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#WINCUH102

English 102-90-2

Expository Writing

Department of English
Division of the Humanities
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Office Location: Henry Hall 206 C

Office Hours: M/W/F 10:30 – 12:30, and by appointment

Term: **PACE Winter 2019** January 7 to March 19, 2019

Class Meeting Days: **now**

Class Meeting Hours: **always already**

Class Location: **everywhere**

“We don’t care, we’re driving Cadillacs
in our dreams...
We don’t care, we aren’t caught
up in your love affair.”
Lorde

Syllabus

Course Description

“Expository Writing” is crafted to help students learn to write and think critically. In an effort to hone our critical minds and strengthen our writing, we will focus on the learned skills of summarizing, paraphrasing, quoting, evaluating, analyzing, and synthesizing. In addition to several short essays, you will also be writing a multi-source paper of greater length – the Research Paper.

Anything can be bought; but can *anyone* be bought? Are you selling? Or are you selling out? How do we live in the world today? Can we escape capitalism? Would we want to? While art is born out of the market, the two are nevertheless both at odds and in opposition to one another. In fact, success in the market is often understood to mean a decrease in artistic “value.” Conversely, a product high in “artistic” quality is frequently accepted as less profitable. “Selling out” is a phrase used to describe the act of compromising one’s self with the expectation of some sort of gain. Think of all those bands you know that “sell out.” An important part of this equation is desire. Why do you want what you want? What makes something desirable?

Have you ever “sold out” for love? For work? How then do we reconcile these seemingly conflicting forces – art, capitalism, and love?

Engaging with texts that challenge why we make art, why we love, and, at the same time, call these very notions into question, we will read novels, films, and songs as we explore the convergence of art, love, and money.

This is a student-centered course. You must participate to learn. I emphasize participation, including listening, thinking, lecture, Vining, group discussion, Instagramming, online discussion, reflection, reading, writing, Tweeting, and work-shopping.

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. cite written works using MLA citation
7. understand the difference between a bibliography and a Works Cited page
8. research, draft, revise, and edit a research paper
9. write and present a poem as a creative process
10. 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
3. 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

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

Required Learning Materials:

James, Henry. *The Turn of the Screw, The Aspern Papers and Two Stories*. Introduction and Notes by David L. Sweet, Barnes & Nobles Classics, 2003.

Kahakauwila, Kristiana. *This Is Paradise: Stories*. Hogarth, 2013. (excerpts from this text will be made available to you at no cost)

Trimble, John R. *Writing With Style: Conversations on the Art of Writing*. Prentice Hall, 2000.

(excerpts from this text will be made available to you at no cost)

West, Nathanael. *Miss Lonelyhearts & The Day of the Locust*. (1933) Introduction by Jonathan Lethem, New Directions Paperback, 2009.

Required Viewing:

Adaptation. Directed by Spike Jonze, Beverly Detroit, 2002.

The Descendants. Directed by Alexander Payne, Fox Searchlight Pictures, 2011.

Quiz Show. Directed by Robert Redford, Baltimore Pictures, 1994.

Recommended Listening:

Beyonce. "Single Ladies." Bowie, David. "The Rise & Fall of Ziggy Stardust & the Spiders from Mars." Cold War Kids. "Against Privacy." Dylan, Bob. "Maggie's Farm." Fountains of Wayne. "Sink to the Bottom." Green Day. "American Idiot." Lorde. "Royals." Madonna. "Hollywood." MGMT. "Kids." Nirvana. "In Bloom." Petty, Tom. "I Won't Back Down." Lorde. "Royals." Prince. "Baby, I'm A Star." "Slave." Rage Against the Machine. "The Ghost of Tom Joad." Reel Big Fish. "Sell Out."

Supplementary Learning Materials

Students will need a device to access the internet, and then the web applications (Twitter and Instagram), as well as the platforms Google Drive and Canvas. Any brand of device is acceptable.

Basis for Final Grade

Your course grade is dependent upon: your contribution to class; the quality of your participation, and writing; your improvement; and your effort. I am looking for progress in your work. We are building on the introductory material offered in EN 101, and are consequently looking to develop a practice of writing. Moreover, we introduce the process of inquiry and research through the Research Paper.

Writing assignments will include a three to five page analytical essay, weekly reading responses as a threaded Discussion, a Reading Journal, an Article Review, Annotated Bibliography, Quotation Outline, Research Paper Rough Draft, Peer Review, and Research Paper (a minimum of 2500 words, with a Works Cited page including ten sources, and MLA 8th edition citation).

