

# CHAMINADE UNIVERSITY

**Class:** English (EN) 10201  
Expository Writing  
MWF 8:00-8:50 AM

Spring 1999

**Instructor:** Mr. Brian Fuchigami  
**Office Hours:** MWF 9:00-10:00 AM and by appointment  
**Office:** Henry 206-A **Phone:** 735-4827, M-F 7:45 AM - 3:30 PM  
**Email address:** bfuchiga@chaminade.edu

**Course Prerequisite:** Grade of "C" or better in EN101 or placement.

## Course Textbooks:

### Required:

*The Contemporary Reader*, 6th Edition, Goshgarian  
*The Holt Handbook*, 4th Edition, Kirszner and Mandell

### Suggested:

Collegiate Dictionary  
Collegiate Thesaurus

### Other course supplies:

A notebook or folder for the reading journal  
3X5 index cards for bibliography cards and vocabulary review  
5X8 index cards for note cards

## Course Description:

Expository Writing provides instruction and practice in writing short- to medium-length expository essays and in writing from sources. The first half of the course emphasizes the effective use and synthesis of rhetorical modes to develop essays on contemporary topics. For the second half of the course, skills required for research and research are emphasized, such as summarizing, paraphrasing, quoting, evaluating and synthesizing. Course includes instruction and practice in writing a multi-source research paper of substantial length.

## Course Objectives:

- A. To demonstrate the ability to develop ideas in a unified and coherent manner using expository writing strategies, including rhetorical modes and logic.
- B. To develop critical thinking skills.
- C. To develop an understanding of the world we live in.
- D. To develop an understanding of our sense of the self.
- E. To demonstrate responsible research in the library.
- F. To develop skills necessary for a multi-source research paper, including focusing the topic, note-taking, analyzing, and synthesizing.
- G. To demonstrate the ability to write a multi-source research paper.
- H. To develop writing style.
- I. To demonstrate the ability to document sources using MLA and APA styles.
- J. To improve vocabulary.

## Course Requirements:

A. Three short papers, each three to three and a half pages in length, on topics discussed in class. These papers are preparatory for the multi-source research paper of eight to ten pages. You will 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 xerox copy 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.

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 the 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 1998-99 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 scale is used for other assignments:

### **Grading Scale (in%):**

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

## CLASS SCHEDULE

### INTRODUCTION

January	11	The Course. The Texts
	13	What Is Expository Writing? The Writing Process
	15	"Why Read? Why Write? Why Not Call?" "The Road Not Taken" by Robert Frost
	18	HOLIDAY--Dr. Martin Luther King, Jr. Day

### TOPICS

Fashion and Flesh: The Images We Project, *The Contemporary Reader*, pp. 22-68

January	20	Peer Introductions and Freewriting (first journal entry)
	22-25	Large Group Discussion
	27	Writing Strategies and Clustering of topic <b>PAPER #1 (3-3 1/2 pp.)</b>
	29	Large Group Discussion
February	1	<b>Draft and Outline Due. PAPER #1</b> Peer Editing Revision Checklist
	3	<b>PAPER #1 Due</b> Grammar Review

Advertising: Feeding Our Fantasies. *The Contemporary Reader*, pp. 69-147

February	5-8	Large Group Discussion
	10	Writing Strategies and Clustering of topic

Television: Friend or Foe? *The Contemporary Reader*, pp. 148-199

	12-17	Large Group Discussion
	19	Writing Strategies and Clustering of topic <b>PAPER #2 (3-3 1/2 pp.)</b>
	22	Large Group Discussion
	24	<b>Draft and Outline Due. PAPER #2</b> Peer Editing Revision Checklist
	26	<b>PAPER #2 Due</b> Grammar Review

Democracy, Community, and Cyberspace. *The Contemporary Reader*, pp. 372-406

March	1-3	Large Group Discussion
	5	Writing Strategies and Clustering of topic

The Family in Flux, *The Contemporary Reader*, pp. 407-452

	8-10	Large Group Discussion
	12	Writing Strategies and Clustering of topic <b>PAPER #3 (3-3 1/2 pp.)</b>
	15	Large Group Discussion
	17	<b>Draft and Outline Due. PAPER #3</b> Peer Editing Revision Checklist
	19	<b>PAPER #3 Due</b> Reading Journal Check Choosing a research topic

## THE RESEARCH PAPER (8-10 pp.)

March	29	Research for Writing, <i>The Holt Handbook</i> pp. 566-585 Note Cards and Bibliography Cards, <i>The Holt Handbook</i> pp. 666-673 <b>Topic cards with thesis statement Due</b>
	31	Library Tour
	5	Working with Sources, <i>The Holt Handbook</i> pp. 586-613 Evaluating Sources Synthesizing Summary
April	7	Working with Sources, <i>The Holt Handbook</i> pp. 586-613 Paraphrasing Quotations Plagiarism
	9	Documentation, <i>The Holt Handbook</i> pp. 614-649 MLA and APA documentation styles
	12-16	Oral Presentations of Research Papers and class feedback
	19	<b>Draft and Outline Due. Research Paper</b> Peer Editing Revision Checklist
	21-23	Large Group Discussion
	26	<b>RESEARCH PAPER Due</b>

### Course Review

April	28-30	Course Review Reading Journal Check
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### Final Examination

May 6, Thursday 8:00 - 10:00 AM

**Midterm and Vocabulary Tests to be announced**