

SE 02



# Chaminade University OF HONOLULU

40 Timothy Cubero, Jr. M.A.Ed., Senior Lecturer II in English

**ENG 102 EXPOSITORY WRITING (3 Credits) Spring Evening 2002**  
Fort Shafter Army Education Center-Honolulu, Hawaii + April 1<sup>st</sup> to June 10, 2002  
Monday & Wednesday Chaminade Evening Class Sessions 5:30 to 7:35 P.M.  
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## Course Syllabus

### Course Description

ENG 102 EXPOSITORY WRITING incorporates the instruction and the practice in writing short-to-medium-length expository essays and in the writing from sources. Skills required for research and research writing are emphasized, such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and the practice in writing a multi-source research paper of considerable substantial length on the collegiate level. Offered every semester

### Prerequisites

ENG 101 grade of "C" or better or placement.

### Required Textbooks and Materials

*The Contemporary Reader, 6<sup>th</sup> Edition, by Gary Goshgarian (Longman, 1999) ISBN: 0-321-00205-9*

*The Scott, Foresman Handbook for Writers, 6<sup>th</sup> Edition*

*By Maxine Hairston, John Ruskiewicz, and Christy Friend  
(Longman, Addison-Wesley, 2002) ISBN: 0-321-07890-X*

*College Level, Unabridged Dictionary and Thesaurus*

*Lined, white folder Paper not torn out of a spiral notebook; blue/black/red pens, number 2 pencils, erasers, Correction fluid; typing paper, word processor, floppy disks; and budget for possible photocopying of work*

### Instructional Activities

Instruction and practice in using Standard Edited American English are the focus of the course. Students will learn to effectively write, edit, revise, and proofread their own work from the extended paragraph to the traditional essay. Going through the different process stages of writing will help to build confidence in verbal communication. The in-class and at-home assignments may involve peer-group critiques as well as instructor evaluations. All students are expected to participate and complete assignments on time.

Additional emphasis on grammar is made based on individual writers' needs. This writer's grammar approach will be observed through mechanical concerns reflected and corrected in actual written drafts of assignments. These problems will also be addressed in formal class grammar workshops through textbook coverage.

Establishing your own student-author's voice and writing grammatically clear, developed and concise sentences in the context of extended paragraphs and formal essays, clean of plagiarism, mark an important theme of this course. As a student, feel comfortable to approach your professor for academic support.

### Writer's Responsibilities to Practice

#### Revising Stage

1. Did I read my composition orally?

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2. Did I use the best word or words to help my readers see, hear, feel, taste, think about and remember my message?
3. Did I choose strong action words?
4. Does my writing have an interesting beginning?
5. Does my writing have an ending?
6. Do I have any sentences or groups of words that I don't need?
7. Did I leave out any necessary words or groups of words?
8. Did I overuse any of the following words: *and, so, then*?
9. Have I included a clear, complete thesis statement?
10. Is my thesis statement interesting to my readers?
11. Have I chosen a clear method to develop my thesis?
12. Have I included enough information to support my ideas?
13. Is my information accurate?
14. Are there any contradictions?
15. Is my documentation of sources complete, authoritative, and accurate?

### Editing Stage

1. Have I checked for all spelling mistakes and corrected them?
2. Are all my sentences complete?
3. Do I have the correct marks at the end of my sentences? (*period, question mark, exclamation point!*)
4. Does each sentence start with a capital?
5. Are the proper words capitalized?

### If My Paper Is Going to be Distributed to Others

1. Is my handwriting or typing neat and legible?
2. Is my title properly placed on the page?
3. Did I proofread my paper to make sure that I have not made new mistakes?

Both at-home and timed / untimed in-class writings will test the student's ability to clearly respond to a topic in a specific, clear, and interesting manner. It will be read and evaluated by your professor on how well you, the writer, demonstrate the following behavioral learning objectives:

1. *limit your paper to the topic chosen*
2. *organize your ideas*
3. *supply supporting details, and*
4. *observe the conventions, in usage and mechanics, of*  
*Standard Edited American English*

## **Credited Student Writing Activities**

**Analysis \*** is a form of writing where you, the author, demonstrates a careful examination and exploration of a subject. The writer's objective is to gain understanding. The following writing assignments throughout our semester will academically demand:

1. *Your critical thinking*
2. *Your interpretation of information rather than your mere report of it*
3. *Your demonstration to form new understandings rather than your merely giving of simple facts*

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- Example: a. Evaluate the impact of computers on American education.  
b. Examine a problem relating to computers in the workforce

Actually, all coursework you take on the college-university level as well as written work you should be expected to perform "on the job" in the real work-employment environment demand that you demonstrate your critical thinking, a skill in writing not reserved solely for the English classroom, alone. The following assignments, therefore, are appropriate.

