

Chaminade University  
EN 102: Expository Writing  
Fall 2009

Syllabus

Instructor: Justin Wyble  
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Course Description

Instruction and practice in writing short-to-medium length expository essays and in 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 practice in writing a multi-source research paper of substantial length. (Prerequisite: EN 101 or placement by exam.)

In order to provide coherence to discussions and to help students learn to collaborate, we will focus our attention on a general topic for research and discussion. One of the key goals of the Marianist philosophy of education is to teach peace, justice, and service. In this course, we will work towards this goal by focusing on the general topic of work and social justice. As we critique conditions of work here in Hawai'i and throughout the world, we will begin to imagine more just forms of work than the ones that dominate our world today. My hope is that this course will both build your skills in expository writing and research and prepare you to contribute to the collective human project of making our world more peaceful and just.

Required Texts

The following two texts are required for this course and are available at the campus bookstore:

- *The Scott Foresman Handbook for Writers*, 8<sup>th</sup> ed, eds. Maxine Hairston, John Ruskiewicz, and Christy Friend, Pearson Longman, 2007.
- *The Craft of Research*, 3<sup>rd</sup> ed, eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, University of Chicago Press, 2003.

Additional required and recommended texts will be made available through the internet, LiveText, and/or library reserves. You will be required to print a hard copy of all required readings provided online or through LiveText.

Course Objectives

In order to successfully complete this course, a student must demonstrate the following competencies:

*Writing Skills*

1. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.

3. To demonstrate paragraph and essay development in a written text.
  - To demonstrate thesis sentences.
  - To demonstrate topic sentences.
  - To demonstrate clear supporting examples for thesis sentence and topic sentences.
  - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an organized paper.
  - To demonstrate an effective introductory paragraph.
  - To demonstrate an effective concluding paragraph.
  - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
5. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
6. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
  - To demonstrate logical structure utilizing the rhetorical techniques.
7. To demonstrate the ability to research, draft, revise, and edit a research paper.
8. To demonstrate the correct use of MLA documentation.
  - To demonstrate an understanding of the difference between a bibliography and a works cited page.
  - To demonstrate an understanding of plagiarism.
  - To demonstrate the ability to cite sources within the body of a text.

#### *Critical Thinking Skills*

9. To demonstrate the ability to evaluate and synthesize research information.
  - To demonstrate the ability to evaluate the validity of source information.
  - To demonstrate the ability to distinguish between reason and belief.
10. To demonstrate the ability to apply and integrate material from sources.
11. To be able to critically reflect on the writing process.

## Course Requirements

### *Required Assignments*

**\*\*You must earn at least a “C” (70%) in order to pass this course.**

You are required to complete the following components of the course in order to earn a passing grade:

Essay 1	10%
Essay 2	10%
Quizzes	5%
Research Journal	10%
In-Class Writings and Exercises, Participation in Discussions, Attendance, etc.	10%
Group Research Project (including all components)	10%
Final Research Project (including all components)	35%
Final Exam	10%
<b>TOTAL</b>	<b>100%</b>

### *LiveText Account*

All students in this course are required to have access to an active LiveText account. In order to earn credit for your essays, research projects, and research journal, you must submit them to LiveText. If you have any questions about LiveText, please see me during office hours.

### *Class Attendance*

*“Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor’s campus extension or by leaving a message with the instructor’s division office. It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.*

*Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.*

*Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons*

*necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.” (excerpted from the Undergraduate Catalog 2009-2010)*

In addition, excessive tardies may negatively affect your final grade.

**To sum up, more than three unexcused absences may result in a lowering of the final course grade. Students who miss two consecutive weeks of class may be withdrawn from the course.**

#### *Deadlines, Late Submissions, and Make-up Work*

All written work must be submitted by the specified deadline. **Written work will receive a 10% reduction for each day it is late (including weekends and days between classes).**

**If you are late or absent, you will not be able to make up any in-class work (including quizzes) you may have missed.** I expect you to contact your classmates to find out what you missed.

