

## MASTER SYLLABUS FOR EN 101

### Description

EN 101 (3) Practice in composing, revising, and editing the personal essay addressed to a general audience; course is structured by rhetorical modes of description, definition, analysis, comparison-contrast, cause and effect, and argument; emphasis on organization, clear expression, and correct use of standard English.

### Objectives

This course is designed to improve the clarity, correctness, and organization of student writing, to give practice in the basic rhetorical modes, and to develop the student's understanding of writing as a process in composing, revising, and editing.

### Minimum Requirements

Each student will complete five revised and edited papers in different modes and of 400-500 words each (or the equivalent in papers of varying length) as well as a somewhat longer argument paper. Instructors will add exercises, in-class writing assignments, and examinations as individual need or class level requires. All courses at Chaminade require a final examination.

### Grading Policies

Chaminade University grading policies cover all courses in the writing program except EN 100. The following, comes from the current catalog:

- A Outstanding scholarship and an unusual degree of intellectual initiative.
- B Superior work done in a consistent and intellectual manner.
- C Average grade indicating a competent grasp of subject matter.
- D Inferior work of the lowest passing grade, the student having learned the bare minimum of subject matter.
- F Failed to grasp even the minimum subject matter, no credit given.
- W Withdrew before published deadline.
- I Did not complete a portion of the work or examinations, due to circumstances beyond the student's control.

## GENERAL GUIDELINES FOR GRADING STUDENT PAPERS (written out of class)

The following guidelines are ones YOUR instructor will use in grading the formal papers you write for this class. Remember that content, organization, and style work together to create a successful paper. It is not enough for your paper to be organized and free from error. You must have something worth saying. On the other hand, significant and creative ideas will be lost if they are poorly presented. Appropriate structure, grammar, usage, and documentation are necessary for effective communication.

### A--Excellent

This paper has a clearly stated position (thesis) with sharp focus consistently maintained. It is well organized into a coherent structure. The evidence used clearly supports the position with details arranged logically. Such evidence is specific and convincing. If outside sources have been used, they are carefully documented with all quotations and paraphrases incorporated smoothly into the text. Sentences also are smooth and carefully constructed, containing virtually no errors in punctuation, spelling, grammar, or usage. The diction is clear, accurate, and precise. The paper avoids triteness and unsupported generalizations. The substance indicates some originality of thought and the style is suited to both audience and subject. The paper reflects critical thinking and comes to logical conclusions. Finally, the paper holds the reader's interest.

### B--Good

This paper also has a clearly stated position with sharp focus maintained. It is generally well organized, but an occasional detail may be out of place or transitions between points may be missing. However, nothing detracts seriously from the coherence of the presentation. Supporting evidence is provided, but may not be specific enough or completely convincing. Outside sources are carefully documented but their use may not be incorporated smoothly. Some sentences may be awkwardly phrased with some errors in mechanics. The diction may be too general or abstract; it may lack precision. Although the substance may not be as original as that of the A paper, the response indicates a thoughtful handling of the assignment. None of its weaknesses are glaring or distracting to the reader.

### C--Adequate

This paper has a position, but lacks sharp focus. The work is basically well organized though individual paragraphs may be disunified or misplaced. Some evidence may not support the thesis or details may be loosely related. Often this evidence is insufficient, overly general or unconvincing. Outside sources are documented but they are awkwardly incorporated, poorly summarized, or relied upon too heavily. The writing is competent but often wordy, general, imprecise, or trite. Sentences may be awkward but their meaning is clear; mechanics will have some errors but these are not highly distracting. The writer demonstrates little original thinking. Substance is weak. The paper may not come to logical conclusions or conclusions may be omitted altogether. The ideas, though understandable, are usually self-evident and do not demonstrate much critical thought.

#### D--Acceptable

This paper may have a recognizable thesis, but poor organization obscures it. Supporting evidence is extremely limited and unconvincing. Perhaps the paper is a mosaic of quotations and paraphrases from outside sources. The writing is general, vague, or irrelevant; some sentences may be confusing. Words may be imprecise, misused, or trite. In general, however, the paper is understandable even though content is weak and poorly developed. The reader suspects this is a first draft rather than a revised and edited paper.

#### F--Unacceptable

This paper lacks a clear thesis. Even if one is stated, the presentation is generally disorganized. Supporting evidence is extremely limited, vague, or unrelated. Sentence structure is weak or overly simplified; errors in mechanics are highly distracting. The language is unclear; diction is inaccurate or imprecise. The content lacks originality or *significance*. Or the paper says very little. Occasionally, the unacceptable paper does not conform to the assignment's requirements such as length, format, or subject.

Some instructors allow students to revise unacceptable papers.

