



CHAMINADE UNIVERSITY OF HONOLULU

WE of
Pms

TIMOTHY CUBERO, JR. M.A.Ed.
Lecture of Expository & Academic Research Writing

SCHOOL OF HUMANITIES t ENGLISH 101⁶ INTRODUCTION TO EXPOSITORY WRITING

Department of English

Course Outline & Syllabus

Winter Evening Semester **8th January to March 21, 2001**
Pearl Harbor Submarine Base & Navy College
Tuesday Sessions, 4:45 to 8:55 P.M.

Instructor's Contact: Telephone and Fax 671-3234 + E-Mail: cuberojr@earthlink.net

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. Clauses, 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.

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.

Plagiarism and dishonest scholarship are serious offenses in all courses and affect the evaluation of the assignment-activity in the class.

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 for 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 'f' (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 *instructors 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 (Longman)
 by Hairston, Ruszkiewicz, and Friend

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