#### *Individual Conference*

You will be required to attend an individual conference with the instructor as you are working on your Final Research Project. If you fail to submit your draft on time and/or fail to show up for your scheduled appointment, it will count as an unexcused absence.

#### *Peer-Review Workshops*

On certain days, you will be required to bring multiple copies of your drafts to class for peer-review workshops. If you miss a workshop or do not have the required number of copies on hand, your grade for that writing assignment will be reduced by 10%.

#### *Writing as Process*

This course treats writing as a process, not just as a final product. Therefore, all of the components of the writing process will count toward your grade. This includes proposals, outlines, research journals, bibliographies, drafts, etc. If you submit a component late or fail to submit it at all, your final grade for the essay or project will be reduced.

#### *Research Journal*

You will be required to keep a research journal for this course. For each text we read or film we watch, you will write an entry in your research journal. Each entry will include both a summary of the argument (following the Toulmin model of argumentation) and a response. In the response portion of your entry, you should show how the text/film relates to your own research project(s). This is also the place to make connections to previous texts/films that we have studied, raise questions concerning the arguments presented in the text/film, and/or relate your personal experience to the text/film. I will ask you to submit your research journal to LiveText at several points throughout the semester.

#### *E-mail Communication*

Please note that I am only allowed to reply to e-mails sent from your official Chaminade e-mail account. I apologize for any inconvenience; this is official university policy.

## Classroom Policies

*“While each instructor has his/her own policies regarding classroom conduct and requirements, the following University policies apply to all classes:*

- *Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.*
- *No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.*
- *Radios, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.*
- *Beepers and cellular telephones are also prohibited during class except in extenuating circumstances approved in advance by the professor.*
- *The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may reasonably expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving images.*
- *A dress code requiring footwear and appropriate attire (shirts, pants, skirts) to be worn in classrooms, as well as in the library, cafeteria and administrative offices. No beachwear is allowed.*
- *Please note that it is the instructor’s sole prerogative to determine whether a student is:*
  - *in a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).*
  - *indeed working on assignments for that particular class (rather than working on projects for other classes or engaging in activity unrelated to school work).*
  - *distracting other students as to impair the learning environment.*

*If the instructor finds a student in violation of any of these provisions, or the policies outlined in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student’s final grade. Failure on the part of the student to honor the instructor’s request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.” (excerpted from the Undergraduate Catalog 2009-2010)*

In addition, please do not open your laptop computers in class unless instructed to do so. All electronic devices should be kept in your bag and silent during class. See me to discuss any extenuating circumstances.

You are required to bring your textbooks (*The Scott Foresman Handbook for Writers* and *The Craft of Research*) to each and every class meeting. Also, you must print and have in your possession a hard copy of all required readings provided online or through LiveText.

I expect all students to treat each other and the instructor with respect at all times. This includes listening carefully and speaking thoughtfully to others during our class discussions.

For this class, you will read a broad range of texts written from multiple points of view. While you may not always agree with the author’s point of view, I expect you to read with an open mind and a generous spirit. Only when you have carefully and fully engaged with the text in question will you be prepared to formulate your own particular analysis.

## *Academic Honesty*

*“Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.*

*Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.*

*Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.” (excerpted from the Undergraduate Catalog 2009-2010)*

## *Accusations of Plagiarism or other forms of Academic Dishonesty*

*“Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:*

- 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.*
- 2. Paraphrasing the work of another without proper author acknowledgment.*
- 3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.*

*In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to the Executive Vice President and Provost.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.*

*In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member, or refer the matter to the Executive Vice President and Provost. The findings, in either case, are final.” (excerpted from the Undergraduate Catalog 2009-2010)*

In this course, if the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested. Students are strongly advised to save files of early drafts, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

With regard to the use of tutors, editors, proofreaders, writing coaches, writing groups and other writers' support interfaces, the following policy applies. The use of writing tutors provided through Chaminade University is particularly encouraged; however, the instructor requires that prior notice be given and a full account the tutorial sessions be provided via email to the instructor, including the name and contact information for the tutor, the date, time and duration of the session and a brief summary of the results of the session. Use of non-Chaminade tutoring, editorial, or proofreading services is prohibited unless given prior approval from the instructor. Because this is a writing course designed to nurture, assess and certify the skill level of the individual student, all work submitted must be the original composition of the registered student.

