



3140 Waialae Avenue - Honolulu, HI 96816

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#CUH10117

Course Number: **English 101-01-1**

Course Title: **Introduction to Expository Writing**

Department of English

Division of the Humanities

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Office Location: Henry Hall 206 C

Office Hours: M/W/F 11:20 am – 12:20 pm; and by appointment

Term: Fall 2017

Class Meeting Days: T/Th

Class Meeting Hours: **10:00 - 11:20 am**

Class Location: **C.T.C. Ching Hall, Room 253**

“If our sense of bodily vulnerability can pollute our politics, then our sense of political powerlessness must inform how we treat our bodies.”

-Eula Biss

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 and an active life. 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 human in the world today: Hawai’i, humanism, racism, critical thinking, visibility, digitization, education, and what it means to know. For purposes of organization, I have reduced these to five keywords to be used as the headings for our modules: Hawaii, body, race, visibility, and education.

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 as a process. 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.

Service-Learning is an integral part of what we do as a Marianist University. As an extension of the study of expository writing, English literature, and the notion of subjectivity, students will be participating in Project S.H.I.N.E. Orientation is **Saturday, 9/9 at 1pm**, and **On-site Training is 9/13, 4-6pm** (both are mandatory). **Reflection is 10/1, from 3:30-5p.**

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

1. Proficiency in writing through an analytical literary research paper
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

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

Required Learning Materials

- Anderson, Carol. "Kindling." *White Rage: The Unspoken Truth of Our Racial Divide*. Bloomsbury, 2016; 1-6.
- , "Rolling Back Civil Rights." *White Rage: The Unspoken Truth of Our Racial Divide*. Bloomsbury, 2016; 98-137.
- Apkon, Stephen. "Grammar, Rhythm, and Rhyme in the Age of the Image." *The Age of the Image: Redefining Literacy in a World of Screens*. Farrar, Straus and Giroux, 2013; 159-209.
- Beamer, Kamanamaikalani. "Tutu's Aloha 'Aina Grace: Intergenerational Wisdom." *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Edited by Aiko Yamashiro and Noelani Goodyear-Ka'opua. The University of Hawai'i Press, 2014; 11-17.
- Biss, Eula. *On Immunity: An Inoculation*. Graywolf Press, 2014; 125-8.
- Goldrick-Rab, Sara. "Making the Grade." *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. The University of Chicago Press, 2016; 164-91.
- Kelley, William Melvin. "Breeds of America." *The Best American Essays 2013*. Edited by Cheryl Strayed. Houghton Mifflin Harcourt, 2013; 66-75.
- Lennard, Natasha and Cary Wolfe. "Is Humanism Really Humane?" *The New York Times*, January 9, 2017. <https://mobile.nytimes.com/2017/01/09/opinion/is-humanism-really-humane.html>
- Sennett, Richard. "Humanism." *The Best American Essays, 2012*. Edited by David Brooks. Houghton Mifflin Harcourt, 2012; 244-54. First published in *The Hedgehog Review*, Summer 2011.
http://www.iasc-culture.org/THR/THR_article_2011_Summer_Sennett.php
- Walker, Alice. "Beauty: When the Other Dancer is the Self." *Fifty Great Essays*. Fifth Edition. Edited by Robert DiYanni. Pearson, 2013; 276-83.
- Yamashiro, Aiko and Noelani Goodyear-Ka'opua. "We Are Islanders." *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Edited by Aiko Yamashiro and Noelani Goodyear-Ka'opua. The University of Hawai'i Press, 2014; 1-9.
- Yee, Aubrey Morgan. "Cultivating Foresight and Empowerment." *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. Edited by Aiko Yamashiro and Noelani Goodyear-Ka'opua. The University of Hawai'i Press, 2014; 224-33.

Supplementary Learning Materials

Students will need a device to access the internet, and then the following web applications or platforms: Google Drive, thinglink, VoiceThread, Instagram, 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, in addition to a notebook and pens.

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

Attendance, Participation, Presentations, & Quizzes	10%
Canvas Discussion	15%
Reading Journals	15%
Mobile Learning	15%
Papers (4)	15%
Project S.H.I.N.E	15%
Final Exam	15%

*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

English 101-01-1 will also include a **Service-Learning** component through Chaminade's **Service-Learning** program. **Project SHINE** requires 20 hours of service (2 hours a week, for 10 weeks), plus time for orientation, training, and a reflection workshop. In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the final exam. More details will be provided soon.

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. No rewrites may be completed in the last two weeks of the semester.

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. Outside of face to face contact, both in class and during office hours, the "Inbox" in Canvas is the best way to communicate. 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 (EN 101-01-1) 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, thinglink, VoiceThread, Instagram) 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 and Instagram 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 101-01-1
the date
Assignment One

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. 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 **Discussion**. Both your **Reading Journals** and your **Discussion** will be maintained online, via our learning platform. To become strong expository writers, you must write in an expository voice. These spaces allow you to practice writing in an academic voice. 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 (and online) 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, Google Drive, thinglink, VoiceThread, and the LMS Canvas, as a way to think critically across various tools and platforms. I recommend you create new accounts on thinglink, VoiceThread, Twitter, and Instagram, to be used solely 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.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Yamashiro and Goodyear-Ka'opua's "We Are Islanders" should be read before we meet on Wednesday, August 30. 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 - **Hawaii**

Weeks Four through Six - **Body**

Weeks Seven through Nine - **Race**

Weeks Ten through Twelve - **Visuality**

Weeks Thirteen through Fifteen - **Education**

date	topics	texts
Week One		
	*intro./syllabus	Writing as a Process: Planning, Drafting, Composing, Editing
	*	Yamashiro and Goodyear-Ka'opua, "We Are Islanders"
	*	<u>Assignment One</u>
Week Two		
	* Writing Effectively	
	*	Beamer, "Tutu's Aloha 'Aina Grace: Intergenerational Wisdom" *
		Biss, <i>On Immunity: An Inoculation</i>
Week Three		
	*	Grammar Basics: Parts of Speech
Week Four		
	*	Fragments, Run-ons and Comma Splices
	*	Sennett, "Humanism."
	*	<u>Assignment Two</u>
Week Five		
	*	Punctuation and Mechanics
	*	Lennard and Wolfe, "Is Humanism Really Humane?"
Week Six		

- * Subjects and Verbs - Agreement
- * Anderson, "Kindling"

Week Seven

- * Commas, Semicolons and Colons
- * Anderson, "Rolling Back Civil Rights"
- *

Assignment Three

Week Eight

- * Other Punctuation
- * Kelley, "Breeds of America"

Week Nine

- * Quotation Marks and Quoting
- * Walker, "Beauty: When the Other Dancer is the Self"

Week Ten

- * Titles and Italics
- * Apkon, "Grammar, Rhythm, and Rhyme in the Age of the Image"

Assignment Four

Week Eleven

- * Incorporating Sources
- * Goldrick-Rab, <https://medium.com/@saragoldrickrab/basic-needs-insecurity-the-real-crisis-facing-community-colleges-45c317e835cb>

Week Twelve

- * Documentation

Week Thirteen

- * Rhetorical Methods
- * Goldrick-Rab, "Making the Grade"
- *

Assignment Five

Week Fourteen

- * revision and presentation
- * Yee, "Cultivating Foresight and Empowerment."
- *Final Study Guide
- *evaluations

Week Fifteen

Final Exam

Monday, December 4, 3:30 to 5:30 pm