

ny

SE99

Chaminade University

Spring&Summer Evening Semester, 1999

Joy Hewett

ph: 739-9827; [e-mail: jhewett@chaminade.edu](mailto:jhewett@chaminade.edu)

Course Web Site: <http://www.chaminade.edu/~jhewett/101>

EN 101, 'Introduction to Expository Writing

Essay Assignments:

Essay 1

Essay 2

Essay 3

Essay 4

Final Exam: Use the weekly quizzes as a study guide for the exam, and to help you focus on important **information** you should know

Quiz 1

Quiz 2

Quiz 3

Quiz 4

Quiz 5

Quiz 6

Quiz 7

Quiz 8

Quiz 9

EN 101 WebBoard

Suggestions for keeping a journal

Feedback: Any comments?

Your Name:

Your email address:

Submit



Resources for Writers

Syllabus

English 101 provides an introduction to writing as a process of intellectual discovery and expression. The course will encourage and nurture the various aspects of the writing process, from generating ideas, planning, and drafting to revising, editing, and proofreading for sharing.

The course also emphasizes the **profound** relationship between reading and writing.

The course is organized around careful development of three essays to develop fluency with language and familiarity with rhetorical modes and one argumentative essay. In addition, students keep **journals**.

Computers and writing, for this on-line course, 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

Kirszner & Mandell, *The Holt Handbook*, 4th Edition
Skwire & Skwire, *Writing with a Thesis* , 7th Edition

3 1/2" computer discs (2) for backup of work
Composition book for journal
Dictionary

Course Requirements and Grading

- 1. Quizzes20 percent
- 2. Writing Assignments..... 50 percent
- 3. Journal 10 percent
- 4. Final Exam 10 percent
- 5. Participation 10 percent

Course Policies

- 1. Excessive absence from on-line **participation** will result in course failure.
- 2. Quizzes must be **taken** by end of each **week**, and before **answers are posted**. **Make-up** of quizzes is not **permitted**.
- 3. All essay assignments must be done using computer and directed to instructor by email . Students should retain copies of all assignments.
- 4. Plagiarism will result in a grade of "0" for the assignment and possible failure for the course.
- 5. All essays must be submitted by due date to instructor and late papers are marked down **FIVE** points (-5) a day. No papers are accepted after the last day of class.

Course Outline

Week 1 Apr, i 5- 10

Orientation usually occurs at the end of the first week
Have this work ready before the end of Week 2 if you start after orientation
Read: "Planning and Essay," Holt, pp. 2 - 24
written response to Holt, p. 9, Ex. 1, #2 (share with team by email or webboard)
(in journal try brainstorming, clustering, freewriting p. 13, **Ex.2**)
Read: **Holt**, pp. 25 - 40
written responses in journal to Holt p. 23, Ex. 3 (for any potential essay); Holt p. 24, Ex. 4 (you may have completed the techniques, now assess)
Read: Skwire, pp. 35-38
practice **journal freewrite** of 10 minutes on one of suggestions Skwire p. 37-8
Read: Skwire, pp. 40-43 (Ephron); pp. 51-53 (Gomez note paragraphs 8-10 for vivid scene possibilities)
Read: Skwire, pp. 63-67; choose one suggestion pp. 66-67
(and make a journal list of vivid sensory details involving sight, smell, taste, touch, and sound)
Use Holt Appendix A&B and Part 6&7 (grammar, punctuation) as needed to improve writing skills.

Week 2 A pril 12

Read your Essay Assignment 1 and select your scene

In your journal, begin generating ideas for the assignment

Read: Holt, pp. 41 - 69 (use **pp. 54-63** as needed)

Share written responses to Holt pp. 36 - 37, Ex. 2, 3, 4, 5 with team
(divide giving answers among team)

Read: Skwire, pp. 86-92 (Devoe) note parallelism

Quiz 1

Read: "Writing Paragraphs," Holt, pp. 70 - 87

Write draft for Assignment 1 and submit to team members for responses by early Sunday

Workshop with teammates on **drafts** for Assignment 1

For additional ideas on Collaborative Revision, see "Checklist," Holt p. 48

(All comments to your **teammembers** on their drafts are due before midnight Monday at the latest).

