

Chaminade University of Honolulu
Kaneohe MCBH
Summer 2000 – July 5 – September 13

Sheila Lynn, Instructor
837-7888 (h) no calls after 2100 please

REQUIRED TEXTS:

Hairston, M., Ruszkiewicz, J., & Friend, C. (1999). **The Scott, Foresman Handbook for Writers**. (5th ed.)
New York: Addison-Wesley Education Publishers Inc.

Goshgarian, G. (1999). **The Contemporary Reader**. (6th ed.) New York: Longman.

Access to a collegiate dictionary (available at any library)

COURSE DESCRIPTION:

- Instruction and practice in writing, editing, and revising short to medium length expository essays and in skills required for research writing, such as summarizing, paraphrasing, quoting, evaluating, and synthesizing.
- This class will use the seminar setting with occasional lectures, small group discussions, and student presentations.
- Please **NOTE**: Last day to **Add/Drop/Change** is **July 11**; last day to **Withdraw** from class is **August 23**. If you cannot complete the course requirements, I recommend that you Drop or Withdraw from class before these dates.

COURSE GOALS:

- To use and understand **The Scott, Foresman Handbook for Writers**.
- To develop the skills to write a well organized and grammatically correct medium length essay using Standard Edited American English.
- To develop the skills to write a well organized and grammatically correct multi-source research paper using Standard Edited American English.

REQUIREMENTS:

- **Attendance and Participation –**
 - Attendance is part of your final grade: you receive 2 points every day that you come to class and can earn up to 3 additional points for participating in class discussion with a familiarity of the reading material and for being responsible during independent and group projects in class.
 - You must allow the instructor 15 minutes to arrive before leaving and assuming that class is cancelled.
- **Assignments –**
 - **Reading Presentation** - During the semester you will sign up to give a reading presentation on one or more of the essays in the book. See the "Reading Presentations" Handout for further instructions.
 - All assignments must be turned in on the day that they are due. If you do not attend class on that day, it is your responsibility to get the assignment to me by the next scheduled class. Late assignments received in a reasonable time after the due date will be graded for a percentage of the grade.
 - Any assignment not turned in at all is given a score of 0 and counts against your final grade.

- **Reading Commentary (90 pts)** - Due at the end of each class when there is a reading assignment. The commentary should be your own response to 2 of the essays in each chapter assigned. It **must** be typed, double-spaced, 1-2 pages, include your name and the chapter title in the top right hand corner of the 1st page, place the title of each essay you discuss on a separate line, centered, directly above your commentary of that essay. A commentary is *not* a summary of the essay, although you should refer to points made in the essay as you:

- explore emotional effects created by the essay,
- make connections between the essay and your own life and the other essays you read,
- respond to the message of the essay,
- critically evaluate the validity of the essay, or
- comment on the genre of the essay (see p. xvi–xx for division of essays).

- **Typed Quotations (50 pts)** - These will be practice in documenting sources using proper MLA documentation. For each type of documented source, you must turn in a copy of the original text cited and your reference to it with proper framing, or your assignment will not be graded. Use a parenthetical note on all of these, except one. See the Handbook (HB) p. 680 for what to do “When a parenthetical note would be awkward.” You must turn in:

1. An indirect reference to someone else’s work that is paraphrased (ex. p. 658-659 in HB).
2. A short (less than 4 lines) direct quotation (ex. p. 661-662, 678 in HB).
3. An original passage with material cut from it *or* added to it (ex. p. 663 – 666 in HB).
4. A long (more than 4 lines) direct quotation (ex. p. 678 in HB).
5. Two or more sources cited in a single sentence (ex. p. 679 in HB).

- **Essays –**

- **General requirements of all essays**

1. An interesting title
2. Type in 12 point font, double space, have one-inch margins, use left justification
3. Identify the author(s) and title(s) of the works that you refer to using the author’s full name the first time you refer to him/her, then with the last name only thereafter.
4. Except in special circumstances (i.e. the “critique of self essay”), you will write in the third person, do not use “I” or “you”. Express your conviction about the literary work; then give your reasons and examples, illustrations, quotes, etc. from it.
5. Do not write a summary of your research. A sign that you are summarizing is remaining in the past tense, using words like “then,” “next,” etc. Write a clear, convincing, and argumentative thesis; then defend it.
6. When you quote from the class text or outside sources, use MLA format (see p. 654-713). In the research paper, you must document *all* your sources on your Works Cited page.
7. Never use a quotation as a topic or closing sentence in a paragraph or back-to-back. These quotations should be reinforcing your own views. Direct quotations of less than 4 lines are enclosed with quotation marks and followed directly by the author’s name and page number in parenthesis. Quotations of more than 4 lines should be indented 10 spaces, double-spaced, and do not require quotation marks, and are still followed by the author’s name and page number in parenthesis. See p. 678 of handbook for examples.

Remember: Do not plagiarize, use proper MLA citations (see p. 654 – 724 in the Handbook) when you refer another’s idea or work. Document each source used on a Works Cited page at the end of your essay.