### **Mode of Evaluation**

30%	<p>NARRATION ESSAY COMPARISON-CONTRAST ESSAY (Judgmental Analysis) DIVISION AND CLASSIFICATION ESSAY EXPLAINING CAUSES &amp; EFFECTS ESSAY DEFINITION ESSAY PROPOSING A SOLUTION TO A PROBLEM ESSAY TAKING AN ARGUMENTATIVE STAND ESSAY THE LITERARY ANALYSIS ESSAY GRAMMAR SUPPORT EXERCISES</p>
20%	<p>WRITING FROM READING The Summary-Response Essay(s) Paraphrase Writing Avoiding Plagiarism</p>
30%	<p>THE CONTROVERSIAL ARGUMENTATIVE RESEARCH ESSAY * Demonstrating the Academic Documentation Protocol  (MLA) The Modern Language Association (APA) The American Psychological Association (CMS) The Chicago Manual of Style  To write an 8 to 10-page MLA Research Essay with the integration of a minimum five sources, together with a timed, oral presentation in class. The required cover page, outline, and list of sources are in addition to the minimum 8 to 10 pages of student expository text.  All rough drafts and research note taking must be saved and submitted by the student in order to receive academic credit for the actual MLA Essay.</p>
20%	<p>MID-EXAMINATION ON DOCUMENTATION  THE FINAL EXAMINATIONS</p>

## **Mandatory Attendance**

Legal attendance is taken through each student's written signature each meeting at the start of class and at times after a brief class intermission when appropriate. Because the course is highly structured and systematic, where concepts taught and learned interlock, habitual attendance is vital and mandatory. Attendance is graded as part of the final course average, and missing or incomplete work can be justly interpreted by the professor as lack of active attendance-participation.

All absences must be explained in written form, signed by the student, and submitted to the professor for filing at the time of your return. When possible, your professor should be notified in advance of your absence preferably via e-mail. It is your responsibility as the student to secure any materials and lecture notes for the day(s) absent.

1. Obtain your professor'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 at times be difficult to replicate, such as oral or written responses from class discussions, etc. Seek your instructor's recommendations after your absence.*
2. This course is highly structured and systematic, where concepts taught and learned interlock. Discussions, readings, exercises, and lectures are intentionally designed to contribute to your critical thinking and writing skills. Your sincere level of commitment to this course is expected.
3. In reality, students' prospective employers also consider attendance to be the single most important component in evaluating for employment.

### At the Professor's Discretion, Your Absence Will Be Determined Excused or Unexcused

#### What are the results of an unexcused absence?

1. *You have lost all possible academic credit for that particular class time, its written / oral assignments, etc. (Grade: F / 0 %).*
2. *The instructor reserves the right to determine which circumstances are considered excused or unexcused and the right to lower your grade due to your nonattendance. unexcused absences.*

#### What are the results of an excused absence?

1. *You have the opportunity to make-up assignments and/or testing for credit within a designated amount of time determined by the instructor.*
2. *Any work not made-up results in lost credit.*

## **The Avoidance of Plagiarism**

The need and demand for ethics in the academic work of each student is serious. This means that authentic student work is expected. All written work must demonstrate original student language unless the direct quoting of another's information is indicated and attributed to the actual owner. Correct and standard documentation format as approved by the professor should be integrated in the student's academic writing and proofread for accuracy in both citations as well as in the original linguistic intent of work summarized, paraphrased, or quoted. Attribute the author of ideas not your own. The buying of another person's work for submission and the recycling of papers by way of turning the same assignment in to more than one course for credit is academic dishonesty. Where group work is performed, make sure group members have been ethical in avoiding intellectual theft as all members may receive academic punishment for the results of one plagiarist.

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### **Preparedness and Participation**

You are expected to come to class properly prepared. This includes completing all assignments with the appropriate amount of effort and thought and bringing all necessary classroom materials. You are also expected to participate in all classroom activities.

### **Discipline and Decorum**

Attending class on time on a consistent basis is required. Food and drink are not allowed, and refrain from using obscene language publicly and in written manner.

### **Turning In of Late Work**

An entire letter grade at face-value is deducted for each calendar day that an assignment is late. (For example: a late assignment marked at B- 80% face value is deflated ten points for unexcused tardiness and now credited only at 70% C- for one calendar day late.)

### **Cheating and Plagiarism**

Cheating, plagiarism, and recycling of papers will result in the grade of "F" for the assignment, test, and/or course.

## **Grading Philosophy**

### **The grade of A 90 – 100% EXCELLENT OUTSTANDING SCHOLARSHIP**

Outstanding scholarship and an unusual degree of intellectual initiative. Student-writer reflects and exceptional knowledge and understanding of concepts, matched with a serious attitude for the task involved. A sincere effort is demonstrated, with an excellent command of the skills of an effective writer.

#### **Content**

An important controlling idea fully developed with concrete, vivid detail.

#### **Organization**

Essay is ordered in necessary steps that reveal a sense of symmetry and emphasis; paragraphs unified and coherent; transitions that reveal the progress of the argument.

#### **Expression**

Sentences that are varied and forceful; diction that is fresh, precise, and idiomatic; tone that complements the subject, distinguishes the writer, and defines the audience.

