

EN 101 08 Introduction to Expository Writing
Chaminade University of Honolulu Fall 2020
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Chaminade
University
OF HONOLULU

MWF: 10:20-11:20AM Henry Hall 210/Online
206E Henry Hall
Office hours: MW—9:15-10:15AM, 12:30-2:00PM, and by appointment
email: afrancis@chaminade.edu

Required Texts:

Selby, Norwood & Pamela Bledsoe
Crump, Barry

Writing Simplified
Wild Pork and Watercress (1986)
American English Dictionary (College edition)
Handouts

Suggested Texts:

Cohen, Samuel ed.

50 Model Essays: A Portable Anthology (3rd)

DVD/Film:

[Taika Waititi](#)

Hunt for the Wilderpeople (2016)

Course Requirements:

External drive/Goggle Docs
1 Diagnostic essay
4 Short papers (2-3 pages)
2 Revisions

Workshops—Peer Review
Personal conferences
Final Exam

Course Description

This course is designed to provide an introduction and practice in practice in writing, editing, and revising short narrative and expository essays. It will also provide instruction in organizing your material and the clear expression and use of Standard Edited American English. You will enhance your ability to identify and examine rhetorical modes in expository essays and a novella. Students will explore and articulate reading and writing strategies, produce creatively, collaboratively, and critically in our local communities.

Writing and revising improves with practice; therefore, by studying good prose models, like the essays we will read and discuss in this course, you will develop and strengthen your reading comprehension and written rhetorical skills.

General Education Outcome

The student will explore and articulate reading and writing strategies, produce written texts, and engage diverse textual situations, so as to participate creatively, collaboratively, and critically in their local communities.

Course Learning Outcomes

Upon the successful completion of this course, students will

1. Design and produce a successfully written text by implementing pre-writing strategies, responding to feedback and revising a draft.
2. Analyze textual situations and apply appropriate rhetorical strategies (i.e. narrative, descriptive, comparison and contrast, cause and effect, definition, persuasion, classification, argument).
3. Use writing to participate creatively, collaboratively, and critically in their local communities. [Marianist Value #3—Educate in Family Spirit]

Marianist Characteristics

Chaminade University of Honolulu is a Marianist Institution and uses the following characteristics and values as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts. I will not accept any late papers. Your papers must be turned in on time.

Writing Standards [from *General Catalog*]

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

External Drives/Cloud: You will preserve all your written assignments on an external flash drive, in your Cloud, or Google Docs. This will facilitate your ability to locate essays and assignments. Please remember to save all your assignments under accessible folders and labels (i.e. yourlastname.EN101.essay1).

In addition to submitting papers online, be prepared to bring in multiple hard copies of your essays to class during workshop sessions. At least two of your papers will be revised. Good

revisions will improve your grade. **Remember, all your work must be your own! Any plagiarized papers or assignments** (papers copied from someone else, a text, or the Internet) **will receive an 'F' grade, and you will fail the course.**

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgment.
3. Submitting as one's own original work an original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual, no matter if the documents were freely given, or purchased.

Workshops: During workshops, fellow classmates will offer constructive criticism on your papers. You will meet in small groups and review each other's essays. Workshops are designed to teach you how to revise and correct writing assignments. **Workshop attendance is mandatory.** Missing one workshop will count as missing **two classes**.

Personal Conferences: Personal conferences, whether face-to-face, or on Zoom, offer you an opportunity to discuss your progress in this course with me. In the first conference we will assess your writing technique and focus on thesis development. The second conference will assess your work as we near the end of the term. Do not limit yourself to these two conferences. Feel free to see me during my office hours if you have any issues you wish to discuss outside of class.

Class participation is crucial (especially during workshops); therefore, attendance is MANDATORY.

If you are late more than three times, your final grade will be affected!
More than two unexcused absences will lower your final mark by one grade!
All mobile phones (and other non-essential devices) must be turned off during class, or I will confiscate them!

Assessed Work for EN 101:

Class Participation:	10% (of final mark)
Quizzes/worksheets:	10% (of final mark)
Diagnostic Essay	15% (of final mark)
2 nd Essay:	15% (of final mark)
3 rd Essay:	15% (of final mark)
4 th Essay	15% (of final mark)
Final:	20% (of final mark)
	100%

Please note: Scores and percentages on Canvas may not reflect all the assessed work for this course.

The passing grade for this class is a “C.”

Grading Scale: (*Student Handbook*)

A/100-90	Outstanding scholarship and an unusual degree of intellectual initiative
B/89-80	Superior work done in a consistent and intellectual manner
C/79-70	Average grade indicating competent grasp of subject matter
D/69-60	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F/59-0	Failed to grasp minimum subject matter; no credit given
W	Withdrawal before published deadlines
I	The issuance of an ‘I’ grade is not automatic. At the discretion of the faculty member, a Grade of “I” may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

WITHDRAWALS/ INCOMPLETES

Chaminade students have the option of withdrawing from this, or any course, provided they do either before or by the deadline. Your professor is not responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course. According to Chaminade University’s general catalog, an incomplete is only issued if a student “Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course.” Incompletes are neither automatically rendered nor encouraged for minor issues.

