



3140 Waiālae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**#BACEN101-13-15**

Course Number: **English 101-13-1**  
Course Title: **Introduction to Expository Writing**  
Department of English  
Division of the Humanities

Instructor Name: Brooke A. Carlson, Ph.D.  
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Term: Fall 2015  
Class Meeting Days: M/W/F  
Class Meeting Hours: **11:30 am - 12:20 pm**  
Class Location: **C.T.C. Ching Hall, Room 251**

“You be me for a while, and I’ll be you.”  
-The Replacements

### Syllabus

#### **Course Description**

Introduction to Expository Writing is designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. It will also provide instruction in organizing your material and in Standard Edited American English. The purpose of this course is to develop the critical reading, writing, and research skills essential for postsecondary academic scholarship. In this particular section of English 101, we will read a number of essays organized around a series of topics that are central to our being in the world today.

As the epigraph from *The Replacements* suggests, this course is centered on the notion of subjectivity. The framing of this subject is also expository writing, which means we will be exploring how we think and write about what we know. We will begin the semester with life at death, or the dying self. These brief essays will lead us into birth and ways of living, or being; followed by words on living with the knowledge of death; and the body - sexed, raced, and gendered. We end with the choice of life, and what that might mean, and we will grapple with these questions across both a short novel and film: Witi Ihimaera’s *The Whale Rider* (1987), and Niko Cara’s adaptation, *Whale Rider* (2002).

You will be expected to critically engage with the ideas presented in these readings as you participate in class discussions, as you think through and write through the material, and as you

write your formal essays. My hope is that this course will prepare you for your academic future, as well as assist you in becoming a critically engaged and informed citizen, committed to living and being in a more just and peaceful world.

### **Student Learning Outcomes**

Upon completion of this course, students will be able to...

1. generate pre-writing strategies and techniques
2. identify, create, and edit using the correct grammar, punctuation, word choice, mechanics, and sentence structure in a written text
3. write clear and effective claims, or thesis statements
4. demonstrate organizational development in a written text
5. identify and implement structured and effective rhetorical writing techniques
6. demonstrate the connection between writing and social action

### **Program Learning Outcomes**

2. Proficiency in creative writing through an original production of poetry, fiction, or non-fiction

### **Institutional Learning Outcomes**

1. Written Communication 2. Oral Communication 3. Critical Thinking
4. Information Literacy 5. Quantitative Reasoning

### **Marianist Values**

1. Educate for formation in faith 2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice & peace 5. Educate for adaptation & change

**LO Alignment Table**

<b>SLO</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Disposition</b>	<b>Program LO</b>	<b>CUH LO</b>	<b>WASC Core Competency</b>	<b>Marianist Values</b>
1	I	I	I	2	Basic Skills	Written Critical	Provide an integral quality education
2	D	D	D	2	Basic Skills	Written Oral Quantitative	Provide an integral quality education
3	I	I	I	2	Basic Skills	Critical Written Oral	Provide an integral quality education; Educate in family spirit
4	I	I	I	2	Basic Skills	Written Critical Quantitative	Provide an integral quality education; Educate for service, justice & peace
5	I	I	I	2	Basic Skills	Written Critical Quantitative	Provide an integral quality education; Educate for service, justice & peace
6	I	I	I	2	Basic Skills	Critical Oral Quantitative Written	Provide an integral quality education; Educate for adaptation & change; Educate for formation in faith; Educate in family spirit

**Required Learning Materials**

*Writing Through Life: An Introduction to Expository (Reading and) Writing.* Ed. Brooke A. Carlson. New York: Linus Books, 2015.

### Supplementary Learning Materials

Students will need a device to access the internet, and then the following web applications or platforms: Google Drive, Vine, and Twitter. Any brand of device is acceptable. It is also recommended that you bring a digital device to class - a phone, tablet, or laptop.

### Basis for Final Grade

Your course grade is dependent upon: your contribution to class; the quality of your presentation, participation, and writing; your improvement; and your effort. I am looking for progress in your work. This course is invested in the refinement and crafting of summarization, classification, comparison, and analysis, serving as a precursor to EN 102.

The goal of the quizzes will be to introduce new material, as well as to address lower level skills like summarization, and help the student to learn various components of research, bibliographic record, grammar and punctuation. The major course assignments will all be assessed using a rubric, which will be provided to each student prior to the assignment. Grading guidelines, rubrics, and procedures that will be used to assess the key course assignments will be provided. All items must be digitized, spell checked, and edited.

