

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

WE 03  
EN101: Intro. to Expository Writing  
Semester: Winter 2003  
Location: Schofield, S: 12:30-16:40  
Instructor: Robert A. Rogers  
H#: (808) 621-2878

REQUIRED TEXTBOOKS:

1. Writing with a Thesis (Eighth Edition), Skwire and Skwire
2. The Scott, Foresman Handbook for Writers (Sixth Edition), Hairston, Ruszkiewicz and Friend
3. Any standard dictionary, desk size or larger, for reference

MEETING/DATE MATERIALS TO BE COVERED

1. S-1/18:
  1. Course Introduction: Welcome to a Credential Course.
  2. Handouts: "Even on Death Row. . ." and the CUH General Catalog (49): "Academic Honesty. . ."
  3. "Guide to 'What about Your Writing?'" in Writing.
  4. In-class examination of "The Persuasive Principle" in Writing, 1-15.
  5. Description Paper writing technique in Writing, 65-69.
  6. Sample: "The Glorious Fourth" in Writing, 69-70.
  7. Importance of details and specific examples in "Good Used Cars" in Writing, 91-95.
  8. EN101 Introductory Survey.
  9. Proofreading techniques for quality control.
  10. Approved thesis statement for Description Paper.
2. S-1/25:
  1. Appreciative reading of Description Papers.
  2. Definition Paper writing technique.
  3. Correct formats for title page, outline page, and text.
  4. Writing process: "What Does Writing Involve?" and "How Do You Find and Explore a Topic?"
  5. Class discussion: "Growing Up" in Writing, 258-59.
  6. "What about Your Writing?" (Conclusions) in Writing.
3. S-2/1:
  1. Approved thesis statement for Definition Paper.
  2. Class discussion: "Gross Domestic Violence" and "The Handicap of Definition."
  3. Writing process: "How Do You Focus and Organize a Writing Project?" "What Makes Paragraphs Work?" "How Do You Manage Opening and Closing Paragraphs?" "Questions about Commas?" and "Questions about Semicolons and Colons?"
  4. In-class writing: Rough drafts for Definition Papers.
4. S-2/8:
  1. Appreciative reading of Definition Papers.
  2. Classification Paper writing technique.
  3. Writing process: "How Do You Write a Draft?" "How Do You Revise, Edit, and Proofread?" and correct title capitalization.

ASSIGNMENT FOR NEXT CLASS MEETING

1. Writing, 255-59, 170-72.
  2. Handbook, 2-28.
  3. DESCRIPTION PAPER with two revised and edited rough drafts.
  4. Handout: Sample Description Paper.
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1. Prepared Definition thesis statement(s) for approval.
  2. Writing, 258-62, 269-74.
  3. Handbook, 194-228, 559-74, 576-83.
  4. Handout: Sample Definition Paper.
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1. DEFINITION PAPER with two revised and edited rough drafts.
  2. Writing, 224-28.
  3. Handbook, 50-82, 608 (#41.1).
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1. Prepared Classification thesis statement(s) for approval.
  2. Writing, 226-30, 234-39.
  3. Handbook, 99-115, 193-210.
  4. Handout: Sample Classification Paper.

