

CHAMINADE UNIVERSITY OF HONOLULU

EN 102:
EXPOSITORY WRITING

SPRING 2019

Instructor: Prof. Wyble

Office location: 206-B Henry Hall

Office hours: Tuesdays and Thursdays, 12:50-1:50 (additional Monday, Wednesday, and/or Friday office hours to be announced weekly)

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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.” (2018-2019 Undergraduate Catalog)

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 AND MATERIALS

*Please purchase the paperback editions listed below. No ebooks or digital texts allowed in class.

1. Ehrenreich, Barbara. *Nickel and Dime: On (Not) Getting by in America*. 10th anniversary ed., Henry Holt, 2011. ISBN: 978-0312626686
2. Takaki, Ronald. *Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920*. U of Hawai‘i P, 1983. ISBN: 978-0824809560
3. Booth, Wayne C., et al., editors. *The Craft of Research*. 4th ed., U of Chicago P, 2016. ISBN: 978-0226239736
4. A journal.

*Additional readings will be made available via Canvas. You will be required to print out hard copies of these readings.

LEARNING OUTCOMES

The following course learning outcomes are taken from the section of the 2018-2019 Undergraduate General Catalog entitled “Learning Outcomes of the Core Curriculum”:

I. Clarity

- A. Demonstrate paragraph and essay development in a written text:
 1. Demonstrate thesis sentences,
 2. Demonstrate topic sentences,

3. Demonstrate clear supporting examples for thesis sentence and topic sentences, and
 4. Demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
- B. Demonstrate organizational development in a written text:
1. Demonstrate an effective introductory paragraph,
 2. Demonstrate an effective concluding paragraph, and
 3. Demonstrate the use of transitions (internal/within a paragraph and external/between paragraphs) in a written text.
- C. Demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.

II. Originality and Research

- A. Demonstrate the ability to identify an audience and articulate an argument specific to that audience.
- B. Identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division):
1. Demonstrate the logical structure utilizing the rhetorical techniques.
- C. To demonstrate the ability to evaluate and synthesize research information:
1. Demonstrate the ability to evaluate the validity of source information,
 2. Demonstrate the ability to distinguish between fact and opinions,
 3. Demonstrate the ability to retrieve information from various sources (printed sources, internet sources), and
 4. Demonstrate the ability to integrate material from sources.
- D. Demonstrate the ability to research, draft, revise, and edit a research paper.

III. Documentation

- A. Demonstrate the correct use of MLA documentation: Demonstrate an understanding of the difference between a bibliography and a works cited page,
- B. Demonstrate an understanding of plagiarism, and
- C. Demonstrate the ability to cite sources within the body of a text.

CHARACTERISTICS OF MARIANIST EDUCATION

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

REQUIREMENTS

Participation (including quizzes, in-class writing assignments, peer-review workshops, class discussions, etc.)	15%
Journal	15%
Autobiographical Essay	10%
Annotated Bibliography	15%
Final Research Project	40%
Final Portfolio Exam	05%
TOTAL	100%

POLICIES

- No electronic devices allowed during class time. This includes phones, laptops, tablets, ereaders, etc.
- I follow the official CUH attendance policy as stated in the 2018-2019 Undergraduate Catalog: “Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course.” I determine whether or not an absence is excused. Please provide documentation for any absences that may possibly be excused. Grade reductions due to absences will be calculated as follows:
 - 3 unexcused absences = 5 percentage points deducted from final grade
 - 4 unexcused absences = 10 percentage points deducted from final grade
 - 5 unexcused absences = 15 percentage points deducted from final grade
 - 6 unexcused absences = 20 percentage points deducted from final grade
 - 7 unexcused absences = 25 percentage points deducted from final grade
 - 8 unexcused absences = 30 percentage points deducted from final grade
 - More than 8 unexcused absences = automatic failure of class
- Every three unexcused tardies (and unexcused early departures) count as one unexcused absence.
- I expect you to be prepared to stay in the classroom for the entire class period.
- You will not be able to make up in-class participation assignments you miss due to unexcused tardies or absences.
- Please retain all graded assignments returned until the end of the semester; English majors should save graded copies of their essays in all English classes, insofar as a subset of these essays will be required for the Senior Seminar portfolio in English 499.