### Assessment

Small Group Discussion	2%
Selfie Tweet	4%
Peer Review	4%
Quizzes and Online Participation	10%
Papers (4)	20%
Presentations (3)	20%
Reading Journals	10%
Reading Responses	10%
Final Exam	20%

\*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

\*\*You must earn at least a C, or 70%, to pass the course.

### Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well as a lack of critical thought and focus, render comprehension unlikely, if not impossible.

## **Course Policies**

### **Late Work Policy**

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade for every class session late. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit on time, so that we can all progress through this learning experience together.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished within 90 days, or the “I” will automatically be recorded as an “F” on your transcript.

### **Rewrite Policy**

Rewrites are entirely optional; however, only the papers may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made.

### **Group Work Policy**

Everyone must take part in a group project. Should a grade be assigned, all members of a group will receive the same score. Collaboration is an essential skill in the twenty-first century, and we will practice collaborating and working in groups regularly. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

## **Appropriate Technology**

### **Email**

I will normally respond within one to three days via email, and email is the best way to communicate, outside of face to face contact, both in class and during office hours. Weekend emails are most likely not to be read until Monday, so schedule accordingly. Email is a dialogic process requiring form and content. Context is important. To that end, when you email me, please use the Course Title (EN101-13-1) and a key word as your subject heading.

### **Mobile Devices**

(laptop/tablet/smartphone) I encourage the use of mobile devices during lecture, discussion, group work, etc., so as to maximize the educational experience. You know when your employment of and leap into the web is on task, or off. Be responsible and be active.

### **Other Electronic Information Sites**

(Google Drive, Twitter, Vine) Your participation grade depends upon your communication in class sessions and online. In addition to email and discussion boards, you may also communicate via “comments” on the course micro-blog, podcasts, and/or Twitter account, or wherever I post news items and provocative questions related to our content.

### **Student Expectations**

To improve your writing, you must write. This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You will be writing every day. I will evaluate four of your papers over the course of the semester, but to improve your writing, you will need to do much more.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be double-spaced and aligned left, including:

Your Name  
English 101-13-1  
8/24/15  
Assignment Title

Your own creative title should appear one line below your heading, centered. Papers are to be stapled, and the student's last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email. Sample papers can be perused on Purdue's Online Writing Lab. Papers without the proper heading will earn a D, regardless of content.

You will spend a great deal of time in class discussing ideas and writing about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. To that end, I ask you to write a paragraph in your Reading Journal summarizing each essay you read this semester. Each week, I will also ask you to write in response to a specific question in what I call the Reading Response. Both your Reading Response and your Reading Journals will be maintained online, via our learning platform. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning. The ability to rationally discuss topics with others is a necessary skill for living in the twenty-first century, both in person and in social media (Twitter, Facebook, micro-blogs, comments, texts, etc.). Indeed, we will be working with Instagram, Twitter, and Vine as a way to think critically across various tools and platforms. I recommend you create new accounts on those platforms for this class.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent me from making the necessary accommodations. Please refer any questions to the Dean of Students.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Attendance Policy**

Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your semester grade by 10%. Students who miss two consecutive weeks of class will be withdrawn.

### **Professionalism Policy**

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

- i. How do I know when I know something? What is the evidence and how reliable is it?
- ii. How are things, events, theories, models or people connected? What is the cause and effect?
- iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- iv. So what? Why does it matter? What does it all mean?

### **Academic Conduct Policy**

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination
- Using unauthorized sources for answers during an examination
- Illegally obtained test questions before the test
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own
- The destruction and/or confiscation of school and/or personal property

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs.

### **Violations of Academic Integrity**

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.
- The unacknowledged and inappropriate use of the ideas or words of another writer.
- Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

### **Tutorial and Writing Assistance**

The University Student Services is a free resource, where professionals will work individually with you. Appointments are recommended, but not required. For more information or to make an appointment, visit their website. Please refer to the Student Handbook for more information.

