



Chaminade University

OF HONOLULU

ENGLISH 101: INTRODUCTION TO EXPOSITORY WRITING

COURSE SYLLABUS

Class: English (EN) 101	Title: Introduction to Expository Writing
Dept.: English Department	School: Humanities & Fine Arts
Credits: 3 Credit Hours	Term: Fall Semester 2019
Room: Clarence T.C. Ching Hall 253	Times: Tues. & Thurs. at 10:00-11:20
Prof: Lance R. Askildson, Ph.D.	Email: Lance.Askildson@chaminade.edu
Office: Clarence T.C. Ching Hall 257	Phone: (808) 735-4825
Hours: Office Hours Tues. 11:30-12:30	Appts: Office Hours Available by Appt.

REQUIRED TEXTS & LEARNING MATERIALS

Weisser, C.R. (2018). Sustainability: Bedford Spotlight Reader, 2nd Edition. Boston, MA: Bedford, Macmillan Learning Publishing.

The Purdue University Online Writing Lab (OWL). <https://owl.purdue.edu/>

**Additional excerpts and selected readings will be provided directly to you throughout the course*

COURSE OVERVIEW

I. Catalog Course Description

This course provides instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English. Prerequisite: EN 100 or placement by exam.

II. Detailed Course Content

This course is intended for developing college writers who require additional instruction, support and practice in writing academic essays with appropriate mechanics, diction and rhetorical style. This course will utilize active and deep reading techniques to attend to specific features of academic essays and genres of writing. The course will draw upon readings of essays on the interdisciplinary theme of sustainability as a means of exploring issues of voice, diction, organization and argumentation in academic writing. Students will be encouraged to reflect upon and incorporate Chaminade University's Marianist and Native Hawaiian values as they develop as writers.

III. Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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

IV. Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

V. Learning Outcomes

A successful student in this course will be able to:

1. Evaluate texts with critical understanding of written forms and rhetorical structures

2. Apply textual analysis techniques to interpret academic texts and popular media
3. Demonstrate mastery of sentence and paragraph construction
4. Manifest a personal writing voice across multiple essay genres
5. Employ appropriate academic diction, register and syntax across multiple genres
6. Formulate and advance arguments via thesis statements and supporting evidence
7. Apply a process-based writing approach through multiple drafts and revision processes
8. Utilize logical structure to craft and support a variety of textual genres
9. Examine and contrast differing perspectives with clear and concise language
10. Infuse arguments with an ethical sensibility to advocate for service, justice and peace

VI. Curricular Design

This course has been designed to encourage critical analysis and evaluation of its content in order to provide students with the ability to *create* new knowledge of their own. The curriculum closely follows the cognitive taxonomy of Anderson and Krathwohl (2001) and their model of hierarchical development of knowledge as represented in the table below. In keeping with this curricular design, the development of higher-order cognitive skills (analysis, evaluation and creative synthesis) forms a primary goal for this course, alongside the lower-order cognitive goals of content comprehension and information retention.

COGNITIVE TAXONOMY OF LEARNING (Anderson & Krathwohl, 2001)

↑	6. CREATING OR SYNTHESIS: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product.... Creating new knowledge based on informed analysis and evaluation.
	5. EVALUATING: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
	4. ANALYZING: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by delineating processes, creating charts, diagrams or graphic representations.
	3. APPLYING: Carrying out or using a procedure through executing, or implementing. Applying refers to situations where learned material is used through products like models, presentations, interviews or simulations.
	2. UNDERSTANDING: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
	1. REMEMBERING: Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.

Anderson, L. W. & Krathwohl, D. R. (Eds..) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Pearson.

VII. Pedagogical Approach

While Anderson and Krathwohl's (2001) taxonomy of learning informs the curricular design of this course, I will also draw upon a complimentary theoretical model of teaching and learning to shape the pedagogical approach of assignments, instruction and experiential learning opportunities in the course. *Learner-Centered Teaching* (LCT) is a pedagogical approach that attempts to place a strong

emphasis on curricular and instructional practices that engage students and require them to negotiate the course content rather than simply understand and retain it. In this way, LCT attempts to sharply distinguish itself from more traditional pedagogical approaches largely categorized under the ‘Teacher-Centered’ variety (see table below).

