

**Chaminade University** EN 10160, EN 10161  
**Military Campus Programs. Evening**  
**Location: Pearl Harbor**  
**TERM: FALL 2003**  
**Schedules: Tuesdays 17:30-21:40**  
**Fridays 17:30-21:40**

**Course Title: Introduction to Expository Writing**  
**Instructor: John C. Cherica, Ph.D. (Adjunct Faculty)**

**FOREWORD**

This course is designed to give you a broad understanding of writing as a craft. What this means is that you will be introduced to certain modes of writing which require specific skills to achieve the goals set for this course. You will be expected at the conclusion of this course (final exam) to be able to communicate to an alert audience information in an essay format and according to norms which will be clarified in class through a mix of practical lectures, in-class applications and home assignments. The norms in question refer primarily to **CLARITY, COHERENCE, SENSE OF PURPOSE** in communicating a message to an audience, and especially awareness of and ability to use with **EFFECTIVENESS** the resources of the English language (the principal tool in the case in point).

Yes, this introduction to writing as a craft touches on the methodology of thinking for a given purpose (the art of criticism); the art of handling language to produce the desired effects (rhetoric); and communicative skills (conveying meaning) , without which constructive and meaningful interaction with others is nothing but wishful thinking tantamount to chasing rainbows.

**CLASS RULES**

1. Abide by what is indicated on the syllabus. Any change affecting schedule of activities and nature of assignments will be formally announced in a timely fashion by your instructor, using all resources available to him to do so (in-class announcement, e-mail, phone). Do not assume anything. If in doubt, ask.
2. Excessive absences, justified or not, will result in a ' Failure to Attend ' final assessment , referred to as F(AT). Turning in required assignments in lieu of class attendance will result in those assignments not being graded.
3. Required essay assignments can always be turned in **BEFORE** the deadline if it is more convenient for you, but never **AFTER** the deadline. Even a half-way done assignment turned in **BY THE DEADLINE** will be better than a perfect assignment turned in after the deadline. No exception to that rule.

Further, in connection with any attempt to have an essay assignments accepted after the deadline, let me add this: coming up with a reason to account for an assignment turned in after the deadline may lead to an ambiguous and uncomfortable situation where the alternative to 'believing without being sure' is 'not believing and being equally unsure'. The subtle reason is that what we want others to believe is more important than what is true. It just happens that sometimes it is very hard for anyone to know why things are the way they are (thus, how come I could not find the time to complete the assignment before the deadline? What is the real answer to that question, in all objectivity? Hmm...) Therefore, I am asking you to turn in your assignment on time, the day it falls due, that is.

4. **STANDARD FORMAT** for the 3 essays composed outside of class :
- they must be typed , double spaced and with 1 ½ in. margin on each side
  - title page must feature your full name, course title, class schedule (Tuesday Evening Section or Friday Evening Section), assignment number (essay# 1,2,3...), and the nature of the assignment (Descriptive Theme, Definition Theme etc...)
  - Pages must be numbered and stapled

**N.B. Non compliance with the above guidelines will result in your essay not being read, and by extension NOT BEING GRADED.**

5. **Dishonesty. This particular matter concerns PLAGIARISM. It will be defined, explained and discussed on the first day of class. Penalty: F on the plagiarized assignment. Besides, I refer you to BPH (documenting 6, p. 231)**

### SYLLABUS

#### **A. Course Objectives**

1. Understanding writing as a process rather than a finished product: what are its components and how they relate to each other and one another to form a coherent whole (from sentence structure to paragraph to the whole essay; how grammar and syntax support meaning)
2. Understanding the concept of mode as applied to writing
3. How to document a written project according to the MLA format
4. Honing your editing skills (syntax, grammar, mechanics) to conform to the basic conventions of good, effective writing in standard English

TEXTBOOKS and Ancillary Printed Materials

**REQUIRED: Faigley, Lester ,The Brief Penguin Handbook(BPH designation in the syllabus) / Longman 2003 English Handbooks, Fifth Edition (LEH in the syllabus)**