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

Discussion (weekly reading responses):	11.25%
Mobile Learning (Twitter/Instagram):	11.25%
Article Review:	11.25%
Short Essay:	11.25%
Annotated Bibliography:	11.25%

Quotation Outline:	11.25%
Research Paper:	11.25%
Final Exam	11.25%

*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.

***The research paper is standardized (10 sources and 2500 words min.)

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 a lack of critical thought and focus, render comprehension unlikely, if not impossible.

Course Policies

Late Work Policy

Essays turned in late will be assessed a penalty: a half-letter grade for every day 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.

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.

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.

Appropriate Technology

Email

I will normally respond within one to five 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 (EN102-91-2) and a key word as your subject heading.

Other Electronic Information Sites

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

Student Expectations

This is an online workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You are expected to check our Canvas site regularly, to complete all readings and writing assignments on time, and to contribute regularly online. An important part of the workshop process is discussing and critiquing your own, and your peers’ work. Building on the skills you started to craft in English 101, you should be writing a Reading Response every week and keeping a Reading Journal of everything you read, watch, and listen to.

Your Article Review, Short Essay, and Research Paper 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 single-spaced and aligned left, including: your name, English 102-91-2, the date, and the assignment number. Your own creative title should appear one line below your heading, centered. Sample papers can be perused on [Purdue’s Online Writing Lab](#). **Please note that I require a slightly different heading. Papers without the proper heading will earn a D, regardless of content.**

Late papers will lose one grade increment for each day late. Your Annotated Bibliography is much like your Article Review. It is a written record of your research process. You must use proper MLA citation to record the bibliographic information of each text, and then write about that which you have read. I suggest you use three paragraphs for each entry. In the first paragraph, summarize the argument, or topic of the work. Summarizing is an important part of honing your critical thinking skills. In the second paragraph, include several quotations from the text. These quotes will be a valuable resource for you when it comes to writing. And finally, use the last paragraph to write about why this reading matter to you, personally. This last portion is about you and for you.

Attending class online means not only a digital presence, but also responding in a timely fashion.

Plagiarism is 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).

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.

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).

Dates and assignments may change.

SCHEDULE

Week One

Lorde. "Royals." *Pure Heroine*. Universal Music, 2013.

David Bowie. "The Stars (Are Out Tonight)." *The Next Day*. ISO Records, 2013.

James, Henry. *The Aspern Papers*, chapters I through III.

John Doe and Kathleen Edwards. "Golden State." *A Year in the Wilderness*. Yep Roc Records (2009).

Beyoncé ft. Jay Z. "Crazy in Love." *Dangerously in Love*. Columbia (2003).

Article Review Due

Week Two

James. *The Aspern Papers*, chapters IV through IX.
cold war kids “against privacy.” *Loyalty to Loyalty*. Downtown, 2008.
Adaptation. Dir. Spike Jonze. Beverly Detroit, 2002
Topics for Research Papers

Week Three

The Descendants. Dir. Alexander Payne. Fox Searchlight Pictures, 2011.
Annotated Bibliography
Works Cited and MLA Citation
Short Essay Due

Week Four

Kahakauwila, Kristiana. “Portrait of a Good Father.” *This Is Paradise: Stories*. New York: Hogarth, 2013; 125-68

Week Five

Kahakauwila, Kristiana. “This Is Paradise.” *This Is Paradise: Stories*. New York: Hogarth, 2013; 9-46.
Bibliography Due

Week Six

West. *The Day of the Locust*, chapters 1 through 12.
Annotated Bibliography Due
Quotation Outline

Week Seven

West. *The Day of the Locust*, chapters 12 through 18.
The La’s “There She Goes.” *Self-titled*. Polydor, 1990.
Quotation Outline Due
Drafting
Body Paragraphs

Week Eight

West. *The Day of the Locust*, chapters 19 through 22.
Lady Gaga ft. Beyoncé Knowles. “Telephone.” *The Fame Monster*. Interscope, 2010.
Madonna “Hollywood.” *American Life*. Maverick, 2003.
Rough Draft of Research Paper Due
Peer Review

Week Nine

West. *The Day of the Locust*, chapters 23 through 27.
Pixies. “La La Love You.” *Doolittle*. 4AD, 1989.
Cast. “Walk Away.” *All Change*. Polydor, 1995.

Body Paragraphs
Introductions
Conclusions
Peer Review
Peer Review of Research Paper Rough Draft Due

Week Ten

Quiz Show. Dir. Robert Redford. Baltimore Pictures, 1994.
Sex Pistols. "Anarchy in the U.K." *Never Mind the Bullocks*. EMI, 1976.
Nirvana. "Smells Like Teen Spirit." *Nevermind*. DGC, 1991.
Research Paper Revision
Body Paragraphs
Introductions
Conclusions
Research Paper due