

CHAMINADE UNIVERSITY

EN 102:
EXPOSITORY WRITING

SPRING 2012

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.

In order to provide coherence to discussions and to help students learn to collaborate, we will focus our attention in this particular section of EN 102 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 texts are required for this course and are available at the campus bookstore. If you choose to purchase your texts from another source, please be sure to order the specific editions listed below.

- *The Craft of Research*, 3rd ed, eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, University of Chicago Press, 2008. (ISBN 978-0226065663)
- *Literature and Work*, ed. Thomas M. Kitts, Longman, 2010/2011. (ISBN: 978-0-205-68109-9)

STUDENT LEARNING OUTCOMES

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 complete and submit all major essays in order to pass this course.

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

Essay 1	10%
Essay 2	10%
Annotated Bibliography	15%
Research Paper	30%
Final Exam	10%
Participation and Attendance (including reading quizzes, short writing assignments, presentations, peer-review workshops, reading journal, etc.)	25%
TOTAL	100%

LiveText Account

All students in this course are required by the Division of Humanities and Fine Arts to have access to an active LiveText account. The Division will provide you with a keycode and instructions on registering your account following the drop/add period. You will be required to submit all written work via LiveText.

Attendance

More than three unexcused absences may result in a lowering of the final course grade, and students who miss two consecutive weeks of class may be withdrawn from the course. This is official university policy.

Late Work

All written work must be submitted by the specified deadline. Written work will receive a 10% reduction for each day it is late.

Reading Journal

You will be required to keep a reading journal for this course. For each day's reading assignment from *Literature and Work*, you are expected to write an entry in your journal. (You are not required to write an entry for the readings assigned from *The Craft of Research*.)

Each entry should include both a concise summary of the reading as well as a response to what you have read. The response portion of your entry is the place to make connections to previous readings and films that we have studied and discussed, to raise questions concerning the ideas and

arguments presented in the reading, and to relate the reading to your personal experience. You may also use your journal entries to experiment with creative responses to our readings. If you get stuck, I suggest that you read and consider the questions listed after each reading before writing your entry.

My hope is that your journal will provide you with an informal writing space to try out ideas that you might decide to more fully develop in your formal essays. I will ask you to submit your reading journal entries at several points throughout the semester, as noted on the attached course schedule.

Peer-Review Workshops

On certain days, you will be required to bring multiple copies of your drafts to class for peer-review workshops. Please plan ahead so that you have the correct number of copies before class begins.

Classroom Policies

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, we 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.

All electronic devices should be kept in your bag and remain silent during class. This is official university policy. Please see me to discuss any extenuating circumstances.

If you are not prepared for class (i.e., have not completed the assigned reading, or do not have the assigned text on hand), be aware that I reserve the option of giving unannounced quizzes at any time.

If you have any questions about essays, assignments, class discussions, grades, etc., please see me during my office hours (listed at the top of this syllabus). If you are unable to make it to my regularly scheduled office hours, please see me after class or send me an email so that we can schedule an appointment for another time that is mutually convenient.

Chaminade Email Policy

Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is university policy. I check my email at least once a day Monday through Friday. Please allow up to 24 hours for my response to your email.

ACADEMIC HONESTY

Please do not attempt to submit work that is not your own. Please review the following sections of the current Academic Catalog:

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.

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 Provost; if the Provost is the instructor in question, the concern should be directed to the President.) 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 Provost. The findings, in either case, are final.

STUDENTS WITH DISABILITIES

While every effort will be made to accommodate students with disabilities, there is a procedure for receiving appropriate accommodations. Students must first register with the Chaminade Counseling Center, which will then provides documentation that specifies what kinds of accommodations are needed. This documentation must then be shown to, and discussed with, the instructor.

GRADING SCALE

- 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.

