



CHAMINADE UNIVERSITY OF HONOLULU

WE 101
Pms

TIMOTHY CUBERO, JR. M.A.Ed.

Lecturer of Expository & Academic Research Writing

SCHOOL OF HUMANITIES +
Department of English

ENGLISH 102⁴⁰ EXPOSITORY WRITING
Course Outline & Syllabus

Winter Evening Semester

8th January to March 21, 2001

Fort Shafter Army Education Center

Mondays and Wednesdays + 7:50 to 9:55 P.M.

COURSE DESCRIPTION

Instruction and practice in the writing of polished expository and argumentative prose are the major points of coverage in this course, in addition to the building on skills and forms mastered in ENG 101. Emphasis is on precision, clarity of language, logic of presentation, thesis, the substance of the "argument," library research methods, and term paper writing. This course features step-by-step instruction in the writing of major research papers of considerable length on the college level. *Prerequisite: ENG 101 or its equivalent.*

COURSE GOALS

Writing coherently with prescribed detail, using correct grammatical syntax and mechanics, is a direction the student works to achieve.

COURSE OBJECTIVES

- To recognize the qualities of good, effective writing
- To critically analyze essays
- To write compositions using various modes of organization and length
- To write effective compositions using appropriate voice, style, tone, and awareness of audience
- To edit and revise authorings

HOMEWORK AND CLASSWORK: All assignments, oral as well as written, are expected to be completed and submitted on the actual due date for full credit. Missing assignments (whether from student negligence or unexcused absence) are averaged as '0' (zero-F) in the course grade. Incomplete work is graded at *face value*.

INSTRUCTOR AVAILABILITY: For more meaningful quality consultation, preschedule appointments well in advance and bring all necessary materials for reference during conference time. You may also call the *instructor's residence only*, at 671-3234.

E-Mail: cuberojr@earthlink.net

CLASS POLICIES:

- A. **CHEATING AND PLAGIARISM:** *Cheating, plagiarism, and recycling of papers* are unacceptable practices. All work performed in this class must be wholly original and the work of the student alone except where assistance from the tutoring center is approved by the instructor. The student may not reuse papers from other or previous classes, nor may a paper in this course serve double-duty for an assignment in another course. Any student engaged in any of these activities will receive either an "F" for the assignment or an "F" for the course.
- B. **ATTENDANCE:** Because the needed skills required to pass this course must be learned over a period of time through daily application and drill, regular and consistent, prompt attendance is mandatory. The instructor reserves the right to lower the grade of the student with excessive unexcused absences. Excused absences may also affect the course grade in final averaging.

ILLEGAL UNEXCUSED ABSENCES									
Days Absent	0	1	2	3	4	5	6	7	8
	A+	A	B+	B-	C+	C-	D+	D-	F
	100	95	89	80	79	70	69	60	0%

ATTENDANCE AVERAGE COMPONENT

The course is highly structured and systematic, where concepts taught and learned interlock with in-class/at-home intensive activities. The discussions, readings, exercises, and lectures are intentionally designed to contribute to the student's critical thinking and writing skills, and especially to promote to the successful completion of written assignments. The student's sincere level of commitment to this course is expected. *In reality, students' prospective employers also consider attendance to be the single most important component in evaluating for employment.*

What to do for an absence?

IT IS THE RESPONSIBILITY OF THE STUDENT TO:

1. Give Mr. Cubero a written, dated and signed note stating the day(s) and reason of absence.
2. Submit the absence note to the instructor as soon as possible, either:
 - a) *well in advance before an anticipated absence, or*
 - b) *immediately after the absence*
3. Take the initiative to:
 - a) *Obtain the instructor's counsel to make up missed work that is appropriate.*
Understand that certain assignments may not be able to be made up as their contents and/or conditions would be difficult to replicate, such as oral or written responses from class discussions, etc.
 - b) *Seek your instructor's recommendations after a student absence.*
4. PROVIDE A SIGNED DOCTOR'S CERTIFICATE UPON RETURN FROM AN ABSENCE OF 2 OR MORE CONSECUTIVE CLASS MEETINGS.

At the instructor's discretion, he will determine each absence as excused or unexcused.

What are the results of an unexcused absence?

1. The student has lost all possible academic credit for that particular class time, its written/oral assignments, etc. (Grade: F/0%).
2. *Make-up work is highly encouraged but cannot be credited. This is to protect the privileges of students present. This pertains to both assignments and tests/exams.*
3. The instructor reserves the right to lower the course grade for excessive absences.
See the ILLEGAL UNEXCUSED ABSENCES CHART above.

What are the results of an excused absence?

1. The student has the opportunity to make up assignments and/or testing for partial credit only within a workable amount of time at the discretion of the instructor.
2. Any of the above not made up results in lost credit.
3. *Excused illnesses or emergencies may affect the course grade in final averaging.*

RESEARCH ESSAY WRITING

CONTROVERSIAL / ARGUMENTATIVE
RESEARCH-BASED / MLA DOCUMENTED
WRITTEN & ORAL * IN PRESENTATION

SINGLE-SOURCE ESSAY. (*Several In-Class Essays & One At-Home Essay*)

- a. One (1) newspaper or magazine article
- b. Minimum three (3) printed pages
- c. Rough Drafts submitted (*1 copy, not to be returned*)
- d. Two (2) annotated and two (2) unmarked, clean copies of article source submitted
- e. Two (2) printed copies of the Final Draft with Outline submitted. Keep a third emergency copy as a back-up.

PROBLEM-SOLUTION ANALYSIS ESSAY

- a. Research-Based with possible thematic connection to the Multi-Source Documented Essay
- b. Minimum three (3) printed pages plus Chart Outline
- c. Rough Drafts submitted with the Final Version
- d. Two (2) printed copies of the Final Draft with MLA Outline / APA Abstract
Keep a third (3rd) copy as an emergency back-up copy.

