

Chaminade University
Winter Evening Program
Jan 11- Mar 24, 1999
English 101

WE 99

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COURSE: English 101 IQ Expository Writing

TIME: Monday and Wednesday 17:30 - 19:35 p.m.

INSTRUCTOR: Clay W. Valverde
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COURSE DESCRIPTION:

Instruction and practice **in writing** essays. The course **will** focus on various aspects of the writing process, from **planning, brainstorming, outlining, and drafting**, to revising, **editing** and **proofreading**. Class sessions **will** involve lecture, discussion, **writing** exercises and **assignments**, and working in collaborative reading and editing groups.

The course **will also** emphasize the **relationship** between reading and writing. **Assigned** readings will be related to student writing assignments. Additionally, students **will** keep **journals which** are reviewed as part of each **student's "portfolio"** of work.

REQUIRED TEXTBOOKS

The Holt Handbook (Fourth Edition), by Kirsznner & Mandel

Writing with a Thesis (Second Edition), by Skwire & Skwire

Students should also have access to a dictionary and a **thesaurus**. **Additionally**, students should have a composition-type notebook for the **journal**.

COURSE OBJECTIVES

- Clear expression in standard written English
- Critical **thinking** and **recognition** of the qualities of good writing and argument.
- To write and edit original, complete, coherent **compositions**.
- **Improvement** and **polishing** of individual writing **skills**.

COURSE REQUIREMENTS

1. **Attendance, punctuality, and participation**. Students are expected to be **present** and on **time**, to participate in class discussions, workshops and **activities**, and to **complete** all assignments. Consistent tardiness or more than two unexcused absences **will** result in a lower course grade.

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COURSE REQUIREMENTS (Continued)

2. Writing assignments/Essays.

Writing is, of course, the focus of the class and will be the **primary** basis for grades. Students should expect weekly **writing assignments** which will include in-class or take-home **essays and writing** exercises. **The** take-home essays **will** be **clarified** by separate handouts and class **discussions**. The in-class essays and exercises **will** be announced and unannounced, as far as topics are concerned.

3. Journal (see separate handout)

4. Tests

Two tests designed **primarily** to test knowledge of **skills** used in college **level** essay **writing**. These tests will be worth approximately 20% (10% **each**) of the overall grade.

GRADING

1. Attendance, punctuality, participation	10pts
2. Writing Assignments/Essays/Journal	70pts
4. Tests	20pts

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and under = F

Note: Missing assignments **will** be averaged in as a zero (0) in the student's final course grade. Plagiarism (the **presentation** of another person's ideas as one's own), recycling of papers, or **using** a paper topic from another class are not acceptable. ~~Work~~ **deemed to be unoriginal, recycled, or plagiarized will receive zero (0) points.**

ADDENDA

All of the **information** contained herein is subject to change.

I am available for **individual consultations** by appointment. Call me at the telephone number above or speak to me **before** or **after class** to arrange an **appointment**. Please do not hesitate to contact me **if** you have any questions or **concerns** related to the **class** or particular **assignments**.

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Schedule for **Winter Evening Term, 1999**

<u>DATE</u>	<u>TOPIC</u>	<u>READ</u>
<i><u>Week 1</u></i>		
1/11	Introduction; course overview; diagnostic essay.	
1/13	Essay writing	Holt 2-25
<i><u>Week 2.</u></i>	Persuasive Principal	Skwire Ch. 1
1/18	Holiday	
1/20	Essay writing, cont. Take-Home Paper#1 assignment handed out	Holt 25-40
<u>Week 3</u>	Narrative	Skwire Ch. 2
1/25	Mechanics and Punctuation	Holt 457-534
1/27	Words Take-Home Paper #1 due	Holt 300-348
<i><u>Week 4</u></i>	Description	Skwire Ch.3
2/1	Words, cont.	
2/3	Sentences Take-Home Paper #2 assigned	Holt 210-243
<i><u>Week 5</u></i>	Examples/Exemplification	Skwire Ch.4
2/8	Sentences, cont.	
2/10	Paragraphs; Test Review Take-Home Paper #2 due	Holt 70-107
<i><u>Week 6</u></i>	Process	Skwire Ch. 5
2/15	Holiday	

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Schedule for Winter **Evening** Term. 1999

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
2/17	Paragraphs, coat. Test #1; Journals Due	
<u>Week 7</u>	Comparison and Contrast	Skwire Ch. 6
2/22	Style Review Take-Home Paper #3 assigned	
2/24	Critical reading and writing/logic	Hoh 109-162
<u>Week 8</u>	Cause and Effect	Skwire Ch. 7
3/1	Critical reading and writing/logic, cont. Take-Home Paper #3 due	Hoh 109-162
3/3	In-Class Essay Writing	Hoh 790-815
W Wk 9	Argument	Skwire Ch. 10
3/8	In-Class Essay Exam	
3/10	Argument Take-Home Paper #4 assigned	Hoh 163-175
<u>Week 10</u>	Division and Classification/Definition	Skwire Ch. 8-9
3/15	Argument , coat.	
3/17	Collaborative Revision	
<u>Week 11</u>		
3/22	Course review Take-Home Paper #4 due	
3/24	Final Test Journals due	

The Journal

*Adapted from material by Prof. James Kraus, Dept of **English***

As part of a course, the journal has two purposes: first, it is a place where you can develop your **own**, unique ideas about what the course is covering; secondly, **it** is part of the "portfolio" of materials you present during the course as evidence of your progress. Obviously, quizzes and essays, along with the final exam also fill this purpose, and that is why I stress the first purpose: (in somewhat different words this time) to encourage your own, personal and creative responses to the course readings and lectures.

How will your journal be assessed? It will be checked, very briefly, by the instructor at one or two dates during the semester. The **journal** check merely **confirms** that **you** have made an earnest effort. If you have the **approximate** number of pages required for your course, you **will receive** an "A" for the **journal**.

One way to keep the **journal** organized is to use dates, titles of readings and short quotations as **headings**.

Preferably, you should keep the journal in a **conventional** "composition book" type of notebook, rather than on a **computer**. In general **it** is clear that we tend to write **differently** (**meaning** write **different** types of things) **in** different places. It is best to work on the journal at the breakfast table, before bed, outdoors or at some other place where you tend to come up with your best ideas.

The types of things people generally write **in journals**:

- Autobiographical material. If a reading or lecture seems related to something in your past, you might write about that.
- Quotations. One way to stay motivated for the reading or a **lecture** is to look or listen for short quotations that seem **interesting**.
- "Creative" responses. Your own poems or stories are often the best responses to readings; these **will** often be rough drafts of more serious work; you can return to them later.
- Focused **freewriting**. This is an excellent way to "break the ice" if you are having a **difficult** time **thinking** of what to write. Just tell yourself that **it** doesn't matter what you put down.
- Drafts of essays. One way to keep the essay assignments linked to the readings is to develop them from **journal** material. Some of the **best** "essays" **I've** ever read are edited **selections** from writers' journals.
- Paraphrases or summaries. This is what to do when you are trying to untangle a particularly complicated reading or when you cannot **think** of anything else to say.

In sum, you can write what you want to write about; the key is that you write, and do **it consistently**.