

***Chaminade University of Honolulu***  
***Kaneohe Marine Base—***  
**Accelerated Semester**  
**April 3 -- June 12, 2000**

## **Syllabus**

### **English 101-20 -- Introduction to Expository Writing**

**Time:** Saturday, 8 a.m. -12:10 p.m.

**Location:** Kaneohe Marine Base  
Bldg. 219 & 220 A-D (Exact room TBA)

**Instructor:** Kimberly A. Carter  
**Email:** [kcarter@aloha.com](mailto:kcarter@aloha.com)  
Home phone: **340704** (I encourage you to call with your "after class" questions from 6 to 9 p.m.)

**Office Hrs:** By appointment, after class  
(Note that on some occasions, a meeting can be held during a break)

#### **Required Text and Materials:**

**Hairston, Maxine, with John Ruskiewicz & Christy Friend (1999).**  
**The Scott Foresman Handbook for Writers. New York: Longman, Inc.**

**Skwire, David and Sarah E. Skwire (1998).** **Writing with a Thesis.**  
**Orlando, Florida: Harcourt Brace & Company.**

**Dictionary (a pocket edition will do)**  
**Thesaurus (a pocket edition will do)**  
**Packet of 3x5 note cards**

**Electronic Sources (For suggestions, activities & tips about writing projects):**  
*The Scott, Foresman Research Web (1999). [Online]. Available:*  
**<http://longman.awl.com/sfh>**.

*ALSO: See pages 590-630 of your text for invaluable tips on  
accessing the Internet for information!*

## Course Description & Objectives

**Introduction to Expository Writing**, a *writing intensive* course, aims to provide each student with invaluable instruction & practice in writing, editing & revising short narratives & expository essays at the university level. We will explore many stages of the writing process, including generating and honing ideas, researching & drafting. We will look at different approaches to writing, such as how to organize papers meant to inform, to persuade, to compare/contrast, to evaluate, & to respond. Also, we will practice writing for a specific audience. Emphasis will be on clarity of expression & proper use of vocabulary, form & mechanics.

A good deal of the topics for your work will come from your own personal experiences; however, writing short summaries of assigned readings also will be required. If you like to write, you probably will enjoy this class immensely. If you don't like to write, perhaps you may learn to enjoy the process through the creative exercises offered in class.

Due to the time length of our weekly class periods, we will have the opportunity to experience a variety of educational formats during each meeting. In fact, I'd like each of us to view this class as a writer's workshop. We will incorporate short lectures, reading & writing exercises, & open discussions into each class period. We also will have the opportunity to practice a variety of techniques for *brainstorming* & *organizing* the content of our written works. Importantly, we will learn to appreciate the value of letting others read our drafts & give us suggestions on clarifying of our prose

As an added incentive for each student to create proficient works, we will *publish* a collection of choice narratives & essays produced in class. The collection will represent the culmination of our experience as a group. This project can be lots of fun, since students can get involved in areas of production that they enjoy most, such as designing a cover, coming up with ideas for topics to be included, editing, or developing the table of contents. Each student will receive a copy of the final *publication* at the end of the term.

Remember: Writing is a large part of college academics. Despite what field(s) you choose to pursue, you will be faced with many writing projects during your college career. Getting a strong handle early in the game on how to approach writing projects is a smart move for all students. I am happy to have the opportunity to be instrumental in helping you to do just that.

Welcome aboard, fellow writers.

## General **Requirements**

- Be on time. Class attendance will be taken.
- If you need to miss a class, please *contact* me by *phone* as soon as possible. I can be reached almost every night from 6-9 p.m. I have a message machine on at all times, so no excuses!
- Class participation is a must, as we will give and receive feedback on papers throughout the semester. Therefore, attendance is important. Bring your *drafts* on the days assigned!
- Note taking is encouraged. Whatever notes you take will be especially important for developing essay number 5.
- Five short, but very specific, writing assignments will be due during the semester.
- *This is important.* I will hold you to it. Each *Draft* (5) and final paper (5) must be
  1. **TYPED** on white paper
  2. **DOUBLE-SPACED**
  3. **ONE INCH MARGINS ALL AROUND**
  4. **10-12 POINT FONT**
  5. *Stapled in upper left hand corner (no **plastic** or paper covers please)*
- All assignments must be completed and turned in **on time** for **credit**.
- One *draft* of each project must be **attached** to the back of your final copy for credit
  - Drafts are **works-in-progress** and likely will have many editing marks on them, as a result of group work, my feedback and your own **proofreading**. This process is **promising** and will be viewed accordingly during grading. Often, writers go through many drafts before a final product is realized!

*Grading (**1000** points available):*

Class participation	150 points
5 + <i>Drafts</i> (works in <b>progress</b> )	250 points (50 points each)
5 <i>Final Papers</i> (w/ original draft attached)	500 points (100 points each)
Final (in-class writing assign.)	100

900-1000 = A

800-899 = B

700-799 = C

~~600-699~~ = D

below ~~600~~ = F

### **Important** notes on grading:

- Papers will be graded on the following 5 standards (20 points each):
  1. Content, Clarity & Conciseness
  2. Mechanics & Grammar
  3. Organization
  4. \*Shows Improvement
  5. Overall Neatness (follow stats listed above for all work to be turned in)
- \*A marked improvement in writing style and ability is **expected** from each student. Even the "**best**" writers can improve.

Types of papers we will learn to develop include:

1. **Persuasive Principle (2 pages):** State an opinion and back it up through persuasion.
2. **Descriptive (2 pages):** Describe an experience you have had in detail. Include specific details about the people, smells, sights, sounds, actions, feelings and other conditions surrounding the event.
3. **Narration (2 pages):** Utilizing chronological order, tell a story by citing examples to make a specific point.
4. **Compare/Contrast BLOCK or ALTERNATING Styles (2 pages):** Point out the similarities and the differences between two or more concepts or circumstances you are familiar with.
5. **Cause and Effect (2 pages):** To be explained in detail in class.
6. **Review/synopsis (2 pages):** An article for review will be provided for this exercise. Identify the main points of the article; summarize, in brief, using your own words and *paraphrasing*.
7. **Definition – Define The Expository Writing Process (3-5 pages):** This exercise provides students with the opportunity to thoroughly review the information gleaned in class. Students who have taken good notes during class lectures likely will have all the information handy for this specific assignment. The exercise is tremendously helpful for preparing for the in-class final writing assignment.
  - Five of the **papers** described above are each **100-pointers**.
  - Keep in mind that each student must also turn in his or her working **drafts** (worth up to 50 points each) with these 100-point papers.
  - We also will have the opportunity to do some writing in class. In-class reading and writing assignments will be part of your Class **Participation** grade.

– *More about these writing assignments in class -*

### Final Exam

You will be offered a choice of topics to write about for your in-class final paper.