**To sum up, plagiarism and/or cheating is a serious offense which may result in an “F” grade for the work in question, an “F” for the course, and suspension or dismissal from the University.**

### *Writing Standards*

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

### Grading Policy

**\*\*You must earn at least a “C” (70%) in order to pass this course.**

- “A” Outstanding scholarship and an unusual degree of intellectual initiative (90-100%).
- “B” Superior work done in a consistent and intellectual manner (80-89%).
- “C” Average grade indicating competent grasp of subject matter (70-79%).
- “D” Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (60-69%).
- “F” Failed to grasp minimum subject matter; no credit given (0-59%).

Course Schedule  
(subject to revision)

\*Reading assignments must be completed before class on the day listed.

Week 1

Monday, 8/24	<ul style="list-style-type: none"> <li>• Syllabus review.</li> <li>• Introductions.</li> </ul>
Wednesday, 8/26	<ul style="list-style-type: none"> <li>• Silja J.A. Talvi, “Give Us a Break” (online).</li> <li>• <i>The Scott Foresman Handbook for Writers (SFH)</i>, Ch. 8: “How Do You Read and Think Critically?” (108-125).</li> <li>• Academic reading strategies and annotation.</li> </ul>
Friday, 8/28	<ul style="list-style-type: none"> <li>• Fall Spiritual Convocation (11:00 classes cancelled).</li> <li>• 2:00 class: film screening: <i>La Ciudad</i>.</li> </ul>

Week 2

Monday, 8/31	<ul style="list-style-type: none"> <li>• Last day to add-drop: Tuesday, 9/1.</li> <li>• <b>2:00 class only:</b> LiveText training session. We will meet in the Ching Conference Center on the 2nd floor of Eiben Hall.</li> <li>• <b>11:00 class:</b> <ul style="list-style-type: none"> <li>• <i>The Craft of Research (CR)</i>, Ch. 7: “Making Good Arguments: An Overview” (108-119).</li> <li>• Introduce the Toulmin model of argumentation.</li> <li>• How to write a summary of an argument.</li> </ul> </li> </ul>
Wednesday, 9/2	<ul style="list-style-type: none"> <li>• <b>11:00 class only:</b> LiveText training session. We will meet in the Ching Conference Center on the 2nd floor of Eiben Hall.</li> <li>• <b>2:00 class:</b> <ul style="list-style-type: none"> <li>• <i>The Craft of Research (CR)</i>, Ch. 7: “Making Good Arguments: An Overview” (108-119).</li> <li>• Introduce the Toulmin model of argumentation.</li> <li>• How to write a summary of an argument.</li> </ul> </li> </ul>
Friday, 9/4	<ul style="list-style-type: none"> <li>• <i>SFH</i>: Ch. 35: “Problems with Sentence Boundaries: Fragments, Commas Splices, and Run-ons” (538-546).</li> <li>• “Introduction” to <i>The Oxford Book of Work</i> (LiveText).</li> <li>• Discuss Group Research Project and form research groups.</li> </ul>

Week 3

Monday, 9/7	<ul style="list-style-type: none"> <li>• Labor Day (no classes).</li> </ul>
Wednesday, 9/9	<ul style="list-style-type: none"> <li>• Library research training session (meet in our regular classroom).</li> <li>• <i>SFH</i>: Ch. 2: “How Do You Find and Explore a Topic?” (13-26).</li> <li>• <i>CR</i>: Part I: “Research, Researchers, and Readers” (1-27).</li> <li>• Submit topic proposal for Group Research Project.</li> </ul>

Friday, 9/11	<ul style="list-style-type: none"> <li>• Grammar quiz #1: Sentence boundaries: comma splices, sentence fragments, and run-on sentences.</li> <li>• William Morris, “Useful Work versus Useless Toil” (LiveText).</li> <li>• Submit Essay 1 to LiveText by 4:00 p.m.</li> </ul>
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## Week 4

