-in-progress**, likely will have many editing marks on them, as a **result** of both group work **and** your own proofreading. This is **promising** and will be viewed accordingly during **grading**.)

Grading (1000 points available):

Log: for note-taking & brainstorming	10 points
Note card assignment	10 points
Class participation	30 points
5 + Drafts (<i>works in progress</i>)	250 points (50 points each)
5 Final Draft Papers (w/ original draft)	500 points (100 points each)
Midterm (in-class writing assign.)	100
Final (in-class writing assign.)	100

900-1000 = A	800-899 = B	700-799 = C
600-699 = D	Below 600 = F	

Important notes on grading.

- Papers will be graded on the following 5 standards:
 1. Content, Clarity & Conciseness
 2. **Mechanics & Grammar**
 3. **Organization**
 4. Shows **Improvement**
 5. Overall Neatness
- More than 4 **unexcused absences** will result in a **drop** in your final letter grade.
- A marked **improvement** in writing style and ability is **expected from each student**. Even the "best" writers can improve.
- **Extra Credit Opportunity** for those who wish to participate in putting together the class collection of works. This option will be discussed in class **throughout** the semester.

Types of papers we will learn to develop include

1. **Descriptive** (2 pages): **Describe** an experience you have had in *detail: Include specific details* about the people, **smells, sights, sounds, actions, feelings**.
2. **Compare/Contrast** (2 pages): Point out **the** similarities and the differences between **two** or more **concepts** or situations you are **familiar** with
3. **Review/synopsis** (2 pages): An article **for** review will be provided *for this* exercise. Lay out *the* main points of *the* article; **summarize**, in **brief**, and in **your** own words.
4. **Argumentative/Persuasive** (3-5 pages): Take a position on an *issue of importance to you*. **Provide reasons** and **evidence** to support your **position**. **Establish credibility**. Why should **the** reader believe you? What are your **sources** that **back** up your claim? Note **cards necessary** *for this project*.
5. **Explanatory/Discussion** (3-5 pages): Offer a **comprehensive** written **presentation and** analysis of an important topic that is of interest to **you**. Support **your ideas** **with** examples and evidence. Explain your **interpretation** or judgement

More about these in class.

You will be offered a choice of topics to write *about* for *your in-class midterm and final papers*.

Tentative Schedule:
 I reserve the right to change topic matter contingent on students' questions and needs.
 Assignments due will be due on the date specified unless otherwise announced in class.

Tue 31-Aug	Introduction to the course: In class "freewriting" exercise. Read Ch 1-t
Thu 2-	Explanation of the LOG. How to utilize your book. Types of prose. Brainstorming & developing topics. Read Ch 13
Tue 7-	Assize #1-- Descriptive Essay. Writing for a specific audience. Honing your thesis & main ideas. The draft process. Read Ch 10-12
Thu 9-	Bringing organization and cohesiveness to your work. I of t cad-in) sentences & transitions.
Tue 14-	Draft Due, Assign #1. Writer's workshop. In-class exercises: and honing your ideas. One-one-one with instructor.
Thu 16-	Final Draft Due, Assignment 1. Read Ch 5-6. Thinking & writing critically.
Tue 21-	Assize #2 - Cast are/Contrast. How to choose & develop and main points. Read Ch 13-14 (see ch 14-h). Write ideas in Log
Thu 23-	In class writer's workshop - sharing ideas for Assign #2. Feedback exercises using bubbles, outline & freewriting
Tue 28-	Review Assign #1: Questions on English vocabulary, grammar & mechanics. Use of appropriate terminology: use only words you understand: avoid clichés.
Thu 30-	Draft Due, Assign #2. Writer's : one-on-one be & feedback in groups
Tue 8-Oct	Open forum for discussion &
Thu 7-Oct	Final Draft Due, #2. Discussion and then on class collection of works. Striving for academic excellence in writing. What is expected at the university level.
Tue 12-Oct	Assign #3 - Review/ Choose 3 items for to review Read Ch #6-a
Thu 14-Oct	Bring Assign #3 ideas to class. Writers workshop: developing & honing ideas
Tue 19-Oct	Review Assign #2: Raise the level of your prose
Thu 21-Oct	Draft Due, #3. Writer's i. In-class exercises: editing and honing your ideas. One-one-one with instructor.
Tue 26-Oct	Final Draft Due, #3. More on editing.
Tue 28-Oct	in = an essay, using credible sources for support
Tue 2-Nov	Building the argument: Review Ch 13 - appropriate claim and "tone", Use of note cards for citing sources (see Ch 35-41)
Thu 4-Nov	Discussion: How we as critical thinking writers? Ideas on collection of works: Assign X-credit duties
Tue 9-Nov	Draft Due, #4. Writer's . In-class exercises: editing and honing your ideas. One-one-one with instructor.
Thu 11-Nov	Review Assign #3. How one we do it One-on-one work to assist on Assign #4
Tue 16-Nov	Discuss class collection. Who is responsible for what. Deadlines.
Thu 18-Nov	Final Draft Due Assign #4. Talk about midterm
Tue 23-Nov	In class midterm - a choice of t will be assigned to- write about. Show the skills you have mastered to-date
Thu 25-Nov	'n
Tue 30-Nov	Assize #5 - E /Discussion. Return midterms
Thu 2-Dec	Discuss which papers to include in collection of works. Finalize collection this week.
Tue 7-Dec	Draft Due, Assignment #5. Review Assign #4. Writer's workshop. In-class exercises: editing and honing ideas. One-one-one with instructor.
Thu 9-Dec	Final Due #5. Talk about final exam.
Tue 14-Dec	Final - Time to be advised

Daily Schedule
EN 101, Fall 1999