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| 4.          | Class discussion: handouts.   | 1. | CLASSIFICATION PAPER with two edited and revised rough drafts.                      |
| 5. S-2/15:  | 1. Approved thesis statement for Classification Paper.<br>2. Class discussion: "Give Them a Little Credit" "Mother-in-Law" and handouts.<br>3. Writing process: "How Do You Write in College?" and "What Makes Paragraphs Work?"<br>4. In-class writing: Rough draft of Classification Paper.   | 2. | <u>Writing</u> , 157-63; also optional 279-83.                                      |
| 6. S-2/22:  | 1. Appreciative reading of Classification Papers.<br>2. Comparison/Contrast writing technique.<br>3. Class discussion: Handouts.<br>4. Writing technique for optional extra credit Argumentation Paper.   | 1. | Prepared Comparison/Contrast thesis statement(s) for approval.                      |
|             |   | 2. | <u>Writing</u> , 164-67.  |
|             |   | 3. | <u>Handbook</u> , 229-81.   |
|             |   | 4. | Handout: Sample Comparison/Contrast Paper.  |
| 7. S-3/1:   | 1. Approved thesis statement for Comparison/Contrast Paper.<br>2. Class discussion: "Coming in Last," "Chick Movies and Guy Movies," "That Mean and Hungry Look" and handouts.<br>3. Writing process: "What Kinds of Language Can You Use?" and "How Do You Construct Effective Sentences?" (Part 1)<br>4. In-class writing: Rough draft for Comparison/Contrast Paper.   | 1. | COMPARISON/CONTRAST PAPER with two revised and edited rough drafts.                 |
|             |   | 2. | <u>Writing</u> , 193-97.  |
|             |   | 3. | <u>Handbook</u> , 153-75, 282-302.  |
|             |   | 4. | Prepared thesis statement(s) for optional extra credit Argumentation Paper.         |
| 8. S-3/8:   | 1. Appreciative reading of Comparison/Contrast Papers. Approved thesis statement for optional extra credit Argumentation Papers.<br>2. Cause and Effect writing technique.<br>3. Writing process: "How Do You Write Powerful Arguments?" and "How Do You Construct Effective Sentences?" (Part 2)   | 1. | Prepared Cause and Effect thesis statement(s) for approval.                         |
|             |   | 2. | <u>Writing</u> , 197-98, 202-14.  |
|             |   | 3. | <u>Handbook</u> : 303-28.   |
|             |   | 4. | Handout: Sample Cause and Effect Paper.   |
|             |   | 5. | Handout: Sample Argumentation Paper.  |
| 9. S-3/15:  | 1. Final approval of thesis statement for optional extra credit Argumentation Paper.<br>2. Approved thesis statement for Cause and Effect Paper.<br>3. Class discussion: "A Few Short Words," "Why We Crave Horror Movies," "The Best Years of My Life" and handouts.<br>4. Writing process: "How Do You Write Stylish Sentences?"<br>In-class writing: Rough draft of Cause and Effect Paper.<br>5. In-class writing: Rough draft of optional, extra credit Argumentation Paper. | 1. | CAUSE AND EFFECT PAPER with two revised and edited rough drafts.                    |
|             |   | 2. | Optional extra credit ARGUMENTATION PAPER with two revised and edited rough drafts. |
|             |   | 3. | A large, self-addressed, stamped envelope.  |
| 10. S-3/22: | 1. Lasting value of a credential course in students' academic and professional careers.<br>2. Identification and labelling of various writing techniques and strategies on Cause and Effect Papers.<br>3. FINAL EXAM: Appreciative reading of Cause and Effect Papers.  |    | End of course! Enjoy a well deserved semester break!                                |

- 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 as a minimum, or working ahead of it, with respect to all readings and by submitting all papers on time as indicated above without fail. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected. Students on verified deployment or medical or emergency leave will receive consideration and full credit for work mailed and postmarked by the due date to the following address: P.O. Box 860135, Wahiawa, HI 96786-0135.
- 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, format, structure, style and substance as indicated on the Master Syllabus. The Scott, Foresman Handbook for Writers is an invaluable source of information, and students with weakness in the above basics of the language need to make continued and extensive use of this reference beyond the assignments. Successful students must be willing to do everything necessary to measure up to these university writing standards.
- NOTE #3: THE ATTENDANCE POLICY - It is the students' responsibility to be in class and 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. Students are requested not to forget this applies to everyone. Because of the critical importance of class discussions and in-class writing, excessive absences, more than 10% of scheduled class meetings, would have a significant negative impact on the course grade.
- NOTE #4: THE GRADING POLICY - Course grades are based on the format accuracy and the substantive quality of the five major written assignments and the optional Argumentation Paper. Also, consideration will be given for students' consistently proactive class participation as well as for perfect attendance and for the completeness and accuracy of the final exam.
- NOTE #5: THE CONCLUSION OF THE COURSE - Students are expected to submit a stamped, self-addressed envelope together with their Cause and Effect Paper so that it can be returned corrected within a reasonably short time. Included also will be the optional Argumentation Paper and the course grade.
- NOTE #6: A FINAL WORD: THE LASTING VALUE OF A CREDENTIAL COURSE - A credential course is distinct from a typical, stand-alone three credit university course in that its purpose is to provide a substantive body of knowledge, in this case knowledge of writing for academic purposes, that will prove valuable to every other university course a student might take. Please maximize the value of this credential course for your academic career.

1. An "A" signifies an unqualified credential which indicates a high level of academic writing ability. Students should be able to meet the writing requirements of any undergraduate class with much success.
2. A "B" signifies a provisional credential which indicates a competent ability to write for academic purposes. The provision of this credential is that students continue to make sustained progress in their command of formal written English.
3. A "C" signifies a minimum credential which indicates that probably several areas of marginal ability in written English for academic purposes need to be addressed systematically to ensure success in the written component of other undergraduate classes.
4. A "D" indicates no credential because this grade does not meet the Chaminade University prerequisite of a "C" or better for students to advance to EN102 and beyond.