****You need a minimum of a 70% (C) to pass this course.**

GRADING STANDARDS FOR ESSAYS

- A: The essay exceeds the expectations of the assignment by applying an exceptionally high level of critical thinking skills, in addition to meeting all of the characteristics of a “B”-range essay.
- B: The goal of the essay is clear, and the language and rhetorical techniques used in the essay are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples for the essay are detailed and logically connect to the thesis and the overall development of the essay. Finally, the essay displays a strong command of grammar, punctuation, and sentence variation.
- C: The goal of the essay is clear, and the language and rhetorical techniques used in the paper are clear and effective for the audience provided. In addition, the essay displays a clear, organizational structure, including an introduction, thesis, topic sentences, examples, transitions, and a conclusion. The examples used in the essay are general and, therefore, make it difficult to analyze the logical connections between the examples and the overall development of the essay. Problems with grammar and punctuation may be present.
- D: The goal of the essay is vague and lacks a clear thesis statement. As such, the essay may not provide a clear organizational structure. Also, the essay has many errors in grammar and punctuation.
- F: The essay lacks a clear goal and an organizational structure, and the grammar and punctuation errors in the essay make it difficult to read.

COURSE SCHEDULE (subject to change)

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

**Additional readings will be assigned throughout the semester as time allows.

Week 1

Wednesday, 1/18	<ul style="list-style-type: none">• Review of course syllabus• Assign Essay 1• Introductions
Friday, 1/20	<ul style="list-style-type: none">• Read Studs Terkel, from <i>Working</i> (80-84 and 210-217)• Watch film: <i>The History of Work</i>

Week 2

Monday, 1/23	<ul style="list-style-type: none">• Read Henry David Thoreau, from “Life without Principle” (19-21)• Watch short film: <i>The Good Life</i>
Wednesday, 1/25	<ul style="list-style-type: none">• Read Barbara Ehrenreich, from <i>Nickel-and-Dimed: On (Not) Getting By in America</i> (96-114)• Watch film clip from <i>The American Ruling Class</i>
Friday, 1/27	<ul style="list-style-type: none">• Draft of Essay 1 due for peer-review workshop (three hard copies)

Week 3

Monday, 1/30	<ul style="list-style-type: none">• Submit Essay 1 via LiveText• Assign Essay 2
Wednesday, 2/1	<ul style="list-style-type: none">• Read Herman Melville, “Bartleby, the Scrivener” (255-261)• Watch short film: <i>Salaryman 6</i>• Watch clip from film adaptation of Melville’s “Bartleby, the Scrivener”
Friday, 2/3	<ul style="list-style-type: none">• Read Melville, “Bartleby, the Scrivener” (262-281)• Watch short film: <i>El Empleo (The Employment)</i>

Week 4

Monday, 2/6	<ul style="list-style-type: none">• Draft of Essay 2 due for peer-review workshop (three hard copies)
Wednesday, 2/8	<ul style="list-style-type: none">• Read Upton Sinclair, from <i>The Jungle</i> (121-127)• Watch film: <i>La Ciudad (The City)</i>
Friday, 2/10	<ul style="list-style-type: none">• Submit Essay 2 via LiveText.• Read <i>The Craft of Research</i> (COR): Prologue; Ch. 1, “Thinking in Print”; and Ch. 2, “Connecting with Your Reader” (3-27)• Assign Research Paper.• Review MLA documentation style

Week 5

Monday, 2/13	<ul style="list-style-type: none"> • Read COR: “Planning Your Project” and Ch. 3, “From Topic to Questions” (31-50). • Topic Proposal due for Research Paper via LiveText. • Library research training session (meet in the library).
Wednesday, 2/15	<ul style="list-style-type: none"> • Library research training session (meet in the library). • Read COR: Ch. 4, “From Questions to a Problem” (51-67).
Friday, 2/17	<ul style="list-style-type: none"> • Read COR: Ch. 5, “From Problems to Sources” (68-83). • Submit Reading Journal Entries, Weeks 1-5, via LiveText.

Week 6

Monday, 2/20	<ul style="list-style-type: none"> • NO CLASSES: PRESIDENTS’ DAY
Wednesday, 2/22	<ul style="list-style-type: none"> • Read COR: Ch. 6, “Engaging Sources” (84-101). • Research workshop (meet in the library, and bring your laptop if you have one).
Friday, 2/24	<ul style="list-style-type: none"> • Research workshop (meet in the library, and bring your laptop if you have one).

