



# Chaminade University OF HONOLULU

Timothy Cubero, Jr. M.A.Ed.  
Lecture of Expository Writing

100

ENGLISH 101 INTRODUCTION TO EXPOSITORY WRITING (3 Credits)  
Summer 2000 Section 10160 Accelerated Military Evening Program  
Pearl Harbor Navy College July 5-Sept 13, 2000 + Wednesdays 4:45 to 8:55 P.M.  
Professor Contact: <http://home.earthlink.net/~cuberojr/> Res/Fax (808) 671-3234

## Course Description

Instruction and practice in writing, editing and revising short narrative and expository essays. Instruction in basics of organization and clear expression and use of Standard Edited American English is presented. Prerequisite: Grade of C or better in ENG 100 or identified in placement.

Process writings with instructor and peer evaluations-group evaluation critiques may be involved in any of the following expositions: *Narration, Description, Comparison-Contrast, Division and Classification, Definition, Exemplification, Process Analysis, Summary-Response, Cause and Effect Analysis, Argumentation, with Essay Exam Writing and Journal Responses.* Course design will include reading skills, pre-reading, learning how to skim, the literal and the interpretive reading of main and minor ideas, paragraph and essay development with organization, in addition to summary reading and writing (which will include annotating and outlining).

The *Reading and Writing Process* are married together to build the student's academic comprehension. Recognizing paragraph patterns and rhetorical modes, interpreting and evaluating written essays of one's own and others by making educated inferences are learning blocks of the course. This is matched with the foundations of understanding figurative language, distinguishing what is fact and opinion, clarifying summarizing and paraphrasing, distinguishing shades of meaning, and synthesizing information.

Strong emphasis on the practice and theory of effective writing skills are introduced, reviewed and reinforced. The following areas will be included as part of basic instruction: *Managing the Sentence, Sentence Sense, the Parts of Speech, Sentence Fragments VS. Complete Sentences, Reed-Kellogg Sentence Diagrams vs. Word-Constituent Sentence Diagrams, the Syntactical Functions of Words within Sentence Context, Phrases vs. Clauses, (the Advancement of Kernel Sentences, Reading for Comprehension and Writing, Attending to the Manageability of the Thesis Sentence and Topic Sentence, Process Writing, Critical Reading and Critical Writing for Critical Thinking.*

Writing grammatically clear, developed and concise sentences with a variety of rhetorical patterns free of intentional and unintentional plagiarism becomes the focus of establishing the student's own author's voice.

The following language approaches may be utilized when appropriate: *Traditional Grammar, Structural Grammar, and Transformational-Generative Grammar.*

The instructor's class management through collaborative learning guides the student in his or her own preparation to become an independent writer with little outside help.

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Acknowledging that *language is a social act*, the instructor strongly encourages class discussion complemented with a careful discernment for listening to the contributions of peers during interaction in each session.

In-class and at-home writing activities, their revisions when permitted, together with written essay examinations, class participation, and legal attendance are the source for student evaluation of learning and performance.

## CLASS PROCEDURES

You will be allowed to do what this instructor will do: **submit your best work**. In-class and at-home assignments, together with comprehensive work, participation, and legal attendance are part of the evaluation process.

*"US instructor will not grade an effort or intention alone but on actual student accomplishment."*

Class attendance and the reading of assigned material are expected. This instructor encourages students to raise questions. Since the material is cumulative, a misunderstanding or loss of information early in the course can create unnecessary obstacles to the student's ability to master subsequent concepts.

*"Plagiarism and dishonest scholarship are serious offenses in all courses and affect the evaluation grade of the assignment/activity in question."*

**ATTENDANCE:** Legal attendance is taken through each student's written signature each meeting at the start of class and at times after a brief class intermission when appropriate. Because the course is highly structured and systematic, where concepts taught and learned interlock, habitual attendance is vital and mandatory.

This printed syllabus together with subsequent, additional class handouts are highly descriptive and intentionally outlined in definitive detail to accommodate excused absences due to emergencies or illness, and legal excuses which are to be interpreted at the discretion of the instructor.

Attendance is graded as part of the final course average, and missing or incomplete work can be justly interpreted by the instructor as lack of active attendance-participation. *All absences must be explained in written form, signed by the student, and submitted to the instructor for filing at the time of the student's return. When possible, the instructor should also be notified in advance of a student absence.*

**HOMEWORK AND CLASSWORK:** All assignments, oral as well as written, are expected to be completed and submitted on the actual due date for full credit. Missing assignments (whether from student negligence or unexcused absence) are averaged as '0' (zero-F) in the course grade. Incomplete work is graded at face value.

**STRUCTURE OR AVAILABILITY:** For more meaningful quality consultation, preschedule all appointments well in advance and bring all necessary materials. For reference during office conference hours with your instructor. You may also call the lecturer's residence at 671-3234.

### COURSE REQUIREMENTS

## IN-CLASS AND OUT OF CLASS CREDITED STUDENT WRITING ASSIGNMENTS FOR 711F SEMESTER

1. Your critical thinking
2. Your **interpretation** of information rather than your mere report of it
3. Your **demonstration** to form new understandings rather than your merely giving of simple facts

**Textbooks:** and Reader 7th Edition (Harcourt and Brace)  
by David Skwire and Sarah E. Skwire

1. DIAGNOSTIC ESSAY SAMPLE		
2. JOURNAL ENTRIES	40	<i>Extended Paragraph and Formal Essay Writings</i>
3. NARRATION *		<i>(In-Class and At-Home Assignments)</i>
4. DEFINITION		
5. COMPARISON AND CONTRAST *	20%	<i>Mid-Exam In-Class Writing Sample</i>
6. DIVISION AND CLASSIFICATION		
7. CAUSE AND EFFECT "	20%	<i>Exercises in Grammar, Readings, Journal Responses</i>
8. MID-EXAMINATIONS "		<i>Required Attendance, Required Participation</i>
9. ARGUMENTATION *	20%	<i>Final Exam In-Class Writing Sample</i>
10. FINAL EXAMINATIONS		

University of Maryland at College Park, Alumnus B.A., 1977  
 Pepperdine University Graduate School of Education and Psychology  
 Alumnus M.A.Ed., 1981  
 Recipient of the 1992 Award "Who's Who Among America's Teachers,  
 the Best Teachers in America Selected by the Best Students"  
 Volume 2, Educational Communications, Inc. Lake Forest, Illinois  
 Paul C. Crouse, Director

ALL STUDENT WRITING ASSIGNMENTS ARE EXPECTED TO BE ACADEMICALLY  
FREE OF PLAGIARISM.