Monday, 9/14	<ul style="list-style-type: none"> <li>• Edward D. Beechert, “Ancient Hawai‘i,” from <i>Working in Hawai‘i: A Labor History</i> (LiveText).</li> <li>• <i>SFH</i>: Ch. 22: “Questions About Subject-Verb Agreement?” (388-401).</li> </ul>
Wednesday, 9/16	<ul style="list-style-type: none"> <li>• Grammar quiz #2: subject-verb agreement.</li> <li>• Ronald Takaki, “A New World of Labor: From Siren to Siren,” from <i>Pau Hana: Plantation Life and Labor in Hawai‘i</i> (LiveText).</li> </ul>
Friday, 9/18	<ul style="list-style-type: none"> <li>• <i>CR</i>: Chs. 3 and 4: “From Topics to Questions” and “From Questions to a Problem” (29-67).</li> <li>• Film screening: <i>W2 Worker</i>.</li> <li>• Submit research journal to LiveText by 4:00 p.m.</li> </ul>

## Week 5

Monday, 9/21	<ul style="list-style-type: none"> <li>• Barbara Ehrenreich, “Nickel and Dimed: On (Not) Getting by in America” (37-45) (online).</li> <li>• <i>SFH</i>: Ch. 23: “Questions About Verb Tense, Voice, and Mood?” (402-418).</li> </ul>
Wednesday, 9/23	<ul style="list-style-type: none"> <li>• Grammar quiz #3: Verb tense, voice, and mood.</li> <li>• Ehrenreich, “Nickel and Dimed: On (Not) Getting by in America” (45-52) (online).</li> </ul>
Friday, 9/25	<ul style="list-style-type: none"> <li>• Meet in front of the library: in-class time to work on your group research projects. Attendance required.</li> <li>• <i>CR</i>: Chs. 5 and 6: “From Problems to Sources” and “Engaging Sources” (68-101).</li> <li>• All groups must submit an outline and annotated bibliography (containing at least eight sources) for their group research presentation. Submit to LiveText before class on Monday.</li> <li>• Deadline to withdraw (no record) from classes.</li> </ul>

## Week 6

Monday, 9/28	<ul style="list-style-type: none"> <li>• Group research presentations.</li> </ul>
Wednesday, 9/30	<ul style="list-style-type: none"> <li>• Group research presentations.</li> </ul>
Friday, 10/2	<ul style="list-style-type: none"> <li>• Group research presentations.</li> </ul>

## Week 7

Monday, 10/5	<ul style="list-style-type: none"> <li>• Excerpts from “New Economy, New Ways to Work” from <i>Yes! Magazine</i> (online).</li> <li>• <i>CR</i>: Chs. 7 and 8: “Making Good Arguments: An Overview” and “Making Claims” (103-129).</li> <li>• <i>SFH</i>: Ch. 30: “Questions About Modifiers?” (469-485).</li> <li>• Submit Essay 2 to LiveText by 4:00 p.m.</li> </ul>
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Wednesday, 10/7	<ul style="list-style-type: none"> <li>• Grammar quiz #4: Modifiers.</li> <li>• The Catholic Worker Movement, “The Aims and Means of the Catholic Worker” (online).</li> <li>• <i>CR</i>: Ch. 9: “Assembling Reasons and Evidence” (130-138)</li> </ul>
Friday, 10/9	<ul style="list-style-type: none"> <li>• Film screening: <i>The Take</i>.</li> <li>• Submit research proposal to LiveText by 4:00 p.m.</li> <li>• Submit research journal to LiveText by 4:00 p.m.</li> </ul>

