

SD '00

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CHAMINADE UNIVERSITY

ENG 102: Expository Writing

Meeting Time and Place: T, Th - Henry Hall Rm. 202 12:30 - 1:50

INSTRUCTOR: Debra Nauyokas

OFFICE HOURS: T, Th 1:50 - 2:10

OFFICE: Our Classroom

E-mail address: dnauyoka@hawaii.edu

(We will exchange e-mail addresses by the end of the third or fourth class meeting so we may correspond with one another via e-mail if there are any questions or if you wish to exchange drafts of your papers.)

Please ask me before or after class if you have any questions, or you may call me at my Honolulu Community College phone number, 845-9276, on Tuesdays/Thursdays before 10:30 a.m.

REQUIRED TEXTS AND MATERIALS:

Gary Goshgarian, *The Contemporary Reader*, Sixth Edition; Maxine Hairston, John Ruskiewicz, Christy Friend, *The Scott, Foresman Handbook for Writers*.

A college dictionary and thesaurus

A folder or flat 3-ring binder for homework assignments

Manila file folders for turning in assignments (please turn in all handwritten drafts, plus the final typewritten draft, in a manila file folder with your name on the side)

NOTE: You will be asked to make xeroxes of some or all of your sources. Please be prepared to do so.

COURSE DESCRIPTION:

English 102 provides instruction in expository and argumentative prose. During the course of the term, students will improve their mastery of logical reasoning, essay writing, and research techniques. This course builds upon the skills learned in English 101, where you learned to write different types of essays, concluding, I believe, with the argumentative and/or persuasive (position paper) essay. This course takes up where that one left off, emphasizing a step-by-step approach to the writing of a well-organized research paper, though we will get some practice, early on, in writing classification/division and definition, two modes which are important to the research paper. The major project of the course will be a paper (11 pages, not including the *Works Cited* and any charts or graphs or illustrations.) Students in the class will draw upon a variety of sources, primary and secondary, including their own experience with the topic, if any, to present an original argument about a topic.

COURSE OBJECTIVES:

1. To understand the fundamentals of logic.
2. To organize and compose an articulate, logical argument.
3. To conduct effective research both within and outside the library. (This would include primary research, which uses surveys and the interview to add materials to the secondary research, which is research conducted in the library.)

4. To compile an annotated bibliography.
5. To effectively evaluate a variety of source material.
6. To take effective research notes.
7. To avoid all forms of plagiarism.
8. To effectively synthesize information in order to support a thesis statement.
9. To write an articulate, organized and scholarly research paper.

COURSE POLICIES:

1. **Regular class attendance is *mandatory*, not optional.** More than three unexcused absences will result in a lowering of the overall grade by one letter. Additionally, a total of 6 absences will automatically result in a final grade of F. This includes both excused and unexcused absences. This is especially important, since this class only meets 20 times, two hours per class meeting, for a total of 40 contact hours with the instructor. This means that if you miss class three times, you will have missed 6 contact hours; 6 absences will mean you have missed 1/3 of the class and that you won't know what's going on. If for some reason you know ahead of time you will be out of town on class meeting days, please provide me with a typewritten letter explaining the reason for absence and the anticipated absence days. Make sure you get a copy of the assignments, and that assignments get turned in on time, whether by fax, e-mail, or another method.
2. **Tardiness is not acceptable behavior.** Repeated tardiness can and will result in a lowering of the overall grade.
3. **Turning work in late is very strongly discouraged.** I will accept formal essay assignments, not including the final research paper, which *must* be turned in on time, only up to one week after the due date. Students will be penalized two letter grades. For each class period of lateness, a paper will be penalized one full letter grade. Late homework will not be accepted. Quizzes may be made up if the absence is excused and only up to one class session late.
4. Unannounced quizzes may be given, and readings other than what is listed on the syllabus may be assigned.
5. **Cheating and plagiarism are unacceptable practices.** You may not recycle previous papers from other classes. If I find you have plagiarized or recycled papers, you will receive an "F" for the course. A writing sample is kept on file from the first day of the class, and if I believe the "voice" in a later paper is not the same as in that first writing sample, I may call the originality of a paper into question. For this reason, it is very important that I see your papers at various stages of the writing process, so I may see your ideas progress and develop from one stage to another, and therefore know that you are doing your own work.
6. In the same spirit, neither your final paper, nor any of your earlier papers, will be accepted if you haven't done all the preparatory work (drafts, worksheets, preliminary plan, annotated bibliography, notecards, final outline and mandatory conference) on the approved topic of your final paper. If you change your topic, you must get it approved by me, and you must redo all preliminary work on your new topic. Otherwise your final paper will not be accepted. No paper topic changes are allowed after March 1st.