#### **Mechanics**

In accord with standard usage.

### **The grade of B 80 – 89% SUPERIOR**

Superior work done in a consistent and intellectual manner. Student-writer reflects a growing development, concerted knowledge, and understanding beyond the level of mere competence. Writing skills are acceptable, manageable, and serviceable.

#### **Content**

A controlling idea developed with consistently pertinent detail.

#### **Organization**

Essay ordered in necessary steps; paragraphs unified and coherent; transitions that aid the reader in effective manner.

#### **Expression**

Sentences that are correct and varied; diction that is clear and idiomatic; tone that fits the subject, persona, and audience.

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**Mechanics**

No serious deviations from standard usage.

**The grade of C 70 – 79% AVERAGE AND ADEQUATE**

Average grade indicating a competent grasp of subject matter. This is the minimal level of competence expected by your professor. The student-writer demonstrates an understanding and basic minimum knowledge of the subject and topic. Writing skills are acceptable and serviceable-manageable. This is an honorable grade.

**Content**

A controlling idea that is apparent and supported with relevant detail.

**Organization**

Order of essay apparent; paragraphs unified and for the most part coherent; transitions functional.

**Expression**

Sentences that are correct but ordinary; diction that is generally correct and idiomatic; tone that is acceptable for the subject.

**Mechanics**

Noticeable deviations from standard grammar, punctuation, and spelling.

**The grade of D 60 – 69% POOR & WEAK**

Inferior work that is noticeable and grammar, writing style, and/or content of subject and topic. Work that shows weaknesses in one or more of the criteria areas listed above, especially if these areas of weaknesses have not been cleared up over a period of time.

**Content**

A controlling idea that is too general, vague, or confused and is insufficiently supported with specific details.

**Organization**

Order and emphasis of essay inappropriate; paragraphs jumbled or underdeveloped; transitions unclear, mechanical, or tedious.

**Expression**

Sentences that lack necessary subordination, are tediously patterned, or immature, awkward; diction that is vague or unidiomatic; tone inconsistent.

**Mechanics**

Difficulty with fragments or comma-splices, run-ons; dangling modifiers; agreement or reference errors; or other errors in grammar, punctuation, or spelling.

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**The grade of F 0 – 59% FAILING**

Failed to grasp even the minimum subject matter; no credit is given. Serious weaknesses in one or more of the criteria listed above, especially if these have not been improved at all or barely at all during a designated period of time in the writing process. Writing skills are unacceptable and are not serviceable.

**Content**

No discernible idea controlling random details.

**Organization**

Order and emphasis of essay indiscernible; paragraphing lacking or wholly arbitrary; transitions lacking.

**Expression**

Sentences that are incoherent; diction that is non-standard; tone indiscernible.

**Mechanics**

Serious problems with fragments or comma-splices, run-ons; dangling modifiers; agreement or reference errors; or other errors in grammar, punctuation, or spelling.

**ALL STUDENT WRITING ASSIGNMENTS AND ORAL PRESENTATIONS ARE EXPECTED TO BE ACADEMICALLY FREE OF PLAGIARISM.**

**ADJUNCT PROFESSOR'S BIOGRAPHY**

Born in Cheverly, Maryland and first started his educational career during the 1970s by teaching high school English in the metropolitan suburbs of Washington, D.C., where his immigrant father was a 20-year Navy medic stationed at Andrews Air Force Base

University of Maryland at College Park, Alumnus B.A., 1977

Pepperdine University Graduate School of Education & Psychology

Alumnus M.A.Ed., 1981

California State University at Dominguez Hills, 2<sup>nd</sup> Master's Degree Studies

Archdiocese of Washington, D.C. Catholic School System

Recipient of the 1992 Award "Who's Who Among America's Teachers, the Best Teachers in America Selected by the Best Students" Volume 2, Educational Communications, Inc. Lake Forest, Illinois  
*Paul C. Crouse, Director*

Recipient of the "1996 Outstanding Faculty Member of the Year Dean's Award," Northwest Division of EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-COLLEGE OF CAREER EDUCATION (Daytona Beach, Florida)  
at Hickam AFB Officers' Club

Military Vicariate Musician, Roman Catholic Liturgies, Office of the Installation Chaplain  
Archdiocese of the Military, Federal Contracted Pipe Organist - Pianist for  
Historic Soldiers' Chapel, Schofield Army Barracks-Hawaii

Former Organist-Liturgical Music Director for the Roman Catholic Services of  
Wheeler Air Force Base Chapel (1980's), now Wheeler Army Air Field

University of Hawaii Professional Assembly Member (UHPA)

Association of Supervision and Curriculum Development Member (ASCD)

National Council of Teachers of English Member (NCTE)

National Association of Pastoral Musicians Member (NAPM)

Hawaii Republican Party Member

University Aviation Association Member (UAA), nationally promoting and furthering  
Aviation education as a collegiate academic discipline (Auburn University)