

Chaminade University
Camp Smith
En 101 1 Introduction to Expository Writing

Meeting Time: **Monday/Wednesday 7:50 p.m.-10:05 p.m.**

Instructor: **Michelle Suzuki**
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Office Hours: By appointment

Required Text

Writing with a Thesis (seventh edition) David Skwire & Sarah Skwire

The Holt Handbook (fourth edition) Kirsznner & Mandell

Required Extras

- 1) A loose leaf notebook for the endless handouts.
- 2) A spiral or composition book
- 3) Access to a word processor (or a typewriter, but that will mean lots of miserable typing).

Introduction

This class will hopefully introduce you to writing within an adult academic community, which means that some writing will be based on readings and research so that you will acquire the skills to write informative, persuasive and argumentative university-level papers. Whether you decide to major in business, zoology, basket weaving, or criminal justice, you'll find that academic writing will be impossible to avoid. We will also spend time on more personal, creative essays as a means for you to practice not only the writing process, but also to discover your "voice." This isn't a grammar course, but because correct grammar contributes to your ability to communicate effectively with others and to present yourself intelligently, we will talk about grammar problems as they arise. We learn to write by writing-no short cuts, no way around it. Ernest Hemingway said that "writing is easy; all you have to do is sit behind a typewriter and bleed." Without magical, work-saving tricks, we need to learn a process of generating ideas, drafting, "going public," revising, and editing. We also need to do some reading; you can be a good reader and not a good writer, but you can't be a good writer without being a good reader. Regular readings will provide models for your writing and help you think critically.

Class

We will spend the majority of class time in groups, workshopping papers for content and editing later versions. We'll brainstorm for topics for each paper, discuss readings, and do editing exercises together.

Course Goals

- To be able to select and refine interesting and limited subjects for your papers.
- To be able to recognize the qualities of good writing.
- To be able to write different types of essays, from narrative to well-researched arguments.
- To be able to proofread, edit, and revise a paper for yourself and in a group.
- To feel secure about your ability to approach a subject in writing and hopefully to enjoy the process once in awhile.

Policies and Procedures

Attendance and Punctuality: Class meetings are essential in a workshop, so we need all of you here. We will abide by the University's attendance policy which indicates that you may miss no more than three classes. Excused absences include illness, death of an immediate family member, official religious holiday, etc. More than three unexcused absences will result in points deducted from the final grade.

Freedom and Responsibility: In this class you are free to express your opinions and to share your ideas, but with that freedom comes the responsibility to do your best work, to turn in assignments on time, and to treat other class members with courtesy and respect.

Paper Format: All papers must be typed, double-spaced on white paper using only one side of the page, with one-inch margins. Don't use erasable or onionskin paper—neither is durable. Last minute corrections in pen are okay; better correct than neat (but keep pen corrections minimal).

Grading on Essays: Our emphasis is writing as a process rather than as a finished product. All essays will be reworked before grading. However, early versions "count." For each missing draft, ten points will be deducted from your final essay grade. All versions must be completed on time (beginning of class on the day they are due) and show serious effort (no one paragraph scrawls done in the driver's seat during the red lights on the way to school that day). Attached to the final version of a paper submitted for grading are all previous versions and group response sheets. Each meeting day a paper is late, the final grade dips 1 level.

- An "A" essay has an original, well-supported thesis or central idea, is well-organized and free from grammatical and stylistic difficulties.
- A "B" essay is solid—a paper to be proud of, with an above-average overall quality. It has a less developed thesis or idea and/or less engaging style or subject than an "A" essay. Its grammar is primarily sound.
- A "C" essay is average—nothing to be ashamed of, but with effort you can probably do better. The essay has an intelligible idea which it supports, but not as fully as it could. There may be organizational and grammatical problems.
- A "D" essay has a confused main idea or thesis, problems with support, organization, grammar and style. A "D" essay must be rewritten.

An "F" essay is invisible-meaning it never arrived or it arrived without a thesis and/or clarity, organization, grammar and style. Obviously, an "F" essay must be rewritten.

