

FE '02

Chaminade University of Honolulu
Fall 2002
English 102³⁰ — Expository Writing (Proposed) Syllabus

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Office hours: by appointment

Class Dates: October 8th – December 17th

Meeting Times: Tuesday & Thursdays 5:30 – 7:35 P.M.

Required Texts: 1) *The Scott, Foresman Handbook for Writers*, Sixth Edition

2) Gary Goshgarian's *The Contemporary Reader*, Seventh Edition

Course Description: The dictionary definition for the word *expository* is as follows: **ex-pository** *adj.* 5ML *expositorius*: of, like, or containing exposition; explanatory: also **ex-positive**.

Expository Writing for the purposes of this class, therefore, connotes non-fiction, analytical writing that is clear, logical and which, in this case, its emphasis is on research. A variety of exercises will give ample opportunity to students to apply their logic- and critical-thinking skills, while at the same time become more conversant with diction, syntax, grammar, and MLA writing conventions. The overall goal is for students to become more careful readers and editors of their and others' work, such that they are able to identify and produce professional level writing.

Course Objectives: The primary objective of this class will be to improve clear, logical, research-oriented writing that exhibits critical thinking and which will culminate in an eight-page typed research paper whose sources shall be eight or more, of which only five can be from an electronic source (i.e., web sites from the Inter Net).

Course Requirements:

Prerequisite English 100 and/or 101 must be fulfilled prior to taking this class.

All required texts and materials must be brought to class except when otherwise noted.

All assigned reading and other class work must be completed by or before stated deadlines.

Because of this is an accelerated writing class, each student is required to have a working email address from which documents can be sent and received as word-processing attachments (if this will present a problem, be sure to let the instructor know at the beginning of the course so that special arrangements can be made).

Active participation in all in-class discussions and individual and group exercises is required for ALL students (This means when asked to offer an opinion, every student must realize that this is part of what the class entails in addition to all other work). Lastly, and this is particularly important since this is an accelerated course, **ALL students are required to attend and be punctual to each and every class**. No exceptions beyond those that can be documented will be

accepted; furthermore, failing to attend or get to class on time will adversely affect final grade irrespectively of the quality of each student's work.

Grading Scale:

- A- Outstanding scholarship and unusual degree of intellectual initiative.
- B- Superior work done in a consistent and intelligent manner.
- C- Average grade indicating a competent grasp of subject.
- D- Lesser achievement but still a passing grade.
- F- Failing grade due to either a student's inability to grasp the bare minimum of the subject
OR due to a student's inability to fulfill one or more class requirements such as attendance, reading, oral presentation(s), etc.
- W- Withdrawal: Grade given to those registered students who officially withdraw from class.
- C/NC- Credit / No Credit: Limited to one course per semester. Applicable only to courses fulfilling general elective requirements. For clarification, see counselor.
- I - Incomplete: This grade is given to those students who for a determined valid reason are not able to complete a course. In such cases, a written agreement must be made between instructor and student regarding the missed work and the deadline for such work to be done.

Course Schedule*:

DATE:	ASSIGNMENTS
Oct. 7 th	Introduction to Research Writing <i>Assignment:</i> 1) Read Chapter 1 (in class) 2) In-class writing sample 3) Finding and Refining a Topic: pg. 15 – 28, 628 – 631
Oct. 10 th	Preliminary Topic for Research Paper <i>Assignments:</i> 1) Constructing a thesis: pg. 29 – 34 2) In-class writing: thesis sentence 3) In-class <u>editing of in-class writing samples</u> from previous class
Oct. 15 th	Working with Paragraphs <i>Assignments:</i> 1) Read pg. 194 – 210, 211 – 219 Managing Transitions 2) Read pg. 220 – 228 3) In-class writing assignment
Oct. 17 th	Organizing a Writing Project: Writing Notes <i>Assignments:</i> 1) Read pg. 35 – 43 Writing a Powerful Argument 2) Read pg. 153 – 175 Choosing a Title 3) Read pg. 48 - 49

Oct. 22 nd	Argument Paper is due Writing Responsibly <i>Assignments:</i> 1) Read pg. 100 – 107
Oct. 24 th	Reading and Thinking Critically <i>Assignments:</i> 1) Read pg. 684 – 687, 698 Writing a Summary 2) Read pg. 130 – 141 3) In-class writing exercise 4) <i>Summarizing an Essay, from The Contemporary Reader (TCR)</i>
Oct. 29 th	Planning the Research Project <i>Assignments:</i> 1) Read pg. 631 – 639, 640 – 669 2) <i>Summary Paper is due</i>
Oct. 31 st	How to Do a Library Search (Electronically) <i>Assignments:</i> Take notes from video(s)
Nov 5 th	Evaluating and Using Sources and Using Paraphrases <i>Assignments:</i> 1) Read pg. 670 – 692 2) Read pg. 684, 687 – 691, 698
Nov. 7 th	Synthesizing Multi-source Materials <i>Assignments:</i> 1) Begin <i>Synthesis paper</i> on essays from TCR 2) Read handouts on synthesis
Nov. 12 th	Effective Note-taking, MLA Documentation and Bibliography <i>Assignments:</i> 1) Note-card project 2) Read pg. 132, 103 – 107, 632 – 635
Nov. 14 th	Synthesis Paper due Document Sources and Proper Quotations <i>Assignments:</i> 1) Read pg. 693 – 708 2) Work on Note-card project in class
Nov. 19 th	MLA Documentation <i>Assignments:</i> 1) 722 – 772 2) Continue work on Note-card project in class
Nov. 21 st	Outlining a Paper <i>Assignments:</i> 1) Read pg. 43 – 47 2) In-class writing outline (to be completed as homework)
Nov. 26 th	Writing a Literary Analysis <i>Assignments:</i> 1) Read pg. 176 – 192 2) Continue work on Note-card project in class
Nov. 28 th	Thanksgiving (No class)
Dec. 3 rd	Writing on Essay Examinations <i>Assignments:</i> 1) read pg. 108 – 115
Dec. 5 th	Formal Outline is due <i>Assignments:</i> 1) How is writing evaluated? 83 – 96
Dec. 10 th	Writing a Draft and Revising, Editing, and Proofreading <i>Assignments:</i> 1) Read pg. 50 – 59 2) Work on Research Paper in class 3 In-class exercise
Dec. 12 th	Completing the Writing Project <i>Assignments:</i> 1) Read pg. 709 – 719 2) Small-group work plus final tips
Dec. 17 th	Final Exam Research Paper Due Course Evaluation

*Remember, this is a “proposed” syllabus, which means it is subject to changes up to the discretion of the instructor. It is the responsibility of each student to follow the syllabus and to bring it to class every time.

Name: _____ Date: _____

What do you think are the origins of Writing?

How would you define Writing?

What functions do Writing serve in the human experience, individual, collective, and transcendental?

Other comments:
