

CHAMINADE UNIVERSITY HONOLULU ENGLISH 102-01-1: EXPOSITORY WRITING

Room: CTCC 253

10:00am to 11:20 am T/R

Instructor: Kathryn Heath

Office: Adjunct Office Henry Hall 2nd Flr.

Office Hours: TR 9:30-10:00am &/or 1:00-1:30pm, or by appointment

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Course Requirements

Participation (on-line & in person) & Preparedness in:

- Multiple on-line Written Response Assignments & Discussions
- Reading Quizzes
- Occasional Grammatical Work
- Group Work
- Library Training & workbook

2 short essays (3-5pages)

- Revisions of both short essays after workshop
- Peer Review Workshops (to miss these dates or be underprepared will impact essay mark)

1 Research Project

- Research proposal (1 page)
- Library research workbook
- Draft of Research Paper
- Annotated bibliography (due at writing conference)
- Personal Writing Conference
- Final Research Paper (8-10 pages)

COURSE DESCRIPTION

The primary focus of the course is instruction and practice in writing short-to-medium length expository essays and how to write from sources. Skills required for competent content level courses essays and research and research writing--

such as summarizing, paraphrasing, quoting, evaluating, and synthesizing--will be emphasized in the course. The course includes instruction, guidance, and practice in writing a multi- source research paper of substantial length, within the general focus of the course (research topic is subject to instructor approval).

Examination of various written texts (and the occasional 'film') will provide exemplars of *model* writing and style, as well as a general focus (with varying 'perspectives') for both discussion and writing. The central topic of this course is *work*, as a reality of survival in society for the majority; that is *work* experiences as expressed through poetry, prose, song and story. As the Marianist philosophy of education is to teach peace, justice, and service, we shall seek, through readings, discussions and our own writing, to understand how variant the 'work' experience is for Americans, especially recent, immigrant, Americas. Hopefully, to understand better others' *working* conditions is to begin to build a base to serve on the path to justice and peace for all.

REQUIRED TEXTS

1. *American Working-Class Literature An Anthology*, ed. Coles, Nicholas & Zandy, Janet; Oxford University Press 2007
2. *English Dictionary* (college level edition)
3. *On-line Access to MLA sites*
4. Use of Canvas

LEARNING OUTCOMES

The following course learning outcomes are taken from the section of the 2018-2019 Undergraduate General Catalog *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

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:

1. Demonstrate an understanding of the difference between a bibliography and a works cited page
2. Demonstrate an understanding of plagiarism, and
3. Demonstrate the ability to cite sources within the body of a text.

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

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 (‘Ōlelo 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 (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Incompletes/Withdrawals

Chaminade students have the option of withdrawing from this or any course provided they do either before or by the deadline. Your instructor is not responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course.

Note: It is the student’s responsibility to self-identify with the Director of Personal Counseling in order to receive ADA or other accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling, Dr. Jane Yashuhara, at (866)-647-4845 or email: jyasuhar@chaminade.edu

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.

Technical Assistance for Canvas Users:

Search for help on specific topics at help.instructure.com | For technical

questions: contact Chaminade Help Desk at helpdesk@chaminade.edu OR call toll free at: (866)-647-0654. Sullivan Family Library (www.chaminade.edu/library)

Workshop Sessions: These are opportunities for your fellow classmates to offer constructive criticism on your papers. We meet in small groups and review each others' essays. Workshops/Peer Review Days are mandatory, to miss one or be unprepared (no essay of own in hard copy) is to lower your grade.

Personal Conferences: Personal conferences offer you an opportunity to discuss your progress on your research paper, your annotated bibliographies are due at the time of conference and your draft is due the following week. Feel free to contact me if you have other questions pertaining to your papers or classwork. However, due to time and access constraints the instructor will be available before class (and breaks) to talk as well.

REQUIREMENTS

Class work/Homework/Attendance & Participation 40%

- Reading/writing quizzes (no heads up given)= 5%
- Classwork/Homework (e.g. response to readings) = 15%
- Attendance = 5%
- Preparedness & Participation=10%
- Group Work/Peer Review = 5%

Essay 1 (includes a draft and a revision) = 10 %

Essay 2 (includes a draft and a revision) = 10%

Annotated Bibliography (for Research Project*) 15%

* due at time of writing conference with instructor

Final Research Project *= 35%

- Research Proposal/ abstract (1 page)
- Draft of EssayWorks
- Cited for Peer Edit
- (*Must be submitted hard copy by Due Date to be Graded)
- Writing conference
- Presentation 5%

All Essays are to be submitted in HARD copy. Texts are to be double-spaced, without excessive margins or fonts (use 12 pt. please), paginated, and titled. Papers submitted late will lose points. Research papers MUST be submitted by due date or they will NOT be graded.

Be prepared to bring in **multiple** (x2) hard copies of your essay for workshop/peer review. The first two of your papers **must** be revised after workshop, and may be revised again after instructor's mark, within **two** weeks of return to student. All work must be your own. Plagiarized papers and assignments will receive an F and/or removal from the course.

Please refer to rubrics provided, and reviewed in class, by instructor for specifics of paper grading.

ATTENDANCE POLICY

Punctual attendance is expected. Two absences are likely to result in failure. Unexcused tardies are not really acceptable either, however, you are all adults with full lives. Please contact me by e-mail or phone (see above) should need to be late or absent. Note that the instructor determines which tardies, or absences, may be excused.

LATE WORK POLICY

Any late work will impact one's grade on the assignment. In-class reading quizzes and writing assignments cannot be made up, and hence impact one's final mark.