ADA Accommodations

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualifies students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center by email: counselingcenter@chaminade.edu for further information.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse

will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center: (808) 735-4545. And, any priest serving as a sacramental confessor, or any ordained religious leader serving in the sacred confidence role.

Diversity Statement

Chaminade's Core belief statement states: "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faces by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

ENGL 101 08 Syllabus (schedule subject to changes)

Week	Assignment	Dr. Paynter
Wk 1—Aug 24-28	Orientation <i>50 Model Essays:</i> Introduction—"Active Reading, Critical Thinking, & the Writing Process" (1-14) Essay #1 Diagnostic Essay due (Assessment tool)	
Wk 2—Aug 31-Sept 4	Chronology & Classification (31-32) <i>50 Model Essays:</i> Ericsson, " The Ways We Lie " (159); Cofer, " The Myth of the Latin Woman " (91) <i>WS:</i> "The Process of Writing" (1-8); Effective Paragraphs" (9-17) Sentence Sorting exercise The difference between a topic sentence and a thesis statement.	
Wk 3-Sept 7-11	Description & Definition (28-29) No Class Sept 7th! Labor Day! <i>Model Essays:</i> Hurston, " How it Feels to be Colored Me " (182); Anzaldua, " How to Tame a Wild Tongue " (33); Mairs, " On Being a Cripple " (244) <i>WS:</i> Essays— What to Write About (17-19) Sept 11th-Essay #2 due! Submit multiple copies for peer review	

Wk 4-Sept 14-18	Writing & Revision Sept 14th—Workshop: Peer Review of Essay #2 WS: “Review—The Writing Process” (39-44); fragments and comma splices (46-50) Revision of Essay #2 due! Sept 18th!
Wk 5-Sept 21-25	Narrative (26) Essays: Hughes, “ Salvation ” (179) Annotating a text; Alexie, “ The Joy of Reading and Writing: Superman and Me ” (15) Example (96) & Description (22) Essays: Momaday, “ The Way to Rainy Mountain ” (273); WS: “Checking Grammar” (46-47) Sept 25th—Personal conferences re assessment (Zoom option)
Wk 6-Sept 28-Oct 2	Process (30) Essays: Eighner, “ On Dumpster Diving ” (146); Malcolm X, “ Learning to Read ” (257) Handouts: His Holiness the Dalai Lama, “The Art of Happiness” WS: Subject-verb agreement (50-54); Comma & semi-colon (58-63)
Wk 7-Oct 5-9	Cause & Effect (35) Essays: Pollan, “ What’s Eating America ” (300); Schlosser, “Kid Kustomers” (Handout, 353) WS: Apostrophes: its/it’s (63-65); Numbers (65-69) Oct 9th—Essay #3 due!
Wk 8-Oct 12-16	Cause & Effect (35) Oct 12th—Discoverers’ Day—No Class! WS: Quotation Marks (69-71); in-class exercise Essays: Klinkenborg, “ Our Vanishing Night ” (234) Winn, “ Television: The Plug-in Drug ” (438) Oct 16th! Revision of Essay #1 (diagnostic) due!
Wk 9-Oct 19-23	Argument (36) Johnson, “ Books are Great, but Video Games can be Just as Good ” Persuasion (37) King, Jr., “ Letter from a Birmingham Jail ” (203); Trump’s Republican convention speech; Biden’s Democratic speech WS: Transitional phrases & transitions (49; 82); in-class exercise
Wk 10-Oct 26-30	Humor and Satire Oct 26th! Personal Conferences re assessment! (Zoom option) Essays: Sedaris, “ A Plague of Tics ” (359); Swift, “A Modest Proposal” (Handout, 365) Essay #4 Due! Oct 30th!

Wk 11- Nov 2-6	Full Narrative Structure (26) Nov 2nd! Deadline to Withdrawal Begin Barry Crump's <i>Wild Pork and Watercress</i> <i>Assessment Tool for CLO #1</i>
Wk 12— Nov 9-13	Compare and Contrast (34) Nov 11th! Veteran's Day! No Class! Complete Well's <i>Wild Pork and Watercress</i> Video viewing —Film, <i>Hunt for the Wilderpeople</i> Exercise on examining novels and films in literary essays
Wk 13— Nov 16-20	Full Narrative Structure Video viewing —Film, <i>Hunt for the Wilderpeople</i> Library and Workbook Project Essay #5 Due! Nov 20th!
Wk 14—Nov 23-25	Workshop—Peer Review of Essay #5 WS: "Other Writing Situations" (84-91) Library and Workbook Project Review for final exam Revision of Essay #5 Due! Nov 25th!

Final Exam: TBA

Location: Online