- **A critique of self – (30 pts.)** (2-3 pages) In this essay you will identify and discuss the social forces that have influenced the person you are today. We will begin work on this in class after discussing

the essays in Chapter 1. Your thesis statement should be a claim with a “because” clause that states what you have learned about yourself through analysis, reading, and questioning. In the final essay, you need to emphasize how you have been influenced by one social force that you identify. Remember to keep the focus on yourself, not the influence. Be careful not to make yourself sound like a stereotype that we see in contemporary culture.

Some influences that you may consider:

- Images of the male body (as in Neimark’s essay)
- Brand-name identity or fashion trends (see Fitzpatrick and Pitts)
- Female images and pressure to be thin (as in Johnson and Brotman)
- Race and beauty or disability and beauty (as in Suh and King)
- Generational trends and efforts to be “unique” (as in Romero)

- **Choice Essay – (30 pts)** (2-3 pages, 5 paragraph format) We will be reading and discussing a variety of topics. In this essay you will decide what is most interesting to you, what you want to study and how you want to write an essay. We will discuss further options in class, be sure to ask questions if you do not know what to write because there will be no written instructions for this essay.
- **Introduction paragraph (20 pts)** – This is the one paragraph introduction to your research paper. It will be due three weeks before the Research Paper is due. Its purpose is to show that you have given your topic some thought and have sufficiently narrowed it before you begin your research.
- **Research Paper –(100 pts.)** (7 – 10 pages) – This will be an extended research paper on any topic that we have discussed in class. You are required to have at least 3 outside sources, at least two of the sources must be from a printed publication (not the internet). In addition to this, you may use the class text. Any source from the internet must be documented carefully and completely using the MLA guidelines in the Handbook. A portion of your grade will be your research presentation, where you present your research findings to the class. Do not plan on standing up and reading your paper; you will give a 10 –15 presentation that includes a summary of your topic and time for questions and answers. You should begin with a “research question” that guides your topic. You may also formulate a hypothesis about this question before you begin research
- **Reflective self-assessment (20 pts.)**– The purpose of this paper is for you to review the work you’ve done this semester, reflect on what you’ve learned about reading, writing, critical thinking, and researching, how you learned it, and how you plan to use it in the future.

- **Quizzes –**

- May be announced or unannounced. If you miss a quiz, it is your responsibility to arrange a make-up. No make-ups will be allowed after exams have been returned to the class.

Grading Scale:

450 – 500 = A
400 – 449 = B
350 – 399 = C
300 – 349 = D
299 & ↓ = F

Attendance & Participation	100 pts
Assignments & Quizzes	200 pts.
Papers	100 pts.
Research Paper (1)	100 pts.

Assignment Calendar

This is not all-inclusive; assignments will be added and due dates are subject to change. Each individual will fill in other assignments and due dates as directed in class.

Date	Reading Assignment Due before class	Writing Assignments Due before class	Other Assignments	In Class Discussion
1- 7/6 Thursday				Intro. to Class
2-7/11 Tuesday	Goshgarian: Introduction, p.1-21, & Ch. 1: "Fashion and Flesh: The Images We Project," p.23-68		Reading Commentary for 2 readings	The thesis, writing leads
3- 7/13 Thursday	Handbook: Ch. 10 p. 163 -180			Writing styles
4- 7/18 Tuesday	Ch. 2: "Advertising: Feeding Our Fantasies," p. 70-147: Twitchell, Leonhardt & Kerwin, Lutz, O'Neill	Pre-writing for Essay 1	Reading Commentary for 2 readings, for one you may answer the study questions from one ad on p.127-147	
5- 7/20 Thursday	Handbook: p.654-685 and Ch. 20 p. 366-382	Rough draft of Essay 1		Handling quotations, Voice, Revisions
6- 7/25 Tuesday	Ch. 3: "Television: Friend or Foe?" p. 148-199	Essay 1	Reading Commentary for 2 readings	
7- 7/27 Thursday	Handbook: Ch. 19 p. 361 - 365		Typed quotations 1	
8- 8/1 Tuesday	Ch. 4: "Gender Battles on the Big Screen," p. 200-263		Reading Commentary for 2 readings	
9- 8/3 Thursday	Handbook: Ch. 13	Rough draft of Essay 2		Language
10-8/8 Tuesday	Ch. 5: "Pop Icons," p. 264-308		Reading Commentary for 2 readings	Handling quotations, writing introductions
11-8/10 Thursday		Essay 2	Typed quotations 2	Intro to research paper
12-8/15 Tuesday	Ch. 6: "America's Many Cultures," p. 309-348	Research questions due	Reading Commentary for 2 readings	
13-8/17 Thursday	Handbook: Ch. 14	Introduction paragraph	Typed quotations 3	
14-8/22 Tuesday	Ch. 7: "Is English-Only Spoken Here?" p. 349-371		Reading Commentary for 2 readings	
15-8/24 Thursday	Handbook: Ch. 15		Typed quotations 4 & 5	
16-8/29 Tuesday	Ch. 9: "The Family in Flux," p.407-452		Reading Commentary for 2 readings	
17-8/31 Thursday				
18-9/5 Tuesday		Research Paper and Presentation		
19-9/7 Thursday	Ch. 11: "Work: What's in It for Me?" p. 489-524		Reading Commentary for 2 readings	
20-9/12 Tuesday				Final Exam