

TIMOTHY CUBERO, JR. M.A.Ed.
Lecturer of Expository Writing

CHAMINADE
UNIVERSITY OF

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COW
Bms

CLASS PROCEDURES

GRADING PHILOSOPHY AND PLAGIARISM: 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.

This instructor will not grade on 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.

Class management through collaborative learning guides the students in their own preparation to encounter and eventually accomplish the different reading conventions and styles for each form of reading material.

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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. Because the course is highly structured and systematic, where concepts taught and learned interlock, habitual attendance is mandatory.

This printed syllabus is highly descriptive and intentionally outlined in definitive detail to accommodate excused absences due to emergencies or illness, 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 interpreted by the instructor as lack of active attendance-participation. All absences must be explained in written form signed and submitted to the instructor or filing at the time of 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 V (zero-F) in the course grade. Incomplete work is graded at face value.

INSTRUCTOR AVAILABILITY: For more meaningful quality consultation, preschedule appointments well in advance and bring all necessary materials for reference during conference time. You may also call the instructor's residence only, at 671-3234.

COURSE REQUIREMENTS

FORMAL ESSAY I EXTENDED PARAGRAPH
STUDENT WRITINGS

IN-CLASS AND OUT OF CLASS CREDITED STUDENT WRITING ASSIGNMENTS FOR THE SEMESTER

Analysis ' is a form of writing where the author demonstrates a careful examination and exploration of a subject. The writer's objective is to gain understanding. The following writing assignments throughout this semester will academically demand

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

Example:

- a. Evaluate the impact of **computers** on American education
- b. Examine a **problem relating** to computers in the **workforce**

Textbooks: *Writing with a Thesis: A Rhetoric and Reader. 7th Edition (Harcourt and Brace)*
by **David Skwire and Sarah E. Skwire**

The Scott, Foresman Handbook for Writers. 5th Edition (Lox man)
by **Hairston, Ruszkiewicz, and Friend**

1. DIAGNOSTIC ESSAY SAMPLE '	40%	Ex	Paragraph and Formal Essay Writings (In-Class and At-Home Assignments)
2. JOURNAL ENTRIES			
3. NARRATION '			
4. DEFINITION '	2096		Mid-Exam In-Class Writing Sample
5. COMPARISON AND CONTRAST *			
6. DIVISION AND CLASSIFICATION	2096		Exercises in Grammar, Readings, Journal Responses Required Attendance, Required Participation
7. CAUSE AND EFFECT '			
8. MID-EXAMINATIONS *	2096		Final Exam In-Class Writing Sample
9. ARGUMENTATION			
10. FINAL EXAMINATIONS			

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

INSTRUCTOR BIOGRAPHY

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



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OF HONOLULU

TIMOTHY CUBERO, JR. M.A.Ed.

Lecturer of Expository & Academic Research Writing

SCHOOL OF HUMANITIES + ENGLISH 101 ¹⁰⁰ **INTRODUCTION TO EXPOSITORY WRITING**

Department of English
Spring Evening Semester

Course Outline & Syllabus
2nd April to June 11, 2001

Ft. Shafter Army Education Center
Schofield Army Yano Education Center

Mondays 5.30 to 9.40 P.M.
Tuesdays 5.30 to 9.40 P.M.

Professor's Contact: Telephone/Fax: (808) 671-3234 [E-mail: cuberojr@earthlink.net](mailto:cuberojr@earthlink.net)
<http://www.virtue.nu/timcuberojr/>

Course Description

Instruction and practice in using Standard Edited American English for *effectively* writing, editing, and revising expository essays of various forms are the focus of the course. The formation of personal confidence in writing skills leads the student writer to the next course: English 102 Expository Writing, where a required **multisource research** paper on the college level and of substantial development and length is assigned.

Process **writings** with peer evaluations-group evaluation critiques **may** be involved in any of the following expositions: *Narration, Description, Process, Definition, Division* and *Classification, comparison and Contrast, Example and Illustration, Cause and Effect, Persuasive, and Argument.*

Strong emphasis on the **practice** and theory of effective writing skills are reviewed and reinforced through the following behavioral learner concepts: *Managing the Sentence, Sentence Sense, the Parts of Speech, Sentence Fragments vs. Complete Sentences, Reed-Kellogg Sentence Diagramming vs. Word-Constituent Sentence Diagramming, the Syntactical Functions of Words within Sentence Context, Phrases vs. Causes, and the Advancement of Kernel Sentences.*

The following language studies are approached *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 encounter and eventually accomplish the different writing conventions and styles for each college academic subject area across the curriculum.

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