LCT draws heavily upon a constructivist philosophy of epistemology (see epistemological works by Kant, Piaget or Vygotsky for more), claiming that knowledge is the outcome of experience mediated by one's own prior knowledge as well as the experience of others—thus rejecting the ‘objectivist’ epistemological view of all knowledge as static and universal. Applied to a theory of knowledge construction (i.e. learning theory), the implication is that learners must integrate new knowledge with what they already know in order to truly ‘know’ or understand it. In a coordinated manner to the cognitive taxonomy of learning above, I incorporate a balanced variety of LCT that asks students to learn through both teacher-driven instruction as well as student-driven inquiry. You will notice that my field assignments, teaching and grading place a premium on your efforts and ability to engage with the course material on an analytical, evaluative and creative level more than they focus on your ability to simply understand and retain such material.

A COMPARISON OF PEDAGOGIES
(Huba & Freed, 2000)

Teacher-Centered Pedagogy	Learner-Centered Pedagogy
Knowledge is transmitted from professor to students.	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving, and so on.
Students passively receive information.	Students are actively involved.
Emphasis is on acquisition of knowledge outside the context in which it will be used.	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
Professor's role is to be primary information giver and primary evaluator.	Professor's role is to coach and facilitate. Professor and student evaluate learning together.
Teaching and assessing are separate.	Teaching and assessing are intertwined.
Assessment is used to monitor learning.	Assessment is used to promote and diagnose learning.
Emphasis is on right answers.	Emphasis is on generating better questions and learning from errors.
Desired learning is assessed indirectly through the use of objectively scored tests.	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.
Focus is on a single discipline.	Approach is compatible with interdisciplinary investigation.
Culture is competitive and individualistic.	Culture is cooperative, collaborative, and supportive.
Only students are viewed as learners.	Professor and students learn together.

Huba, M.E. & Freed, J.E. (2000). *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. New York, NY: Allyn and Bacon.

COURSE ASSIGNMENTS

I. Required Readings & In-Class Writing Assignments (20%)

Description & Rationale: Substantive learning in the classroom and the field requires substantive preparation before each and every class session. As such, you will be expected to complete ALL required readings for each class session: These include both your assigned textbook readings and the supplementary primary source readings that will be provided and occasionally in consultation with guest speakers. While it may be tempting to lightly skim or even skip required readings, such an approach will greatly impede the quality and efficacy of our discussions and your learning in this course.

Assessment & Grading: Your completion of required readings will be assessed and evaluated via the quality of your participation in classroom discussions as well as your responses to brief in-class writing assignments at the beginning of class sessions. You will be given an overall grade for demonstrated understanding and application of required reading materials throughout the entire course on a scale of 0-10.

II. Active Course Participation & Questioning (20%)

Description & Rationale: Your willingness to engage with course material - and then sustain such engagement throughout the duration of the course - will have a significant impact on your successful achievement of the learning outcomes detailed in the sections above. It is essential that you participate fully in all aspects of our class sessions and field experiences – by posing cogent questions and adding commentary to discussions – even when a formal assessment or assignment is not present. Furthermore, your commitment to active course participation throughout the duration of the course will have a significant effect on your learning as well as the learning of your fellow classmates. The use of course participation as a category of assessment and evaluation is intended to incentivize your engagement, participation and attention throughout our entire course of study together.

Assessment & Grading: Your participation during the course will be assessed and evaluated via the quality of your engagement in classroom components – particularly your contribution of thoughtful questions for faculty and guest speakers – as well as the degree to which your overall behavior and attitude are conducive to your and your classmates learning. At the end of the course, you will be given an overall grade for demonstrated engagement and participation on a scale of 0-10.

III. Four Process Essay Assignments (40%)

Description & Rationale: Writing is the central purpose and overriding intended outcome for this course. As a result, the bulk of your learning for this course will be centered around the writing and revision process. You will complete four (4) process-based essays during the the semester. Each essay will require an initial draft followed by writing workshops intended to help you improve, shape and better understand your writing alongside the conventions of academic writing that may improve your approach to each essay. In concert with each essay assignment, you will also be exposed to numerous example essays in your reading assignments as well as mini-lessons on writing conventions that will help you grow and improve as a writer.