MULTI-SOURCE ESSAY RESEARCH PROJECT

- a. Comprehensive Multi-Based Periodical/Book essay project
- b. Minimum six (6) sources in combination

One (1) newspaper article

One (1) magazine article

Two (2) professional academic journal articles

Two (2) hardback-developed book materials

- c. Minimum ten (10) to fifteen (15) page academic final draft, demonstrating the ability to synthesize content-concepts, integrate sources, together with final outline all printed
- d. **PRELIMINARY AND/OR CONCLUDING ORAL PRESENTATION(S)**
- e. Rough Drafts submitted with Research Notes (*Required prior to the Final Draft*),
Two (2) copies of the Rough Dr
- f. Two (2) printed copies of the Final Draft with Outline submitted.
Keep a third (3rd) copy as an emergency back-up copy.

Note: No academic credit will be credited for the MLA / APA Project unless Research Notetaking and Rough Drafts are also submitted.

ALL OF THE ABOVE WORK IS EXPECTED TO BE ACADEMICALLY FREE OF PLAGIARISM.

Note: Any course work such as announced/unannounced tests and student oral presentations missed from an excused absence must be made up for academic credit. It is the student's responsibility to contact the instructor to make arrangements.



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SCHOOL OF HUMANITIES & FINE ARTS
DEPARTMENT OF ENGLISH

CLASS PROCEDURES

GRADING PHILOSOPHY AND PLAGIARISM: You will be allowed to do what this instructor will do; *submit your best work*. In-class and at-home assignments, together with comprehensive work, participation, and legal attendance are part of the evaluation process.

This instructor will not grade on effort or intention alone but on actual student accomplishment.

Required Textbooks

The Contemporary Reader, 6th Edition (Longman)
by Gary Goshgarian
The Scott, Foresman Handbook for Writers, 5th Edition (Longman)
by Hairston, Ruskiewicz, and Friend
Unabridged Dictionary and College Thesaurus

MODE OF EVALUATION

	<u>ATTENDANCE</u> (Punctuality & Consistency)
5%	<u>PARTICIPATION</u> (Includes STUDENT ORAL PRESENTATIONS) Example: Regular oral and/or written/typed classwork-homework assignments/activities, and exercises which are a supportive foundation of the additional following essays.
30%	<u>ONE-SOURCE ESSAYS</u> (One In-Class and One At-Home) 2 copies of its final draft, plus 1 copy of the first draft version prior to editing
	<u>PROBLEM-SOLUTION ANALYSIS</u>
20%	<u>MID-EXAMINATIONS</u>
	<u>THE MULTIPLE-SOURCE ESSAY</u>
30%	FIRST TYPED DRAFT of the RESEARCH PAPER (2 copies) Due: FINAL TYPED DRAFT of the RESEARCH PAPER (2 copies) Due:
15%	<u>FINAL EXAMINATIONS</u>

SE 01
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CHAMINADE UNIVERSITY OF HONOLULU
Division of Accelerated Programs
Course Outline and Syllabus

Spring, 2001
EN 10210: Expository Writing
Marie Romano (687-3420)

REQUIRED TEXTBOOKS:

The Scott, Foresman Handbook for Writers (fifth edition)

The Contemporary Reader (sixth edition)

MTG/DATE MATERIALS TO BE COVERED

1. T 4/03 Course introduction.
Read Chapter 1, giving special attention to charts on 6, 9, 12, 14, 17
In-class writing sample.
2. Th 4/05 Finding a topic 20-27, 33-37.
Refining a topic 578-630.
Preliminary topic for research paper
3. T 4/10 Constructing a thesis 28-33.
In-class writing: **thesis sentence**.
4. Th 4/12 Organizing a writing project 37-46.
5. T 4/17 Writing a powerful argument 130-152.
Assignment: **argument paper**.
6. Th 4/19 Writing responsibly 94-106.
7. T 4/24 Reading and thinking critically 107-111.
Writing a summary 111-113.
In-class writing: **summarizing an essay**.
8. Th 4/25 Writing well-written paragraphs 164-180.
9. T 5/01 Managing opening and closing paragraphs 181-189.
10. Th 5/03 2/8 Managing transitions 190-199.
11. T 5/08 Working with research materials, paraphrasing 631-647.
12. Th 5/10 Synthesizing multi-source materials.
Assignment: **synthesis paper** on several essays
13. T 5/15 Taking effective notes and using MLA in documenting bibliography
Assignment: 20 note cards and 8-10 bibliography cards.
14. Th 5/17 Documenting sources and handling quotations 654-667.

15. T 5/22 Using MLA documentation 676-724.
Assignment: 30 additional note cards
16. Th 5/24 **GRADED NOTE CARD and BIBLIOGRAPHY CARD CHECK**
Outlining a paper 46-51.
In-class writing: research paper sentence outline.
17. Y 5/29 **GRADED RESEARCH PAPER OUTLINE CHECK**
Choosing a title 52, 53.
18. Th 5/31 Writing a draft 54-65, 647-654.
In-class writing: rough draft of research paper.
19. T 6/05 Revising, editing, and proofreading 66-91.
Completing the writing project 660-675.
20. Th 8/07 Final exam: Completed **RESEARCH PAPER**.
Course evaluation.
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NOTE 1: Students are expected to maintain the syllabus and to submit all assignments on time.

NOTE 2: Grades will be based on the quality and completeness of written assignments. The final grade will be determined by the following: shorter papers will merit one-third of the final grade, all components of the research paper another third, and the research paper the final third.

NOTE 3: Students are to submit a stamped, self-addressed envelope together with their research paper so that it can be corrected and returned to them along with their final course grade.