

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

EN102: ²⁰Expository Writing
Semester: WE 99
Location:
Instructor: Robert A. Rogers
H#: 524-3012

REQUIRED TEXTBOOKS:

1. Writing from Sources (4th Edition), Spatt
2. The Holt Handbook (4th Edition), Kirzner and Mandell
3. Any standard dictionary, desk size or larger, for reference

MEETING/DATE MATERIALS TO BE COVERED

- 1, T-1/12:
 1. Course Introduction.
 2. "What This Country Needs Is a Good Bad-Writing Course"
 3. CUH General Catalog (p. 49): "Academic Honesty. . ."
 4. Preliminary Research Paper topic consideration.
- 2, Th-1/14:
 1. Discussion: "Writing a Summary" and "Guidelines for Writing Summaries"
 2. In-class writing: Analysis and application of summary writing technique to "Why Don't We Complain?"
- 3, T-1/19:
 1. MLA format: Capitalization, spacing and numbering for paper, appropriate use of academic present verb tense and vocabulary for formal writing.
 2. In-class writing: Revising and proofing rough drafts; MLA final copy format in Holt, 51-65, 539, 693, 699.
- 4, Th-1/21:
 1. Preliminary Research Paper topic approval.
 2. Documentation in research: Holt, 528-30, 614-20.
 3. In-class writing: Final Summary Paper revisions.
- 5, T-1/26:
 1. Student appreciative readings of Summary Papers.
 2. Correct use of quotation marks in Writing, 88-102.
 3. Discussion: "Guidelines for Writing Syntheses"
- 6, Th-1/28:
 1. Discussion of readings for Synthesis Papers.
 2. Thesis statement approval for Synthesis Paper.
 3. Integration of source materials into student writing: MLA style for running acknowledgements and documentation.
- 7, T-2/2:
 1. Smooth integration of direct quotes into student papers in Writing, 112-16.
 2. Discussion: "The Multiple-Source Essay"

ASSIGNMENT FOR NEXT CLASS MEETING

1. Overview of the texts.
2. Writing, 58-62, 65-79.
3. "Guidelines for Writing Summaries"
4. Reading: "Why Don't We Complain?"
1. Holt, 51-65, 539(#33C), 693, 699, Appendix A: A1-A6, Glossary: G1-G19.
2. Rough draft of Summary Paper.
1. Revised rough draft of Summary Paper.
2. Preliminary Research Paper topic proposal.
3. Holt, 528-30, 614-20.
1. SUMMARY PAPER.
2. Writing, 88-102.
3. "Guidelines for Writing Syntheses"
4. Bring 2 background reading sources.
1. Handout: Sample Synthesis Paper.
2. Writing, 514-41.
3. Thesis statement for Synthesis Paper.
1. Writing, 102-16, 215-30.
2. Continued extensive background reading to focus topic for Research Paper.
3. Chaminade handout: "How to Get Started in a Library"
1. Rough draft of Synthesis Paper.
2. Writing, 117-21, 133-37.
3. Further background reading to determine limited and focused topic for research.
4. Minimum two books: titles and authors.

MEETING/DATE MATERIALS TO BE COVERED

- 8, Th-2/4:
 1. Effective use and cautions on use of paraphrase in academic writing in Writing, 117-21, 133-37.
 2. In-class writing: Revised rough draft of Synthesis.
 3. Review: Sample Synthesis Paper, Chaminade handout.
- 9, T-2/9:
 1. Approval of specific Research Paper topic finalized.
 2. Appropriate MLA format: Works Cited entries and pages.
 3. In-class writing: Works Cited page for Synthesis.
- 10, Th-2/11:
 1. Student appreciative readings of Synthesis Papers.
 2. Discussion: "Gathering Materials at the Library: Bibliography" in Writing, 273-302; Holt, 567-85.
 3. In-class writing: Final approval of focused thesis statement for the Research Paper.
- 11, T-2/16:
 1. Practical intro. to library research. (Meeting may be scheduled in library.) Details will be forthcoming.
 2. In-class writing: Bibliography and notecards to support approved Research Paper thesis statement.
 3. "Evaluating Sources" in Writing, 313-43.
- 12, Th-2/18:
 1. Review: "Taking Notes" in Writing, 352-61.
 2. In-class writing: Taking summarized and directly quoted notes; writing personal notecards.
- 13, T-2/23:
 1. Discussion: "Organizing and Writing the Essay" in Writing, 368-71, 378-83, 388-90.
 2. In-class writing: Additional notecards and MLA style for long direct quotes in research. (Requirement: one)
 3. In-class writing: Bibliography cards. (Minimum 8-10)
- 14, Th-2/25:
 1. GRADED NOTECARD AND BIBLIOGRAPHY CARD CHECK.
 2. Individual reference and review: "Acknowledging Your Sources" in Writing, examination of sample Research.
 3. In-class writing: Major section headings of outline.
- 15, T-3/2:
 1. Discussion: Style and development of sentence outline.
 2. In-class writing: Formal sentence outline and rough draft introduction. (1-2 pages)
- 16, Th-3/4:
 1. GRADED RESEARCH PAPER OUTLINE CHECK.
 2. In-class writing: Rough draft, optional Notes page and Works Cited page(s).
- 17, T-2/9:
 1. In-class writing: Detailed revisions of rough draft with focus on substance of paper and MLA style requirements.