Assessment & Grading: Each of your four (4) process-based essays will be graded using a holistic rubric that will examine the components and synthesis of your writing to assign an overall grade. Your initial draft will receive a letter grade and you will be given the opportunity to revise your draft with additional feedback to improve that grade. If you wish to revise your essay a third time, you will be allowed to do so for an additional opportunity to replace your previous letter grade.

IV. Final Essay Assignment (20%)

Description & Rationale: Your final essay will ask you to author an expository essay that addresses an issue of personal connection as well as an issue related to Hawaii and/or Hawaiian values. You will be asked to make an argument in your essay that incorporates Chaminade's mission of "educating for service, justice and peace." Additional details will be provided in the final essay assignment handout.

Assessment & Grading: Your final essay will be graded using a holistic rubric that will examine the components and synthesis of your writing to assign an overall grade. Your initial draft will receive a letter grade and you will be given the opportunity to revise your draft with additional feedback to improve that grade. During the final exam period (Dec. 9 at 8:30-10:30am), you will be asked to reflect on your writing process for this final essay and author a cover letter that critiques your paper. This cover letter will then be used to assign you a grade for your final essay.

CLASS POLICIES

I. Attendance Policy

Attendance is vital to your success in this class. You are expected to attend every scheduled class session. You should email me when illness or other extenuating circumstances prevents you from attending class. More than two unexcused absences may lead to a grade reduction for the entire course above and beyond any missed assignments. If you are absent for two consecutive weeks or more without a documented set of mitigating circumstances, you may be administratively withdrawn from this course. Please speak with me as soon as possible, if you are having any attendance issues.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, you should communicate first with me to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn from the course.

II. Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

III. 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

IV. Late Assignment Policy

Alongside the importance of attendance is the importance of submitting or completing your class assignments on-time. Unless you have contacted me to make alternative arrangements beforehand or have documented an illness, late assignments may have their final grades significantly reduced. Assignments that are more than a week late may receive no credit.

V. Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

VI. Academic Integrity

Given that this is a writing intensive class, it is particularly important that you ensure that your writing assignments are consistent with the academic integrity policy above. You are expected to complete and hand-in your own original work. If you copy someone's writing, work without

appropriate citation or ask someone to write or complete work for you, you are committing *plagiarism*. If you are ever doubt, please speak to me before submitting an assignment that could involve plagiarism. Similarly, if you have concerns about what constitutes plagiarism, please contact me or see me during my office hours so that we can discuss it in detail. Please know that any and all documented plagiarism may result in immediate failure of my course.

VII. University Policies

This course requires adherence to all Chaminade University policies as well as the Chaminade Student Code of Conduct. Such policy coverage includes but is certainly not limited to the American with Disabilities Act accommodation, the Chaminade Academic Code of Conduct, Equal Opportunity and Affirmative Action policies and the Harassment and Threatening Behavior Policy. Please speak to me immediately if you have concerns or questions about any breach of Chaminade policy within or in the context of our course.

VIII. Course Rules & Etiquette

1. Be on-time for all classes & field events.
2. If you are ill, contact me immediately.
3. Be mindful of local cultural norms.
4. Make an effort to speak some French.
5. Show respect for other classmates & speakers.
6. Be considerate, patient and non-judgmental.
7. Keep an open mind to new ideas.
8. Come prepared to discuss and ask questions.

IX. Summative Course Grades

Students will be graded on their overall performance on all assignments, exams and semester projects. The following percentage allocations will be used to determine final course grades:

<u>Coursework Allotments</u>		<u>Letter Grade Equivalents</u>	
Required Readings/Writings	20%	A	90% - 100%
Active Participation	20%	B	80% - 89%
Four Process Essays	40%	C	70% - 79%
Final Expository Essay	20%	D	60% - 69%
		F	0% - 59%

Letter Grade Descriptors

- A *Outstanding scholarship and an unusual degree of intellectual initiative*
- B *Superior work done in a consistent and intellectual manner*
- C *Average grade indicating a competent grasp of subject matter*
- D *Inferior work of the lowest passing grade, not satisfactory for fulfillment of course work*
- F *Failed to grasp the minimum subject matter; no credit given*