SCHEDULE

(subject to change; additional readings and films may be included)

*All reading assignments must be completed before class on the day they are listed.

Week 1

Tuesday, 1/15

- Syllabus review
- Introductions

Thursday, 1/17

- Discuss Henry David Thoreau, “Life Without Principle” (print from Canvas).

Week 2

Tuesday, 1/22

- Assign Essay 1.
- Discuss Barbara Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (1-49).

Thursday, 1/24

- Discuss Ehrenreich, from *Nickel-and-Dimed* (51-86).

Week 3

Tuesday, 1/29

- Discuss Ehrenreich, from *Nickel-and-Dimed* (86-134).

Thursday, 1/31

- Discuss Ehrenreich, from *Nickel-and-Dimed* (134-169).
- Peer-review Essay 1.

Week 4

Tuesday, 2/5

- Discuss Ehrenreich, from *Nickel-and-Dimed* (169-207).

Thursday, 2/7

- Discuss Ehrenreich, from *Nickel-and-Dimed* (207-235).
- Submit Essay 1.

Week 5

Tuesday, 2/12

- Discuss Edward Beechert, “Ancient Hawaii,” from *Working in Hawaii* (print from Canvas).
- Discuss Ronald Takaki, *Pau Hana: Plantation Life and Work in Hawaii, 1835-1920* (pp. ix-56).

Thursday, 2/14

- Discuss Takaki, *Pau Hana*, (pp. 57-91).

Week 6

Tuesday, 2/19

- Discuss Takaki, *Pau Hana*, (pp. 92-152).

Thursday, 2/21

- Discuss Takaki, *Pau Hana*, (pp. 153-181).
- Assign Final Research Project.

Week 7

Tuesday, 2/26

- Discuss *The Craft of Research* (27-48).
- Discuss “The Aims and Means of the Catholic Worker Movement” (print from Canvas).
- Watch *Shift Change*.

Thursday, 2/28

- Submit Topic Proposal.
- Discuss *The Craft of Research* (49-64).
- Watch *Shift Change*

Week 8

Tuesday, 3/5

- Discuss *The Craft of Research* (65-84).
- Submit Journal, Part 1
- Research workshop.

Thursday, 3/7

- Discuss *The Craft of Research* (85-104).
- Research workshop.

Week 9

Tuesday, 3/12

- Submit Working Annotated Bibliography.
- Discuss *The Craft of Research* (173-188).
- Outlining workshop.

Thursday, 3/14

- Submit Outline of Final Research Project.
- Discuss *The Craft of Research* (200-213).

Week 10

Tuesday, 3/19

- Discuss *The Craft of Research* (232-247).
- Drafting workshop.

Thursday, 3/21

- Submit draft of Final Research Project.
- Peer-review workshop.

Spring BreakWeek 11

Tuesday, 4/2

- Discuss *The Craft of Research* (248-267).
- Revision workshop.

Thursday, 4/4

- Submit revised draft of Final Research Project.

Week 12

Tuesday, 4/9

- Individual conferences.

Thursday, 4/11

- Individual conferences.

Week 13

Tuesday, 4/16

- Revision workshop.

Thursday, 4/18

- Revision workshop.

Week 14

Tuesday, 4/23

- Editing and proofreading workshop.

Thursday, 4/25

- Submit final edition of Final Research Project.
- Submit Journal, Part 2

Week 15

Tuesday, 4/20

- Bands discuss the process of writing their Final Research Projects.

Thursday, 5/2

- Final exam review.

Final Exam

- Monday, 5/6, 3:30-5:30 pm (location TBA)