## Week 8

Monday, 10/12	<ul style="list-style-type: none"> <li>• “Discoverers’ Day” (no classes)</li> </ul>
Wednesday, 10/14	<ul style="list-style-type: none"> <li>• Meet in front of the library. In-class time to work on preliminary research and planning. Attendance required.</li> <li>• <i>CR</i>: Ch. 12: “Planning” (171-186).</li> </ul>
Friday, 10/16	<ul style="list-style-type: none"> <li>• Submit draft of main claim and outline of argument for peer review (hard copies for each of your band members due at the beginning of class).</li> <li>• Review for grammar quiz #5 next Friday, 10/23. Review <i>SFH</i>, Part VI: “Punctuation and Mechanics.”</li> </ul>

## Week 9

Monday, 10/19	<ul style="list-style-type: none"> <li>• Meet in front of the library. In-class time to work on research and drafting. Attendance required.</li> <li>• Submit revised main claim and outline of argument to LiveText by 4:00 p.m.</li> </ul>
Wednesday, 10/21	<ul style="list-style-type: none"> <li>• Meet in front of the library. In-class time to work on research and drafting. Attendance required.</li> </ul>
Friday, 10/23	<ul style="list-style-type: none"> <li>• Grammar quiz #5: Punctuation, common errors, etc.</li> <li>• <i>CR</i>: Chs. 10 and 11: “Acknowledgments and Responses” and Warrants” (139-170).</li> <li>• Submit working annotated bibliography, containing a minimum of six sources, to LiveText by 4:00 p.m.</li> </ul>

## Week 10

Monday, 10/26	<ul style="list-style-type: none"> <li>• <i>CR</i>: Ch. 13: “Drafting Your Report” (187-202).</li> </ul>
Wednesday, 10/28	<ul style="list-style-type: none"> <li>• TBA</li> </ul>
Friday, 10/30	<ul style="list-style-type: none"> <li>• Submit rough draft for peer review (hard copies for each of your band members due at the beginning of class).</li> <li>• <i>CR</i>: Ch. 14: “Revising Your Organization and Argument” (203-212).</li> </ul>

## Week 11

Monday, 11/2	<ul style="list-style-type: none"> <li>• Peer-review workshop (bands): rough draft.</li> <li>• <i>CR</i>: Ch. 16: “Introduction and Conclusions” (232-248).</li> </ul>
Wednesday, 11/4	<ul style="list-style-type: none"> <li>• Peer-review workshop (bands): rough draft.</li> </ul>

Friday, 11/6	<ul style="list-style-type: none"> <li>• Deadline to withdraw (W) from classes.</li> <li>• Submit revised draft of research project. I will collect a hard copy from each student at the beginning of class. This draft must be at least eight pages long and must include proper documentation of at least eight sources using in-text notes and a works cited page, or I will not accept it. WARNING: If you fail to submit an acceptable draft at this time, you forfeit your individual conference during week 12. You will also be encouraged to withdraw from the course if you have not made adequate progress on the research project at this time.</li> </ul>
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## Week 12

Monday, 11/9	• Individual conferences in my office (no class).
Wednesday, 11/11	• Veterans' Day (no classes)
Friday, 11/13	• Individual conferences in my office (no class).

## Week 13

Monday, 11/16	• CR: Ch. 17: "Revising Style: Telling Your Story Clearly" (249-269).
Wednesday, 11/18	• Peer-review workshop (bands): editing.
Friday, 11/20	• Submit final version of research project to LiveText by 4:00 p.m. WARNING: This final version must contain at least ten full pages (with normal font and margins, and not including the works cited) and at least ten sources, or you receive no credit for this major component of your final course grade.

## Week 14

Monday, 11/23	• Individual presentations of research projects.
Wednesday, 11/25	• Individual presentations of research projects.
Friday, 11/27	• Thanksgiving Recess (No Classes).

## Week 15

Monday, 11/30	• Individual presentations of research projects.
Wednesday, 12/2	• Individual presentations of research projects.
Friday, 12/4	<ul style="list-style-type: none"> <li>• Individual presentations of research projects.</li> <li>• Review for Final Exam.</li> <li>• Submit research journal to LiveText by 4:00 p.m.</li> </ul>

Monday, 12/7, 3:00-5:00	• Final Exam
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