COURSE SCHEDULE

This course is organized around the interdisciplinary and universally accessible theme of sustainability. The required course readings detailed below are drawn from your only required textbook, *Sustainability: A Bedford Spotlight Reader*, and provide compelling essays on a diversity of topics within the theme of sustainability as well as diversity of illustrative essay genres that will inform your own essay writing this semester. Each week, you are required to have completed the reading assigned for the class meeting date before that class meeting. Your in-class writing assignment will draw from your assigned textbook readings and will inform our in-class discussions and analysis; both of which will inform my evaluation and grading of your performance. Essay assignments are similarly due on the date of the corresponding class meeting date. While this schedule and list of assigned readings will form the bulk of your activities and reading assignments, there will be additional supplementary readings assigned (and provided to you directly) throughout the course of the semester. These supplementary readings are not optional and it is important that you also complete them by their assigned due dates.

Schedule of Readings & Assignments

Week	Day & Date	Sustainability Theme	Reading/s Due	Assignment Due
Wk 1	Tuesday, 8-27	Introductions	N/A	N/A
	Thursday, 8-29	Close Reading	Caradonna, 22	*In-Class Writing
Wk 2	Tuesday, 9-3	Intro to Sustainability	Thoreau, 26	*In-Class Writing
	Thursday, 9-5	Values & Ethics	Leopold, 58	*In-Class Writing
Wk 3	Tuesday, 9-10	Writing Workshop	Chouinard, 307	Personal Narrative Draft 1 Due
	Thursday, 9-12	Complex Solutions	Singer, 135	*In-Class Writing
Wk 4	Tuesday, 9-17	Writing Workshop	Suzuki, 61	Personal Narrative Draft 2 Due
	Thursday, 9-19	Sustainability Science	Frischkorn, 248	*In-Class Writing
Wk 5	Tuesday, 9-24	Sustainability Politics	Manzi et al., 101	*In-Class Writing
	Thursday, 9-26	Local Sustainability	Capra, 199	*In-Class Writing
Wk 6	Tuesday, 10-1	Writing Workshop	Williams, 280	Compare & Contrast Draft 1 Due
	Thursday, 10-3	Sustainability Impacts	Muir, 39	*In-Class Writing
Wk 7	Tuesday, 10-8	Writing Workshop	Pr. of Wales, 189	Compare & Contrast Draft 1 Due
	Thursday, 10-10	The Pacific Region	Evans-Pughe, 253	*In-Class Writing

Wk 8	Tuesday, 10-15	Moral Imperative	McKibben, 235	*In-Class Writing
	Thursday, 10-17	Tourism & Travel	Williams, 280	*In-Class Writing
Wk 9	Tuesday, 10-22	Writing Workshop	Geerts, 285	Personal Expository Essay Draft 1 Due
	Thursday, 10-24	Sustainability	Migliorini, 301	*In-Class Writing
Wk 10	Tuesday, 10-29	Writing Workshop	Hay, 260	Personal Expository Essay Draft 2 Due
	Thursday, 10-31	Sustainable Developmnt	World Comm., 74	*In-Class Writing
Wk 11	Tuesday, 11-5	Sustainable Visioning	Scruton, 114	*In-Class Writing
	Thursday, 11-7	Sustainable Cities	Bloomberg, 176	*In-Class Writing
Wk 12	Tuesday, 11-12	Writing Workshop	Poschen et al., 206	Persuasive Essay Draft 1 Due
	Thursday, 11-14	Sustainable Living	Kaplan, 166	*In-Class Writing
Wk 13	Tuesday, 11-19	Future Sustainability	Diamond, 149	Persuasive Essay Draft 2 Due
	Thursday, 11-21	Global Sustainability	U.N., 228	*In-Class Proposal
Wk 14	Tuesday, 11-26	Campus Sustainability	Carlson, 215	*In-Class Writing
	Thursday, 11-28	Thanksgiving Holiday	N/A	N/A
Wk 15	Tuesday, 12-3	Writing Workshop	Diamond, 149	Issue Expository Essay Draft 1 Due
	Thursday, 12-5	Reflections & Action	Moyer et al., 270	*In-Class Writing
FINAL	Monday, 12-9 8:30-10:30am	Essay Cover Letter	N/A	Issue Expository Essay Draft 2 Due