Plagiarism

Plagiarism will result in a grade of "0" for the assignment, and possible failure for the course.

Grading Policy:

In-class assignments	10	5 pts.	50
Exercises	5	10 Pts.	50
Journals	8	5 pts.	40
Short Essays	2	50 pts.	100
Persuasive Essay	1	75 pts.	<u>75</u>
			Total: 315 points

284 – 315	A
252-283	B
221 – 251	C
189-220	D
188 and lower	F

Class Schedule for En 101

Spring 1999

April 5

Introduction: Why Write?

- Talking About Ourselves: Interviews from Speech to Writing
- Keeping a Journal

Assignments: 1) In-class work #1-interview questions and interview

2) Read pp. 2-7, 9-12, 14-22

3) Exercise #1: Interview Due April 7

April 7

The Writing Process: Phase 1

- Your Audience
- Getting Started: freewriting, brainstorming, clustering

Assignments: 1) In-class work #2—freewriting

2) Journal Entry #1 due April 12

3) Read pp. 1-14 in Skwire

April 12

The Writing Process: Phase 2

- Defining Controlling Idea
- Writing Controlling Idea as Topic Sentence or Thesis
- Organizing Support

Assignments: 1) In-class work #3-thesis statements

2) Exercise #2-Topic Outline Due 4/14

3) Read pp. 46-53, 64-65 in Holt

April 14

The Writing Process: Phase 3

- Writing/Revising/Editing

Assignments: 1) Journal Entry #2 Due 4/19

2) Read Chapter 4 "Writing Paragraphs " in Holt

April 19

Writing the Paragraph and Essay/ Reading for Writing

- Basic Paragraph Patterns

- **The Essay Defined in Relation to the Developmental Paragraph**
- **Special Paragraphs**

Assignments: 1) In-class work #4

2) **Exercise** #3-write a paragraph Due 4/21

3) Read pp. 35-37, 59-60, 63-66, 92-94 in *Skwire*

April 21 Writing to Create: Narration and Description

- **Narration: Moving Through Time**
- **Description: Moving Through Space**

Assignments: 1) In-class work #5

2) *Journal Entry #3* Due 4-26

3) Read pp. 97-100 in *Skwire* and handouts

April 26 Examples: Illustrating Ideas

Assignments: 1) In-class work #6

2) *Brainstorm for short essay #1 (Exemplification)*

3) Read handout (student writer example)

4) *First Draft of Essay #1* Due 4/28

April 28 Workshop Short Essay #1

Editing Tips: Solving common sentence problems and word power

Assignments: 1) Group workshop of essay #1

2) *Second draft* Due 5/3

3) Read pp. 121-128, 133-136 in *Skwire*

May Process Analysis: Writing About Doing

Assignments: 1) In-class work #7

2) Read pp. 187-190, 195-197, 215-219, 223-224 in *Skwire*

3) *Journal Entry #4* Due 5/5

May 5

Analysis by Cause and Effect/ Classification

Assignments: 1) Exercise #3-Editing Your Paper

2) Short Essay #1 Final Draft Due 5/10

3) Read pp. 151-157, handouts

May 10

Comparison and Contrast

Assignments: 1) In-class work #8

2) Journal Entry #5 Due 5/12

3) Read pp. 247-249 and handouts

May 12

Definition: Clarifying Terms

Assignments: 1) In-class work #9

2) First Draft of Essay #2 Due 5/17

May 17

Workshop Short Essay #2

- **Editing Tips**

Assignments: 1) Group Workshop of essay #2

2) Exercise #4-Revision and editing questions Due 5/19

May 19

Individual Conferencing on Essay #2

Assignments: 1) Read pp. 271-274 in Skwire

2) Final draft of Essay #2 Due 5/24

May 24

Introduction to Argument

- **Judgment vs. Truth**
- **Organizing Your Argument**

Assignments: 1) Journal Entry #6 Due 5/26

2) Read pp. 274-278 in Skwire and handouts