#### F--Plagiarized

This paper has used outside sources--quotations, paraphrase, or summary--without properly documenting the source. Whether plagiarism was intentional or unintentional, the paper may not be revised. As the Chaminade catalog states, "The usual penalty for an overt act of academic dishonesty is failure in the course for the first offense and disciplinary action, not to exclude suspension from the University, for the second offense."

WE'02

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

EN101: Intro, to Expository Writing  
Semester: Winter 2002  
Location: Schofield, F-17:30 to 21:40  
Instructor: Robert A. Rogers  
H#: (808) 621-2878

#### REQUIRED TEXTBOOKS:

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

#### MEETING/DATE MATERIALS TO BE COVERED

1. F-1/11:
  1. Course Introduction: Welcome to a Credential Course.
  2. Handouts: "Even on **Death** Row. . ." and the CUH General Catalog (49): "Academic Honesty. . ."
  3. "Guide" to 'What about **Your** Writing?' in Writing.
  4. In-class examination of "The Persuasive Principle" in Writing, 1-15.
  5. Description Paper writing technique in Writing, 65-69.
  6. Sample: "The Glorious Fourth" in Writing, **69-70**.
  7. Importance of details and specifics examples in "Good Used Cars" in Writing, 91-95.
  8. **EN101** Introductory Survey.
  9. Proofreading techniques for quality control.
  10. Approved thesis statement for Description Paper.
2. F-1/18:
  1. Appreciative reading of Description Papers.
  2. Definition Paper writing technique.
  3. Correct formats for title page, outline page, and text.
  4. Writing process: "What Does Writing Involve?" and "How Do You Find and Explore a Topic?"
  5. Class discussion: "Growing Up" in Writing, 258-59.
  6. "What about Your Writing?" (Conclusions in Writing).
3. F-1/25:
  1. Approved thesis statement for Definition Paper.
  2. Class discussion: "Gross Domestic Violence" and "The Handicap of. Definition."
  3. **Writing process:** "How Do You Focus and Organize a Writing Project?" "What Makes Paragraphs Work?" "How Do You Manage Opening and Closing Paragraphs?" "Questions about Commas?" and "Questions about Semicolons and Colons?"
  4. In-class writing: Rough drafts for Definition Papers.
4. F-2/1:
  1. Appreciative reading of Definition Papers.
  2. Classification Paper writing technique.
  3. Writing, process: "How Do You Write a Draft?" "How Do You Revise, Edit, and Proofread?" and correct title

#### ASSIGNMENT FOR NEXT CLASS MEETING

1. Writing, 255-59, 170-72.
  2. Handbook, 2-28.
  3. DESCRIPTION PAPER with two revised and edited rough drafts.
  4. Handout: Sample **Description** Paper.
- 
1. Prepared Definition thesis statement(s) for approval.
  2. Writing, 258-62, 269-74e
  3. Handbook, 194-228, 559-74, 576-83.
  4. Handout: Sample Definition Paper.
- 
1. DEFINITION PAPER with two revised and edited rough drafts.
  2. Writing, 224-28.
  3. Handbook, 50-82, 608 (#41.1).
- 
1. Prepared Classification thesis statements) for approval.
  2. Writing, 226-30, **234-39**,
  3. Handbook, 99-115, 193-210.
  4. **Handouts:**