COURSE REQUIREMENTS AND GRADING:

A mixed-genre

Division and Classification Essay/ Definition Essay	20%
Research paper	30%
Four main projects: (5% each)	
1. Annotated bibliography and preliminary plan	(5%)
2. Summary	(5%)
3. Notecards (these may be done up to 3 to a page on the computer)	(5%)
4. Sentence outline	(5%)
Oral Presentation	10%
Homework and class participation	20%

CLASS SCHEDULE - FIRST THREE WEEKS

Introductions - January 18th - January 20th

Class introduction/syllabus introduction
student introductions

Diagnostic essay

Reading: p. 218, "The Masculine Mystique—An Interview with Sylvester Stallone"
by Susan Faludi

Additional Reading: *The Contemporary Reader*, Sixth Edition, "Introduction: How to Read
Critically," pages 1 - 21

Summary—January 25th - 27th

Reading: "Redesigning Pocahontas," p. 232

Assignment: Summarize either the Stallone interview or the Pocahontas interview

Additional Reading: Scott, Foresman Chapt. 8, 6B, 35E [presenting a solid argument, evaluating
evidence]

I will assign writing in conjunction with reading these two essays at the end of our fourth class
meeting. Basically, you will be writing a Summary of/Response to either the Stallone interview
or the Pocahontas essay, or a combination of the two. Draft due: January 27th

Final due: To be announced

Additional reading choices in conjunction with the mixed-genre

Division/Classification/Definition/Exemplification:

The Contemporary Reader, Chapter 4; Division and Classification Essays: choice of any two essays, including the following: p. 59, "The Other Body"; p. 114, "The Language of Advertising"; p. 162, "Watching the Eyewitness News"; p. 202, "Women on the Big Screen"; p. 267, "Where Are the Heroes"; p. 329, "Innocent and Presumed Ethnic"; p. 332, "A Puerto Rican Stew"; p. 336, "Secrets and Anger"; p. 357, "Seeking Unity in Diversity"; p. 395, "Children in the Digital Age"; p. 413, "Relatively Speaking"; p. 527, "Welcome to the Millennium"; or p. 550, "Race Is Over" (see p. xvii for "Rhetorical Contents," "Division and Classification")

Writing Assignment: Division/Classification Essay/Definition/Exemplification - Classify/divide types of heroes/heroines; write your own definition of a hero or heroine, using the first part of your essay as a "stepping-off" or "bouncing-off" point. Use examples of heroes or heroines that have been important in your own life.

Draft Due: February 1st

Final Due: February 8th

Locating and Evaluating Sources (for the Research paper) - February 2nd - 16th

Preliminary source evaluation

Bibliography cards

Working annotated bibliography

Preliminary thesis and outline

Selecting and evaluating sources

Reading: Scott, Foresman Part VII, "Research and Writing," pp. 577 - 629

Annotated bibliography due: February 22nd

At least one trip to Chaminade's library to do your preliminary research. Trips to Hamilton Library at UH-Manoa or to branch libraries of the State Library system to locate sources not available at Chaminade's library. Let me know if I can assist you in finding sources at Hamilton Library, since I make regular visits there. Let me know if we need to schedule a tour of Chaminade's library if you are not familiar with locating sources there.

Updated weekly schedules will be provided as we near the end of the time periods indicated here.