

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

5E'00
20
EN102: Expository Writing
Semester:
Location:
Instructor: Robert A. Rogers
H#: (808) 5253012

REQUIRED TEXTBOOKS:

1. The Contemporary Reader (6th Edition), Goshgarian
2. The Scott, Foresman Handbook for Writers, (5th Edition), Hairston, Ruskiewicz and Friend
3. Any standard dictionary, desk size or larger, for reference

MEETING/DATE MATERIALS TO BE COVERED

ASSIGNMENT FOR NEXT CLASS MEETING

- | | | |
|-------------|--|---|
| 1, T-4/4: | <ol style="list-style-type: none">1. Course Introduction.2. "What This Country Needs Is a Good Bad-Writing Course."3. CUEH General Catalog(p. 49) "Academic Honesty . . . "4. Handout: "Theft, or Cutting Corners?"5. Handout: "Guilty of Virtual Theft?"6. Preliminary Research Paper topic consideration. | <ol style="list-style-type: none">1. Detailed overview of texts.2. <u>Handbook</u>, 54-63, 100, 107-119.3. "Guidelines for Writing Summaries."4. Reading: "Why Don't We Complain?" |
| 2, Th-4/6: | <ol style="list-style-type: none">1. Discussion: "Guidelines for Writing Summaries."2. Discussion: "How Do You Write a Draft?" and "How Do You Read and Think Critically?"3. In-class writing: Analysis and application of summary writing technique to "Why Don't We Complain?" | <ol style="list-style-type: none">1. <u>Handbook</u>, 561(34c-5).2. Rough draft of Summary Paper. |
| 3, T-4/11: | <ol style="list-style-type: none">1. Review: "Checklist: Capitalizing Titles."2. In-class writing: Techniques for revising and proof-reading the Summary Paper and academic writing. | <ol style="list-style-type: none">1. Revised rough draft of Summary Paper.2. Preliminary Research Paper topic proposal.3. <u>Handbook</u>, 66-91, 338. |
| 4, Th-4/13: | <ol style="list-style-type: none">1. Preliminary Research Paper topic approval.2. Discussion: "How Do You Revise, Edit, and Proofread?" and "Academic Paper, MLA Format."3. Summary Paper critique form.4. In-class writing: Final Summary Paper revisions. | <ol style="list-style-type: none">1. SUMMARY PAPER.2. <u>Handbook</u>, 20-37.3. "Guidelines for Writing Syntheses."4. <u>Reader</u>: Preliminary article choices.5. Bring 2 background reading sources. |
| 5, T-4/18: | <ol style="list-style-type: none">1. Student appreciative reading of Summary Papers.2. Discussion: "How Do You Prepare and Plan to Write?"3. Discussion: "Guidelines for Writing Syntheses." | <ol style="list-style-type: none">1. Handout: Sample Synthesis Paper.2. <u>Handbook</u>, 200-02.3. Thesis statement for Synthesis Paper.4. <u>Reader</u>: Final article choices. |

