

FE 01

CHAMINADE UNIVERSITY OF HONOLULU  
SCHOOL OF HUMANITIES & FINE ARTS  
DIVISION OF ACCELERATED PROGRAMS  
Course Outline and Syllabus

EN101: Intro to Expos. Writing  
Semester: Fall 2001  
Location: Schofield, 17:30-21:40  
Instructor: Robert A. Rogers  
H#: (808) 621-2878

REQUIRED TEXTBOOKS:

1. Writing with a Thesis (Eighth Edition), Skwire and Skwre
2. The Scott, Foresman Handbook for Writers (Sixth Edition), Hairston# Rus kiewicz and Friend
3. Any standard dictionary, desk size or larger, for reference

MEETING/DATE MATERIALS TO BE COVERED

AS IGNMENT FOR NEXT CLASS MEETING

1, M-10/1:	<ol style="list-style-type: none"> <li>1. Course <b>Introduction:</b> A Credential Course.</li> <li>2. Handouts: "Even on Death Row. . ." and <u>CUH General Catalog</u> (49): "Academic Honesty. . ."</li> <li>3. "Guide to 'What about Your Writing?'" in <u>Writing</u>, Copposite <b>page</b> one).</li> <li>4. In-class examination of "The Persuasive Principle" in <u>Writing</u>, 1-15.</li> <li>5. Description Paper writing technique in <u>Writing</u>, 65-69.</li> <li>6. "The Glorious Fourth" in <u>Writing</u>, 69-70, and related handouts.</li> <li>7. Importance of details and specific examples in "Good Used Cars" in <u>Writing</u>, 91-95.</li> <li>8. Proofreading techniques for quality control..</li> <li>9. <b>Appropriate</b> formats for title page and final copy.</li> <li>10. <b>Approved</b> thesis statement for Description Paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Writing</u>, 255-58.</li> <li>2. <u>Handbook</u>, 2-19.</li> <li>3. DESCRIPTION PAPER with two revised and edited rough drafts.</li> </ol>
2s M-10/15:	<ol style="list-style-type: none"> <li>1. <b>Appreciative reading</b> of Description Papers.</li> <li>2. Definition Paper writing technique.</li> <li>3. Writing process: "What Does Writing Involve?"</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepared Definition thesis statement for approval.</li> <li>2. <u>Writing</u>, 258-62, 269-74.</li> <li>3. <u>Handbook</u>, 20-53, <b>164-89</b>, 512-29, 530-35.</li> <li>4. Handout: Sample Definition Paper.</li> </ol>
3, M-10/22:	<ol style="list-style-type: none"> <li>1. Approved <b>thesis</b> statement for Definition Paper.</li> <li>2. Structure and <b>format</b> for topic sentence outline.</li> <li>3. Handout: <b>Sample</b> Definition Paper.</li> <li>4. Class <b>discussion:</b> "Gross Domestic Violence" and "The Handicap of <b>Definition.</b>"</li> <li>5. Writing process: "How Do You Prepare and Plan to Write?" "What Makes <b>Paragraphs</b> Work?" "How Should You Manage Opening and <b>Closing</b> Paragraphs?" "Problems with Commas?" and "Problems with Semicolons and <b>Colons?</b>"</li> </ol>	<ol style="list-style-type: none"> <li>1. DEFINITION PAPER with two revised and edited rough drafts.</li> <li>2. <u>Writing</u>, 224-28.</li> <li>3. <u>Handbook</u>, 54-91., 561 (<b>#34c-5</b>).</li> </ol>
4, M-10/29:	<ol style="list-style-type: none"> <li>1. Appreciative reading of Definition Papers.</li> <li>2. Classification. Paper writing technique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepared Classification thesis statement for approval.</li> </ol>

- Lo You Revise, Edit, and Proofread?" and title capitalization.
4. Class discussion: Handouts.
- 5, M-11/5:
1. Approved thesis statement for Classification Paper.
  2. Class discussion: "Give Them a Little Credit," "Mother-in-Law," "Three Kinds of Discipline" and handouts.
  3. Writing process: "How Do You Write Responsibly in College and Beyond?" and "What Makes Paragraphs Work?"
  4. In-class writing: Rough draft of Classification Paper.
- 6, M-11/19:
1. Appreciative reading of Classification Papers.
  2. Comparison/Contrast writing technique.
  3. Writing process: "How Should You Manage Opening and Closing Paragraphs?" and "How Do You Manage Transitions?"
  4. Class discussion: Handouts.
- 7, M-11/26:
1. Approved thesis statement for Comparison/Contrast Paper.
  2. Class discussion: "Coming in Last," "Chick Movies and Guy Movies," "Tat Lean and Hungry Look" and handouts.
  3. Writing process: "What Kinds of Language Can You Use?" and "How Do You Construct Effective Sentences?" (Part One)
  4. In-class writing: Rough draft for Comparison/Contrast Paper.
- 8, M-12/3:
1. Appreciative reading of Comparison/Contrast Papers.
  2. Approved thesis statement for optional Argumentation Papers.
  3. Cause and Effect writing technique.
  4. Writing process: "How Do You Write Powerful Argument?" and "How Do You Construct Effective Sentences?" (Part Two)
  5. Class discussion: Handouts.
- 9, M-12/10:
1. Final approval of thesis statement for optional Argumentation Paper.
  2. Class discussion: Handouts.
  3. Writing process: "How Do You Write Responsibly in College and Beyond?" and "What Makes Paragraphs Work?"
  4. In-class writing: Rough draft of optional Argumentation Paper.
3. Handbook, 94=105, 164-80.
4. Handout; Sample Classification Paper.
1. CLASSIFICATION PAPER with two revised and edited rough drafts.
2. Writing, 157-63.
3. Handbook, 181-99.
1. Prepared Comparison/Contrast thesis statement for approval.
2. Writing, 164-67, 174-78.
3. Handbook, 200-53 (14f).
4. Handout: Sample Comparison/Contrast Paper.
1. COMPARISON/CONTRAST PAPER with two revised and edited rough drafts.
2. Writing, 193-97.
3. Handbook, 130-52, 253 (14f)=74.
1. Prepared Cause and Effect thesis statement for approval.
2. Optional prepared Argumentation thesis statement for approval.
3. Writing, 197-98, 202-14.
4. Handbook, 275-305.
5. Sample Cause and Effect Paper.
1. CAUSE AND EFFECT PAPER with two revised and edited rough drafts.
2. Optional ARGUMENTATION PAPER with two revised and edited rough drafts.
3. Writing, 306-310, 311-14.
4. Handbook, 315-319.