Week 3 April 14

Read: "Patterns of Paragraph Development," Holt, pp. 87 - 107

Read: Skwire pp. 1-14

Assignment 1 due by Sunday midnight (before Week 4 begins) to instructor

Read: Assignment 2 and work with teammates on developing questions, offering suggestions, and sharing ideas about the assignment

Discuss Holt, pp. 95 - 96, Ex. 4 with team

Write **Holt**, p. 99, Ex. 5 and share with team

Each team should choose a couple of good interview questions from their group to share with class

Read: Skwire, pp. 97-101. For one of choices p.101, list examples you could use (instead of writing an essay)

Quiz 2

Read: Skwire, pp. 103-105

Study usage in Holt Glossary pp. 1-4

Week 4 April 26

Team leaders submit a couple of good interview questions to class by Monday.

Read: Skwire, pp. **151-157**.

Choose one on p.157 and give three categories for a comparison /contrast-- share ideas with team

Read: Skwire, pp. **160-168**. Look at alternating (point-by-point) and block style of **comparison/contrast**

Interviews should be completed. Work on rough draft.

Study usage in Holt G 5-8

Quiz 3

Second draft (revision of rough draft) due for group by Sunday

Collaborative Revision (all comments on drafts shared by Monday)

Week 5 May 3

Read: Skwire, pp. 121-125

Read: Skwire, pp. 141-150

note process writing as steps in "how to" and **stages** of "how something developed"

Journal write on the process you used for your second essay assignment

Assignment 2 Due to instructor by midnight Sunday

Read Skwire, pp. 215-220

Pick one idea on p. 220 or brainstorm with team to generate subject to classify for Assignment 3

Read Skwire pp. 220-245

Which essay did you like best from Skwire, pp. 220-245 and why? journal write about your choice

Select your subject for your essay and develop outline by weekend for Assignment 3

Quiz 4

Study usage, Holt G 9-12

Week 6 May 10

Write a rough draft of essay for Assignment 3 and share with team mates by Friday

Collaborative Revision

(all comments on drafts should be returned to writer before Sunday)

Read: "Reading **Actively**," Holt, pp. **109 - 116**

Read: Skwire, pp. 187-190

Study usage, Holt G 13-16

Quiz 5

Read: "Reading Critically" Holt, pp. 116 - 125

Read: Holt, pp. 126 -140
Write Holt, p. 138, Ex. 7 in **journal**
Troublespots in essay 2 identified and corrected

Week 7 *Mal 1 ?*

Read: Skwire, pp. **192-194**
Read: Skwire, pp. 195-197, 200-204, 207-209 (decide what reasons are considered causes, effects) Assignment 3 Due to instructor by midnight Sunday

Quiz 6
Read: "Thinking Logically," Holt, pp. 141- 153
Read: "Logical Fallacies," Holt, pp. 154 - 162
Study usage, Holt G 17-19
Read: Skwire, pp. 247-250, **pp.251-254**

Week 8

Read: "Writing an Argumentative Essay," **Holt**, pp. 163 - 175
Read: Skwire, pp. 271-278
Read: Skwire, pp. 279-306
Decide topic for Assignment 4
Read: Holt, pp. 175 - 180
Quiz 7
Prepare outline for argumentative essay by Thursday and share with team by Friday.
Review outlines and **comment** before **Saturday**

Week 9 *May 24*

Draft of **Assignment** 4 due by Tuesday
Share your draft with teammates
Collaborative **Revision**
(all comments returned to writers by **Thursday pm**)
Journals due to instructor
(All 30 entries should be in a folder)
Quiz 8
Review usage G1-19 Holt (glossary)
Assignment 4 Due to instructor by midnight Sunday

Week 10 *May 31*

Quiz 9 on usage (Holt)
Review

Final Exam: Last Saturday of semester: Check email for announcement of time and place