MEETING/DATE	MATERIALS TO BE COVERED	ASSIGNMENT FOR NEXT CLASS MEETING
6, Th-4/20:	<ol style="list-style-type: none"> 1. Application of readings for Synthesis Paper. 2. Thesis statement approval for Synthesis Paper. 3. Discussion: "What Kinds of Language Can You Use?" 4. Application of MLA style for running acknowledgements and documentation in sample Synthesis Paper. 	<ol style="list-style-type: none"> 1. <u>Handbook</u>, 578-89. 2. Chaminade handout: "How to Get Started in a Library." 3. Continued extensive background reading to narrow topic for Research Paper.
7, T-4/25:	<ol style="list-style-type: none"> 1. Discussion: "How Do You Begin a Research Paper?" 2. In-class writing: Choosing appropriate passages in <u>Reader</u> for direct quotes (minimum 2) and summaries (minimum 2). 	<ol style="list-style-type: none"> 1. Rough draft of Synthesis Paper. 2. <u>Handbook</u>, 589-615. 3. Further background reading to determine limited and focused topic for research. 4. Minimum two books: titles and authors.
8, Th-4/27:	<ol style="list-style-type: none"> 1. Discussion: "Where Do You Locate Information?" 2. In-class writing: Revised rough draft of Synthesis. 3. Review: Sample Synthesis Paper and Chaminade handout. 	<ol style="list-style-type: none"> 1. Revised Synthesis Paper rough draft. 2. <u>Handbook</u>, 616-626. 3. Tentative research thesis statement.
9, T-5/2:	<ol style="list-style-type: none"> 1. Approval of specific, limited Research Paper topic. 2. Appropriate MLA format for Works Cited entries, page. 3. In-class writing: Works Cited page for Synthesis. 	<ol style="list-style-type: none"> 1. SYNTHESIS PAPER. 2. <u>Handbook</u>, 626-30. 3. Focused research thesis statement.
10, Th-5/4:	<ol style="list-style-type: none"> 1. Student appreciative readings of Synthesis Papers. 2. Discussion: "How Do You Organize Your Research Process?" 3. In-class writing: Final approval of focused thesis statement for the Research Paper. 	<ol style="list-style-type: none"> 1. <u>Handbook</u>, 631-54. 2. Bring notecards (4x6 or 5x8) and two sources to class. 3. Additional reading for Research Paper.
11, T-5/9:	<ol style="list-style-type: none"> 1. Discussion: "How Do You Develop a Research Project?" 2. In-class writing: Bibliography and notecards to support approved Research Paper thesis statement. 	<ol style="list-style-type: none"> 1. Bring notecards and additional source materials to class. 2. Minimum 20 additional completed cards. 3. <u>Handbook</u>, 654-75.
12, Th-5/11:	<ol style="list-style-type: none"> 1. Discussion: "How Do You Document a Research Project?" 2. In-class writing: Taking summarized (approximately 2/3) and directly quoted (approximately 1/3) notecards. 	<ol style="list-style-type: none"> 1. Bring additional resource materials. 2. Minimum 20 additional notecards. 3. <u>Handbook</u>, 676-708.
13, T-5/16:	<ol style="list-style-type: none"> 1. Discussion: "How Do You Use MLA Documentation?" 2. In-class writing: Additional notecards and MLA format for long direct quotes in research. (Requirement: one). 3. In-class writing: Bibliography cards. (Minimum: 8-10). 	<ol style="list-style-type: none"> 1. Minimum totals: 50 notecards and 8-10 bibliography cards. 2. Handout: Sample Research Paper with particular attention to formal outline.

MEETING/DATE MATERIALS TO BE COVERED

ASSIGNMENT FOR NEXT CLASS MEETING

- | | | |
|--------------|--|---|
| 14, Th-5/18: | <ol style="list-style-type: none"> 1. GRADED NOTECARD AND BIBLIOGRAPHY CARD CHECK. 2. In-class writing: Major section headings of outline. 3. Discussion: "How Do You Outline a Paper?" 4. Examination of sample Research Paper. | <ol style="list-style-type: none"> 1. Additional research as necessary. 2. Arrangement of notecards and bibliography cards in order of intended use. 3. <u>Handbook</u>, 709-24. |
| 15, T-5/23: | <ol style="list-style-type: none"> 1. Discussion: "Sample MLA Paper: 'Mountain Bikes on Public Lands: Happy Trails?'" 2. In-class writing: Formal sentence outline and rough draft of Research Paper introduction. (1-2 pages). | <ol style="list-style-type: none"> 1. Additional research as necessary. 2. Final revisions for formal sentence outline. 3. Preliminary work on rough draft. |
| 16, Th-5/25: | <ol style="list-style-type: none"> 1. GRADED RESEARCH PAPER OUTLINE CHECK. 2. In-class writing: Rough draft, optional Notes page and Works Cited page(s). | <ol style="list-style-type: none"> 1. Additional research as necessary. 2. (Extra Credit: See Note #3.) 3. Preliminary revisions of rough draft. |
| 17, T-5/30: | <ol style="list-style-type: none"> 1. In-class writing: Detailed revisions of rough draft with specific focus of sequence and substance of the paper and precise application of MLA style requirements. | <ol style="list-style-type: none"> 1. Revised rough draft of Research Paper. |
| 18, Th-6/1: | <ol style="list-style-type: none"> 1. GRADED ROUGH DRAFT CHECK. (Minimum: 10 pages of text). 2. In-class writing: Continuing revisions of Research Paper. | <ol style="list-style-type: none"> 1. Final rough draft proofreading and revisions. 2. Production of the final copy. |
| 19, T-6/6: | <ol style="list-style-type: none"> 1. Discussion: Final questions about Research Paper. 2. In-class writing: Final revisions of the rough draft. | <ol style="list-style-type: none"> 1. <u>ALL</u> COMPONENTS OF THE RESEARCH PAPER. 2. Bring self-addressed, stamped envelope. |
| 20, Th-6/8: | <ol style="list-style-type: none"> 1. Final Exam: Research Paper appreciative reading. 2. Course evaluations. | <p>End of course. Enjoy the break!</p> |

- 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 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."