



# Chaminade University

Fall Semester, 1999

## EN 101, Introduction to Expository Writing

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Course Web Site: <http://www.edwebs.com/cham/101>

Office Hours: TR, 2:00 - 3:30 p.m., 5:00 - 5:30 p.m.

Feedback

**Syllabus:** [Course Description](#), [Texts](#), [Requirements](#), [Policies](#)

**Study Guide:** Unit 1, 2, 3, 4, 5, 6, 7, 8, 9

### Sign In

**Sign In Again to WebBoard**, one of the web-based **conferencing** systems we will be using this term. Log in as a new user, then fill out the new user profile and assign yourself a new password. *Note* : the "guest/anon" you used to access this page is not acceptable; assign yourself a totally new username/password for use with WebBoard. No aliases, please.

Feedback: Any comments?


Your Last Name:

Your First Name:

Your Email address:

send

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## Syllabus

### Course Description

English 101 provides an introduction to writing as a process of intellectual discovery. Because writing is, at its core, a kind of collaboration between writer and reader, the course emphasizes work in collaborative reading and editing groups. 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 three 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.

<http://www.edwebs.com/cham/101/fallday99/>

Computers and writing, in these days, are inseparable, and it is therefore assumed that Students in this section of EN 101 are familiar with basic computer use. All students receive email accounts and are expected to be reasonably comfortable learning to use the internet for research and interaction.

### Texts and Materials

- Hairston & Friend, *The Scott Foresman Handbook for Writers*
- Lyons, *Autobiography: A Reader for Writers*
- Neihardt, *Black Elk Speaks*
- Composition book for journal
- Dictionary

### Course Requirements

- Quizzes 10 percent
- Writing Assignments 20 percent
- Journal 10 percent
- Final Exam 10 percent
- Final Portfolio 50 percent

All quizzes will be given online and are self-graded. After submitting each quiz students will receive, via email, study sheets to review and compare to their original submissions.

The course journal consists of free-form writing, sometimes in fulfillment of specific assignments. A minimum of 400 words per week (approximately two pages) is required. Journals are considered the private workspace of the individual student; credit for completion of the journal requirement will be given at the final exam.

This course includes three major writing assignments of approximately 1200 words each. Assignments one and two may be revised for a one increment grade increase.

At the end of the course, students will submit a portfolio, including journal, drafts and revisions of papers one and two, paper three, and the self assessment.

The final exam will consist of two parts. The first part, worth about one-third of the final exam grade, will consist of "objective" style questions drawn in large part from quizzes and associated study sheets. The second part will consist of several paragraph- and short essay-length writing assignments.

The final grade will be determined in large part by the student's self-assessment and portfolio. In general, the portfolio, as well as other writing assignments will be evaluated with regard to the following:

clarity  
correctness  
conciseness  
creativity

### Course Policies

- Two unexcused absences will be permitted without penalty. Excessive absence will result in course failure.
- Quizzes are available online. Regular submission of quizzes is necessary in order to successfully complete the course.
- All assignments must be done using a wordprocessor. Students should retain copies of all assignments.
- Plagiarism will result in a grade of "0" for the assignment and possible failure for the course.

### Course Guide

Unit 1 : Aug 31 - Sep 11

- Complete Online Sign In Form
- Sign In Again ... to WebBoard
- Read: "Interviews," Lyons, pp. 3 - 33
- Read: "What Does Writing Involve?" SF, pp. 2 - 19
- Read: "Subject-Verb Agreement" SF, pp. 354 - 365
- Assignment 1, Step 4 Due Sept 9
- Quiz 1
- Post a short statement about yourself to the "Intros" WebBoard conference.

## Unit 2 : Sep 12 - 23

- Read: "Diaries and Journals," Lyons, pp. 35-60
- Read: "Letters," Lyons, pp. 63-80
- Read: "How Do You Prepare and Plan to Write?" SF, pp. 20 - 53
- Read: "Verb and Verbals" SF, pp. 366 - 389
- Assignment 1, Step 7 Due Sept 23
- Quiz 2
- Post your draft Assignment 1 to your WebBoard discussion group. Post follow-up comments to others in your group.

## Unit 3 : Sep 24 - Oct 4

- Read: "Beginnings," Lyons, pp. 83-105
- Read: "Events," Lyons, pp. 107-141
- Read: "How Do You Write at Draft" SF, pp. 54 - 65
- Read: "How Do You Revise, Edit and Proofread" SF, pp. 54 - 65
- Read: "Plurals, Possessives and Pronouns" SF, pp. 390 - 416
- Assignment 1 Final Draft Due
- Quiz 3

## Unit 4 : Oct 5 - 15

- Read: Lyons, pp. 142-176
- **Begin Assignment 2 (See Lyons, p. 176, #2)**
- Read: "Places," Lyons, pp. 177-206
- Read: "What Makes Paragraphs Work?" SF, pp. 54 - 65
- Read: "Pronouns / Modifiers" SF, pp. 417 - 455
- Quiz 4

## Unit 5 : Oct 16 - 26

- Read: Lyons, pp. 207-236
- Read: "Opening and Closing Paragraphs / Transitions" SF, pp. 181 - 199
- Read: "Punctuating Sentences, Problems with Fragments, Comma Splices and Run-ons" SF, pp. 494 - 553
- Quiz 5

## Unit 6 : Oct 27 - Nov 6

- Read: "People," Lyons, pp. 239-274
- Read: Lyons, pp. 275-308
- Read: "What Kinds of Language Can You Use?" SF, pp. 200 - 226
- Read: "Problems with Commas?" SF, pp. 512 - 529
- Assignment 2 Due Nov 6
- Quiz 6

*Unit 7 : Nov 7 - 17 (Nov 11 is a holiday, Veterans' Day*

- Read: "Perspectives on Experience," Lyons, pp. 313-388
- **Begin Assignment 3**
- Read: "How Do You Construct Effective Sentences?" SF, pp. 227 - 274
- Read: "Problems with Semicolons and Colons?" SF, pp. 530 - 538
- Quiz 7

*Unit 8 : Nov 18 - 28 (Nov 25 a holiday, **Thanksgiving**)*

- Read: Black Elk Speaks, to p. 155
  - Read: "How Do You Write Stylish Sentences?" SF, pp. 275 - 305
  - Read: "Quotation Marks and Other Punctuation" SF, pp. 539 - 553
- Quiz 8*

*Unit 9 : Nov 29 - Dec 10*

- Read: Black Elk Speaks, pp. 156 to the end
  - Read: "Capitalization, Numbers, Etc." SF, pp. 576
- Quiz 9*
- s Review
- Assignment 3 / **Portfolio** Due Dec 10

*Final Exam : Dec 13, 3 p.m.*

# EN 101, Assignment 1

This assignment is derived from item number 2 on page 33 of Lyons.

**Length:** approx. 1200 words

- Step 1: Freewrite in your journal about an early childhood memory that relates to your **intellectual** world. Consider something about learning to read or write.
- Step 2: Also in your journal, draw a diagram of the place where this particular memory is situated.
- Step 3: In your journal, continue developing material related to this memory until you have approximately 1200 words.
- Step 4: Prepare an edited version of your journal entries for presentation to a group of your classmates.
- Step 5: Let yourself be interviewed by members of your discussion group in order to develop further material related to the memory.
- Step 6: Write a new draft of your account, including new material developed from the interview.
- Step 7: Present the new draft to your group, this time for editing and proofreading.
- Step 8: Hand in final draft

Feedback: Any questions about this assignment?


Your Name:

Your email address:

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