ASSIGNMENT FOR NEXT CLASS MEETING

1. Revised Synthesis Paper rough draft.
2. Holt, 586-95, 600-11.
3. Specific and focused research topic.
4. Tentative research thesis statement.
1. SYNTHESIS PAPER.
2. Writing, 273-302.
3. Focused research thesis statement.
1. Writing, 313-43, 352-61.
2. Bring notecards (4x6 or 5x8) and two sources to class.
3. Additional reading for Research Paper.
1. Bring notecards and additional source materials to class for in-class writing.
2. Minimum 20 additional completed notecards and bibliography cards.
3. Holt, 632, 666-68.
1. Bring additional resource materials.
2. Minimum 20 additional notecards.
3. Writing, 368-71, 378-83, 388-90.
1. Writing, 394-420.
2. Additional notecards as necessary. (Minimum total: 50 notecards)
3. Sample Research Paper with particular attention to the formal outline.
1. Additional research as necessary.
2. Arrange notecards in order of intended use.
1. Formal sentence outline for Research.
2. Additional research as necessary.
1. Preliminary revisions of rough draft.
2. Additional research as necessary. (Extra credit: See Note #3)
1. Revised rough draft of Research Paper
2. Holt, 699-723.

MEETING/DATE MATERIALS TO BE COVERED

ASSIGNMENT FOR NEXT CLASS MEETING

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|--------------|---|--|
| 18, Th-3/11: | 1. GRADED ROUGH DRAFT CHECK. (Minimum: 10 pages of text)
2. Detailed examination of sample Research Paper in <u>Holt</u> . | 1. Final rough draft proofreading and revisions, production of final copy. |
| 19, T-3/16: | 1. Discussion: Production of final copy of Research Paper.
2. In-class writing: Final revisions of the rough draft. | 1. <u>ALL COMPONENTS OF THE RESEARCH PAPER</u> .
2. Self-addressed, stamped envelope. |
| 20, Th-3/18: | 1. Final Exam: Research Paper appreciative reading form.
2. Course evaluations. | End of course -- Enjoy the break! |
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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 with respect to all readings and by submitting all written assignments and all components of the Research Paper on time without fail. Complete academic honesty is a given. Major written assignments are indicated on the syllabus in capital letters. It is recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected. Students on verified deployment, medical, or emergency leave will receive consideration and full credit for work mailed and postmarked by the due date to 1137 Wilder Ave. #803, Honolulu, HI 96822-2757. Otherwise, in fairness to students who are faithfully meeting the due dates, late work will receive reduced credit. The performance prerequisite is a minimum "C" in EN101.

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, style and substance. The Holt Handbook is an invaluable source of information, and students with weaknesses in the basics of the language need to make extensive use of this reference. Also, all papers must be in strict compliance with all MLA technical and format standards as presented in the texts and in detailed class instructions. And, of course, students need to realize that high quality writing is both time and focus intensive. An individual copy of the Master Syllabus for EN102 is provided for additional university writing standard reference.

NOTE #3: GRADING POLICY - Grades will be based on the quality and completeness of the major written assignments. The final copy of the Research Paper will have a grade value of three times that of any one of the other major assignments. Therefore, there will be eight major grades for the course which are as follows: 1 - Summary Paper; 2 - Synthesis Paper; 3 - notecards and bibliography cards; 4 - outline; 5 - rough draft; and 6 to 8 - final copy of the Research Paper. Also, there are two ways to get limited extra credit for this course. Additional research beyond the required 50 notecards and 8-10 bibliography cards will be credited in the student's favor. Also, a very accurate and comprehensive response on the final exam, an appreciative reading of another student's paper, will receive positive consideration.

NOTE #4: ATTENDANCE POLICY - It is the student's responsibility to be in class 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 in question. This policy applies to all students without exception. Because of the critical importance of class discussions and in-class writing, excessive absences would have a significant negative impact on the course grade. (Please refer to the CUH General Catalog [p. 49] for additional information.)

NOTE #5: CONCLUSION OF THE COURSE - Students need to provide a large stamped, self-addressed envelope together with their Research Paper, so that it will be returned corrected. Included also will be the course grade.

MASTER SYLLABUS FOR EN 102

Description

EN 102 (3) Practice in the basic types of academic writing--summarizing, analyzing, synthesizing, and criticizing readings in various disciplines; methods of research include library, observation, interview, and any other appropriate to assignments; emphasis on logical thinking; continued practice in revising and editing for clarity, organization, and correct use of standard English.

Objectives

This course is designed to improve the student's ability to think and write in varied academic disciplines, to practice research methods, to improve skills in summarizing, analyzing, synthesizing, and criticizing writing in these disciplines, and to develop skill in logical thinking. The overall objective is to prepare the student to write competently in whatever field the student chooses to concentrate, as well as in other courses elected or required in the program.

Minimum Requirements

Five revised and edited papers using different academic disciplines and differing assignments in summarizing, analyzing, synthesizing, and criticizing written sources; practice in different methods of research leading to a short research paper employing these skills.

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 basic, 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."