Week 7

Monday, 2/27	<ul style="list-style-type: none"> • Submit Annotated Bibliography via LiveText. • Read COR: Ch. 7: “Making Good Arguments: An Overview” (108-119). • Read COR: Ch. 8: “Making Claims” (120-129).
Wednesday, 2/29	<ul style="list-style-type: none"> • Read COR: Ch. 9: Assembling Reasons and Evidence” (130-138).
Friday, 3/2	<ul style="list-style-type: none"> • Read COR: Ch. 10: “Acknowledgments and Responses” (130-151).

Week 8

Monday, 3/5	<ul style="list-style-type: none"> • Draft of main claim and outline of argument due for peer-review workshop (three hard copies)
Wednesday, 3/7	<ul style="list-style-type: none"> • Submit revised draft of main claim and outline of argument via LiveText. • Read COR: Ch. 12: “Planning” and Ch. 13: “Drafting Your Report” (177-202)
Friday, 3/9	<ul style="list-style-type: none"> • Read COR: Ch. 11: “Warrants” (152-170).

Week 9

Monday, 3/12	<ul style="list-style-type: none"> • Read COR: Ch. 16: “Introductions and Conclusions” (232-248).
Wednesday, 3/14	<ul style="list-style-type: none"> • Read COR: Ch. 14: “Revising Your Organization and Argument” (203-210).
Friday, 3/16	<ul style="list-style-type: none"> • Read COR: Ch. 17: “Revising Style” (249-269).

Week 10

Monday, 3/19	<ul style="list-style-type: none"> • Draft of Research Paper due for peer-review workshop (three hard copies)
Wednesday, 3/21	<ul style="list-style-type: none"> • Continue peer-review workshop of draft of research paper.
Friday, 3/23	<ul style="list-style-type: none"> • Submit Research Paper via LiveText. • Submit Reading Journal Entries, Weeks 6-10, via LiveText.

Week 11

Monday, 3/26	<ul style="list-style-type: none"> • NO CLASSES: SPRING RECESS
Wednesday, 3/28	<ul style="list-style-type: none"> • NO CLASSES: SPRING RECESS
Friday, 3/30	<ul style="list-style-type: none"> • NO CLASSES: SPRING RECESS

Week 12

Monday, 4/2	<ul style="list-style-type: none"> • Individual conferences with instructor (no class).
Wednesday, 4/4	<ul style="list-style-type: none"> • Individual conferences with instructor (no class).
Friday, 4/6	<ul style="list-style-type: none"> • NO CLASSES: GOOD FRIDAY

Week 13

Monday, 4/9	<ul style="list-style-type: none"> • Read “The Aims and Means of the Catholic Worker Movement” (available via the Catholic Worker website). • Watch film: <i>The Wobblies</i>
Wednesday, 4/11	<ul style="list-style-type: none"> • Watch film: <i>The Wobblies</i>
Friday, 4/13	<ul style="list-style-type: none"> • Discuss <i>The Wobblies</i>.

Week 14

Monday, 4/16	<ul style="list-style-type: none"> • Read “New Economy, New Ways to Work” from <i>Yes! Magazine</i> (available via the <i>Yes! Magazine</i> website). • Watch film: <i>The Take</i>
Wednesday, 4/18	<ul style="list-style-type: none"> • Watch film: <i>The Take</i>
Friday, 4/20	<ul style="list-style-type: none"> • Discuss <i>The Take</i>. • Submit Reading Journal Entries, Weeks 11-16, via LiveText.

Week 15

Monday, 4/23	<ul style="list-style-type: none"> • Presentations of Final Research Projects.
Wednesday, 4/25	<ul style="list-style-type: none"> • Presentations of Final Research Projects.
Friday, 4/27	<ul style="list-style-type: none"> • Presentations of Final Research Projects.

Week 16

Monday, 4/30	<ul style="list-style-type: none">• Presentations of Research Projects.
Wednesday, 5/2	<ul style="list-style-type: none">• Presentations of Research Projects.
Friday, 5/4	<ul style="list-style-type: none">• Review for Final Exam• Submit peer evaluations of Presentations of Research Projects.

Final Exam: Monday, 5/7, 3:30-5:30, location TBA