

CHAMINADE UNIVERSITY

Class: English 101 ⁰¹ ²⁰ 2001
 TTh 11:00 AM-12:15 PM Eiben 201

Instructor: Brian Fuchigami
 Office Hours: 9:00 - 10:00 AM, and by appointment
 Office: Henry Hall 206-A Phone: 735-4827, M-F 7:45 AM-3:30 PM
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Course Prerequisite: Grade of "C" or better in EN 100 or placement.

Course Textbooks:

Required:

Writing with a Thesis: A Rhetoric and Reader, 8th Edition, Skwire and Skwire
 The Scott, Foresman Handbook for Writers, 6th Edition, Hairston, Ruskiewicz,
 and Friend

Suggested:

Collegiate Dictionary

Collegiate Thesaurus

Other course supplies:

A notebook or folder for the reading journal

3X5 index cards for vocabulary review

Course Description

Introduction to Expository Writing provides 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.

Course Objectives:

- A. To demonstrate the ability to go through the writing process, including prewriting activities, outlining/idea mapping, **drafts**, editing and final drafting.
- B. To demonstrate the ability to write effectively in at least five rhetorical **modes**.
- C. To develop an **understanding** of the world we live in.
- D. To develop an understanding of our sense of the self.
- E. To improve vocabulary.
- F. To demonstrate the ability to keep a journal of readings.
- G. To develop critical thinking skills.

Course Requirements:

- A. Five short papers, each one to one and a half pages or one and a half to two pages in length: narration/description, example, process, comparison and contrast, and cause and effect. These papers are exercises in the expository writing forms and are

preparatory for the argument paper of three to three and a half pages. You will also be required to bring in a draft and an outline to work on in peer-editing groups on days indicated on the Class Schedule. This will ensure adequate revisions and allow students to give and receive feedback with partners or within groups or to participate in a consultation with the instructor. Each draft of a revision paper must be completed by the assigned day. Students are required to keep a photocopy of all final drafts of essays.

Rewrites are allowed only if you plan to make global changes. If approved, rewrites will be due no later than a week from the due date of the assignment. No rewrites for the final paper-

In-class writing assignments may also be included and will cover other expository forms.

B. Homework and quizzes on readings, including vocabulary, from the texts. Homework assignments will be due on the next day of class. Because many times the purpose of the homework is to facilitate discussion, students are expected to complete all homework assignments before class time. The purpose of these quizzes is to determine whether or not you are keeping with the reading and that you are reading with comprehension.

C. Reading journal. Students are responsible for 15-20 pp. of journal entries on the readings. The journal entries are personal responses to readings from the text. A progress check will be made at midterm and a final check for the required page amount will be made at the end of the semester. Entries will not be corrected and any pages with entries that a student does not want me to read should be folded. The purpose of the reading journal is to encourage interaction with texts.

D. Midterm and Final Exam.

E. In-class participation and writing and peer work are required.

CLASS POLICIES

Please read the Chaminade University General Catalog 2001-2002 for Institutional and Academic Policies. Especially relevant to this course is the policy on plagiarism.

ATTENDANCE

Attendance is taken daily. Students are allowed only three unexcused absences. Unexcused absences beyond this limit will result in a lowering of the final grade.

CRITERIA FOR GRADING:

Papers assigned.....	45%
Quizzes, in-class writing and homework assignments.....	10%
Class participation and other assigned but ungraded work.....	10%
Reading journal.....	10%
Midterm Exam.....	10%
Final Exam.....	15%

Papers are given letter grades. The following grade scale is used for other assignments:

GRADING SCALE (in %):

90-100	A	70-79	C
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CLASS SCHEDULE

Note: Reading of all the essays for the chapters to be discussed in Writing *with a Thesis* (WWAT) is required; the essays listed in the class schedule are the essays to be focused on for that day.

INTRODUCTION

August	28	<p>The Course, The Texts</p> <p>What Is Expository Writing?</p> <p>The Writing Process</p> <p>Student Question: What would I like to learn from this course?</p>
	30	<p>The PERSUASIVE PRINCIPLE and THESIS STATEMENT</p> <p>Writing with a Thesis WWAT Ch. 1</p> <p>Critical Reading</p> <p>"How I Spent My Summer Vacation," two student essays</p> <p>"The Lottery," WWAT pp. 25-35</p> <p>Peer interviews and introductions of partners</p> <p>Freewriting, 1 st Reading Journal entry</p>
September	4	<p>NARRATION/DESCRIPTION WWAT Ch. 2-3</p> <p>Narration, WWAT pp. 37-40</p> <p>"Biking with Grandma Rose," student essay</p> <p>Description, WWAT pp. 65-69</p> <p>"Say Now, That Was Milo," WWAT pp. 86-92, use of specific details, intensifiers</p> <p>PAPER #1 NARRATION/DESCRIPTION (1-1 1/2 pp.)</p>

MORE TO FOLLOW

CLASS SCHEDULE

Note: **Reading of all the essays for the chapters to be discussed in *Writing with a Thesis* (WWAT) is required; the essays listed in the class schedule are the essays to be focused on for that day. *The Scott, Foresman Handbook for Writers* (S/F Handbook) will be primarily used as a reference book for grammar review.**

INTRODUCTION

August	28	The Course, The Texts What Is Expository Writing? The Writing Process Student Question: What would I like to learn from this course? In-class essay
	30	The PERSUASIVE PRINCIPLE and THESIS STATEMENT Writing with a Thesis WWAT Ch. 1 Critical Reading "How I Spent My Summer Vacation," two student essays "The Lottery," WWAT pp. 25-35 Peer interviews and introductions of partners
September	4	NARRATION/DESCRIPTION WWAT Ch. 2-3 Narration, WWAT pp. 37-40 "Biking with Grandma Rose," student essay Description, WWAT pp. 65-69 "Say Now, That Was Milo," WWAT pp. 86-92, use of specific details, intensifiers Freewriting, 1 st Reading Journal entry PAPER #1 NARRATION/DESCRIPTION (1-1 1/2 pp.)
	6	Due, PAPER #1 NARRATION/DESCRIPTION draft Peer Editing, Revision Checklist How Do You Design Documents? S/F Handbook pp. 322-52
	11	EXAMPLES, WWAT pp. 99-124 "How to Speak of Animals" WWAT pp. 108-111, parallelism "Fruitful Questions," WWAT pp. 112-14, effective repetition PAPER #2 EXAMPLES (1 1/2-2 pp.) Due, PAPER #1 NARRATION/DESCRIPTION final draft packet
	13	Due, PAPER #2 EXAMPLES draft Peer Editing, Revision Checklist Grammar review, S/F Handbook
	18	PROCESS, WWAT pp. 125-56 "Corn Bread with Character," WWAT pp. 136-41 "The Spider and the Wasp," WWAT pp. 151-56 PAPER #3 PROCESS (1 1/2-2 pp.), A Class Recipe Book Due, PAPER #2 EXAMPLES final draft packet
	20	Due, PAPER #3 PROCESS draft Peer Editing, Revision Checklist

Grammar review, S/F Handbook
Audience, What Kinds of Language Can You Use? S/F Handbook
pp. 200-226

- 25 Midterm Course Review
Due, PAPER #3 PROCESS final draft packet
- 27 MIDTERM
READING JOURNAL MIDTERM CHECK, 7-10 pp.

To be continued.