	2. Class discussion: "Give Them a Little <b>Credit</b> ," "Mother-in-Law" and handouts.	and revised rough drafts.
	3. Writing <b>process</b> : "How Do You Write in College?" and "What Makes Paragraphs Work?"	2. Writing, 157-63; also optional 2 79-83.
	4. In-class <b>writing</b> : Rough draft of Classification Paper.	
6. F-2/15:	1. Appreciative reading of Classification Papers.	1. Prepared Comparison/Contrast thesis statement(s) for approval.
	2. Comparison/ Contrast writing technique.	2. <u>Writing</u> , 164-67.
	3. Class discussion: Handouts.	3. <u>Handbook</u> , 229-81.
	4. Writing technique for optional extra credit <b>Argumenta-</b> <b>tion</b> Paper.	4. Handout: Sample Comparison/Contrast Paper.
7. F-2/22:	1. Approved thesis statement for Comparison/ Contrast Paper.	1. COMPARISON/CONTRAST PAPER with two re- vised and edited rough drafts.
	2. Class discussion: "Coming in Last," "Chick Movies and Guy Movies," "That Mean and Hungry Look" and handouts.	2. <u>Writing</u> , 193-97.
	3. Writing process: "What Kinds of Language Can You Use?" and "How D o You Construct Effective Sentences?" (Part 1)	3. <u>Handbook</u> , 153-75, 282-302.
	4. In-class <b>writing</b> : Rough draft for Comparison/Contrast Paper.	4. Prepared thesis statement(s) for option- al extra credit Argumentation <b>Paper</b> .
8. F-3/1:	1. Appreciative reading of Comparison/ Contrast Papers. Approved thesis statement for optional extra credit <b>Argumentation</b> Papers.	1. Prepared Cause and Effect thesis state- ments) for approval.
	2. Cause and Effect writing technique.	2. <u>Writing</u> , 197-98, 202-14.
	3. Writing process: "How Do You Write Powerful Arguments?" and "How Do You Construct Effective Sentences?" (Part 2)	3. <u>Handbook</u> : 303-28.
		4. Handout: Sample Cause and Effect <b>Paper</b> .
		5. Handout: Sample Argumentation <b>Paper</b> .
9. F-3/8:	1. Final approval of thesis statement for optional extra credit Argumentation Paper.	1. CAUSE AND EFFECT PAPER with two re- vised and edited rough drafts.
	2. Approved thesis statement for Cause and Effect Paper.	2. Optional extra credit ARGUMENTATION PAPER with two revised and edited rough drafts.
	3. Class discussion: "A Few Short Words," "Why We Crave Horror Movies," "The Best Years of My Life" and handouts.	3. A large, self-addressed, stamped. envelope.
	4. Writing process: "How Do You Write Stylish Sentences?" In-class <b>writing</b> : Rough draft of Cause and Effect Paper.	
	5. In-class writing: Rough draft of optional, extra credit Argumentation Paper.	
10. F-3/15:	1. Lasting value of a credential course in students' aca- demic <b>and professional</b> careers.	End of course: Enjoy a well deserved semester break:
	2. Identification and labelling of various writing tech- niques and strategies on Cause and Effect Papers.	
	3. FINAL <b>EXAM</b> : Appreciative reading of Cause and Effect Papers.	

a

NOTE #1: A UNIVERSITY PERFORMANCE STANDARD - Students are expected to make a very serious academic commitment to their success in this course. This is demonstrated by maintaining the syllabus schedule as a minimum, or working ahead of it, with respect to all readings and by submitting all papers on time as indicated above without fail. It is always strongly recommended that students work slightly ahead of the syllabus **whenever possible** to compensate for the unexpected. Students on verified deployment or medical or emergency leave will receive consideration and full credit for work mailed and postmarked by the due date to the following address: P.O. Box 860135, Wahiawa, HI **96786-0135**.

NOTE #2: A UNIVERSITY WRITING STANDARD - Successful completion of this **course requires** that all papers must meet commonly accepted university standards of grammar, punctuation, spelling, format, structure, style and substance as indicated on the Master Syllabus. The Scott, Foresman Handbook for Writers is an invaluable source of information, and students with weakness in the above basics of the language need to **make continued** and extensive use of this reference beyond the assignments. Successful students **must** be willing to do everything necessary to measure up to these university writing standards.

NOTE #3: THE ATTENDANCE POLICY - It is the students' responsibility to be in class and on time as much as humanly possible. Students are **not** allowed to sign in for a particular class meeting unless they are present for the entire instructional period or unless they have the instructor's permission at least 24 hours before the class meeting. Students are requested not to forget this applies to everyone. Because of the critical importance of class discussions and in-class writing, excessive absences, more than **10%** of scheduled class meetings, would have a significant negative impact on the course grade.

NOTE #4: THE GRADING POLICY - Course grades are based on the format accuracy and the substantive quality of the five major written assignments and the optional Argumentation Paper. Also, consideration will be given for students' consistently proactive class participation as well as for perfect attendance and for the completeness and accuracy of the final exam.

NOTE #5: THE CONCLUSION OF THE COURSE - Students are expected to submit a stamped, self-addressed envelope together with their Cause and Effect Paper so that it can be returned corrected within a reasonably short time. Included also will be the optional Argumentation Paper and the course grade.

NOTE #6: A FINAL WORD: THE LASTING VALUE OF A CREDENTIAL COURSE - A credential course is distinct from a typical, stand-alone three credit university course in that its purpose is to provide a substantive body of knowledge, in this case knowledge of writing for academic purposes, that will prove valuable to every other university course a student might take. Please maximize the value of this credential course for your academic career.

The value of this credential for **EN101** can be related to the final grade for this course as follows:

1. An "A" signifies an unqualified credential which indicates a high level of academic writing ability. Students should be able to meet the writing **requirements** of any undergraduate class with much success.
2. A "B" signifies a provisional credential which **indicates** a competent ability to write for academic purposes. The provision of this credential is that **students** continue to make sustained progress in their command of formal written English.
3. A "C" signifies a minimum credential which indicates **that** probably several areas of marginal ability in written English for academic purposes need to be addressed systematically to ensure success in the written component of other undergraduate classes.
4. A "D" indicates no credential because this grade does not meet the Chaminade University pre-requisite of a "C" or better for students to advance to **EN102** and beyond.