\*\*\*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.\*\*\*

\*\*\*Dates and assignments may change.\*\*\*



*Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Doyle's "His Last Game," should be read before we meet on Wednesday, August 26. Similarly, assignments are due on the date indicated. Quizzes will be administered to demonstrate your knowledge of the readings and your participation in the learning experience.*

## SCHEDULE

### Thematic Overview

Weeks One through Three - Life/Death as Story

Weeks Four through Six - Birth and the Ways We Live

Weeks Seven through Nine - Living with the Knowledge of Death

Weeks Ten through Twelve - The Body: Raced, Sexed, and Gendered

Weeks Thirteen through Fifteen - Life/Death: Humanism and Genre

date	topics	texts
<b>Week One</b>		
8/24	*intro./syllabus	Writing as a Process: Planning, Drafting, Composing, Editing
8/26	* Life/Death as Story	Brian Doyle. "His Last Game."
8/28	* ""	David Searcy. "El Camino Doloroso."

### Assignment One

#### Week Two

8/31	* Life/Death as Story	Writing Effectively
9/2	*""	Michelle Mirsky. "Epilogue: Deadkidistan."
9/4	*""	

#### Week Three

9/7	***No Class – Labor Day***	
9/9	* Life/Death as Story	Grammar Basics: Parts of Speech
9/11	*""	Jon Kerstetter. "Triage." <i>Presentation One</i>

#### Week Four

9/14	*Birth and the Ways We Live	Fragments, Run-ons and Comma Splices
9/16	*""	Marcia Aldrich. "The Art of Being Born."
9/18	*""	<u>Assignment Two</u>

#### Week Five

9/21	*Birth and the Ways We Live	Punctuation and Mechanics
9/23	*""	Megan Stielstra. "Channel B."
9/25	*""	Ewa Hryniewicz-Yarbrough "Objects of Affection."

#### Week Six

9/28	*Birth and the Ways We Live	Subjects and Verbs - Agreement
0/30	*""	Marcia Angell. "The Crazy State of Psychiatry."
10/2	*""	

#### Week Seven

10/5	*Living with the Knowledge of Death	Commas, Semicolons and Colons.
10/7	*""	Charles Baxter. "What Happens in Hell."
10/9	*""	Alice Munro. "Night." <u>Assignment Three</u>

**Week Eight**

**10/12 \*\*\*No Class – Discoverers’ Day\*\*\***

**10/14** \*Living with the Knowledge of Death      Other Punctuation

**10/16** \*’’’’

**Week Nine**

**10/19** \*Living with the Knowledge of Death      Quotation Marks and Quoting

**10/21** \*’’’’

**10/23** \*’’’’      *Presentation Two*

**Week Ten**

**10/26** \*The Body: Raced, Sexed, and Gendered      Titles and Italics

**10/28** \*’’’’      Zadie Smith. “Some Notes on Attunement.”

**10/30** \*’’’’      William Melvin Kelley. “Breeds of America.”  
Assignment Four

**Week Eleven**

**11/2** \* The Body: Raced, Sexed, and Gendered      Incorporating Sources

**11/4** \*’’’’      Vicki Weiqi Yang. Field Notes on Hair.”

**11/6** \*’’’’      Mako Yoshikawa. “My Father’s Women.”

**Week Twelve**

**11/9** \* The Body: Raced, Sexed, and Gendered      Documentation

**11/11 \*\*\*No Class – Veteran’s Day\*\*\***

**11/1** \*      Angela Morales. “The Girls in My Town.”

**Week Thirteen**

**11/16** \*Life/Death, Humanism and Genre      Rhetorical Methods

**11/18** \*’’’’      Ken Murray. “How Doctors Die.”

**11/20** \*’’’’      Kevin Sampsell. “I’m Jumping Off the Bridge.”  
Assignment Five

**Week Fourteen**

**11/23** \*revision      Ihimarea, Witi. *The Whale Rider*. Auckland: Reed  
Books, 1987.

**11/25** \*revision and presentation      Alan Lightman. “The Accidental Universe.”

*Presentation Three*

**11/27 \*\*\*No Class - Thanksgiving Recess\*\*\***

**Week Fifteen**

**11/30** \*Final Study Guide      *Whale Rider*. Dir. Niko Cara. South Pacific Pictures, 2002.

**12/2** \*revisions      Richard Sennett. “Humanism.”

**12/4** \*evaluations

**Week Sixteen**

**\*\*\*Final Exam\*\*\***

Monday, December 7, 3:30 to 5:30 pm