**Desirable: A good dictionary** (something more substantive than a pocketbook type, if possible)  
Ancillary materials: handouts

## B. Grading System

Although class attendance is mandatory, no grade will be assigned for so-called class participation. Perfect class attendance should be reflected somehow in your performance, assuming that you are not just sitting there. The final grade for the term will bear on your aggregate performance on five short essays assigned during the term and your performance on the final exam. Each segment accounts for 50% of the final grade for the course. The five required essays will be assigned in this order: 1. Descriptive 2. Definition 3. Comparison-contrast 4. Cause-effect relationship 5. Argumentation persuasion. The final exam will consist of no more than five questions on the theory of writing, editing one or two short paragraphs and the composition of a very short essay (400 words or so).

GRADING SCALE: on a raw score of 100

A 100-90

B 89-80

C 79-70

D 60-60

F 59 and below

Use of (+) and (-) for essay assignments but not for final grade for the term

A+:100-98 ; A(-): 92-90; B(+): 89-87; B(-): 82-80; C(+): 79-77; C(-): 72-70

(+) and (-) are used as signals to indicate improvement or slippage as the term progresses.

## C. Workload

Week One. Oct. 7 & Oct. 10

Introduction to the course: Writing as a process (handouts); writing as a craft (handouts). Class presentation and discussion.

Discussion and exercises to bring into focus such matters as purpose, audience and relationship writer-audience (handouts). In-class diagnostic essay: autobiography

Week Two. Oct. 14 & Oct. 17

Organizing a writing project (a formal essay). . BPH Part 1: units 1,2,3

The descriptive Theme. BPH p.41. Also, handouts.

English Grammar/Composition Diagnostic Test A in LEH pp. 23-29

Week Three. Oct. 21-Oct. 24

***Descriptive Theme due (essay #1)***

What makes a paragraph work . BPH pp.37-39; pp.48-54

English Grammar/ Composition Diagnostic Test B in LEH pp. 31-37

Editing Skills. Part one: LEH pp. 2-4 (cont'd)

Week Four. Oct. 28-Oct. 31

Introduction to the Definition mode. **BPH p. 44**

Editing Skills. Part two: LEH pp.5-7

Problems of sentence structure (syntax): LEH pp. 107 and 111

Week Five. Nov. 4-Nov. 7

***Definition Theme due (essay #2)***

Editing Skills. Part three: LEH pp. 8-10

Week Six. Nov. 11-Nov. 14

Introduction to Comparison Contrast Mode. BPH p.43

Functions and importance of proofreading, revision and editing BPH Part 1, unit 5

English Grammar /Composition Diagnostic Test C in LEH pp. 39-45

Revision for Verbs and Subject/Verb Agreement LEH pp. 91,97, 98

Week Seven. Nov. 18-Nov. 2

***Comparison Contrast Theme due (essay #3)***

English Grammar/Composition Diagnostic Test D and E in LEH pp.47-61

Revision for sentence fragment LEH p. 99, comma splice and fused Sentences pp.103-104

Punctuation LEH pp.121-133. Also in BPH Part 9 (on punctuation and mechanics)

Week Eight. Nov. 25. Nov. 28

Introduction to Cause/Effect relationship Mode. Mini essay written in class

English Grammar/ Composition Diagnostic Test f and G in LEH pp. 63-76

Introduction to VISUAL RHETORIC Part 3 in BPH

Week Nine. Dec. 2-Dec. 5

Introduction to Argumentation Persuasion: short mini essay written in class (emphasis mainly on overall structure of argumentation persuasion discourse:

Introduction to WRITING for the WEB BPH Part 4.

English Grammar /Composition Diagnostic Test H in LEH pp. 77-85

Week Ten. Dec. 9- Dec. 12. **Exam Week**

**Friday, December 18, 2003. Official end of the Fall Term**