TENTATIVE ASSIGNMENT SCHEDULE

*Subject to change and additional readings or videos may be assigned throughout the semester. Related 'response-to-reading-questions' will be on Canvas **after** class discussions.

Week, Days & Dates	Assignments
Wk. 1- 8/27 & 8/29 TR	<ul style="list-style-type: none"> ▪ Diagnostic Essay- typed or handwritten. ▪ Review Syllabus & Course & Text Purpose Overview ▪ <i>Chapter I: Early American Labor: Hard, Bound and Free</i>, pp. 1-5
Wk. 2 9/3 & 9/5 TR	<ul style="list-style-type: none"> ▪ Discussion of: "8 Hours," Blanchard p. 137-139; & Lifelets: "Life Stories of Undistinguished Americans" from the <i>Independent</i> pp. 169.182 & related Canvas Work ▪ " Brief History of Work" – https://www.slideshare.net/stevenstark/a-brief-history-of-work ▪ "Animated History Work"- https://www.youtube.com/watch?v=yBgKkYcoPgM ▪ What is a Story" Excerpt <i>Alias Grace</i>, Margaret Atwood ▪ 1st essay assigned – "Lessons of First Job"
Wk. 3 9/10& 9/12 TR	<ul style="list-style-type: none"> ▪ Studs Terkel, <i>Working</i>, "Dolores Dante, Waitress" & Mike LeFevre" pp. 651-660 182 & related Canvas Work ▪ Draft (hard copy) of Essay 1 due 9/12 for wkshp. ▪ Videos on Lowell Factory TBA ▪ Start reading Lowell Factory Girls, pp. 48-58 in class
Wk. 4 9/17 & 9/19 TR	<ul style="list-style-type: none"> ▪ Continue Lowell Factory Girls ▪ "Faces in the Hands" Carolyn Chute p 748-57 182 & related Canvas Work. ▪ Miscellaneous Grammar Work on Transitions (paragraph and sentence level) ▪ "An Introduction to Capitalism" https://www.youtube.com/watch?v=KLNW0sZKYhU ▪ Essay #1 Due 9/19 Hard Copy ▪ Upton Sinclair – excerpt <i>The Jungle</i> pp. 121-128 View: <i>James Corbett: Film Literature and the New World Order.</i> https://www.youtube.com/watch?v=H7l648o_9OE
Wk. 5 9/24 & 9/26	<ul style="list-style-type: none"> ▪ "Tears in the Fabric: Rana Plaza" http://www.rainbowcollective.co.uk/#!/tears-in-the-

<p>T & R</p>	<p>fabric/c1zdc 182 & related Canvas & Discussion Work</p> <ul style="list-style-type: none"> ▪ 2nd Essay Assigned: Role of Work in Social Order ▪ “The Men in the Storm” S. Crane p. 154-58 182 & related Canvas Work ▪ Read Together Wrights Poems p 427-29 ▪ CREATIVE WRITING – Work Haikus Due 10/1 to Share!!! ▪ Listen to: Sixto Rodriguez “Cause” http://search.tb.ask.com/search/video.jhtml?n=781c2ae3&p2=^UX^xpt541^YYA^us&pg=video
<p>Wk. 6 10/1 & 10/3 TR</p>	<ul style="list-style-type: none"> ▪ Draft Essay 2 for Wkshp. 10/3 ▪ Introduction Research Paper ▪ “The Free Vacation Home,” A. Yeziarska p. 328-33 ▪ Topic Approval for Research Paper by Library Day TBA ▪ Paston, “Marks” see Files
<p>Wk. 7 10/8 & 10/10 T R <i>(Week 7 or 8 will include a Mandatory Library Day, TBA)</i></p>	<ul style="list-style-type: none"> ▪ Thesis Share Out 10/8 ▪ Sinclair Library Videos see links on Files ▪ On-line Research Library ▪ Details Annotated Bibliography ▪ “Everyday Sexism” Laura Bates TED https://www.youtube.com/watch?v=LhjsRjC6B8U ▪ Due 10/15 Final Draft 2nd Essay
<p>Wk. 8 10/15/ & 10/17 TR <i>(Week 7 or 8 will include a Mandatory Library Day, TBA)</i></p>	<ul style="list-style-type: none"> ▪ Library Day TBA ▪ Library Workbook ▪ Miscellaneous On-line Grammar Work ▪ Recommended viewing: “How to Write a Great Research Paper Seven simple Steps” Samuel Peyton Jones https://www.youtube.com/watch?v=g3dkRsTqdDA ▪ “A Song For Occupations” Whitman p. 96 ▪ Research Proposal Due (1 page) Due 10/17
<p>Wk. 9 10/29 & 10/31 TR</p>	<ul style="list-style-type: none"> ▪ “The March of the Hill Children” Mother Jones p 284 ▪ “How I Became a Socialist,” Eugene Debs p. 204-208 ▪ ▪ Research Progress Checks (annotated bibliography share with instructor by 10/29)

<p>Wk. 10 11/5 & 11/7 TR</p>	<ul style="list-style-type: none"> ▪ "The Woman Hanging from the Thirteenth Floor Window" Joy Harjo p. 794-95 ▪ <i>The Mommy Myth</i>, selected parts from "Introduction: The New Momism" (see Canvas) ▪ "The Cleaning Woman" H. Gossett p 713-16 ▪ Shu Ting "Assembly Line" See Files on Canvas ▪ View posted videos on Plagiarism: http://search.tb.ask.com/search/video.jhtml?searchfor=plagiarism+videos+from+holland&n=781c2ae3&p2=%5EUX%5Expt541%5EYYA%5Eus&ptb=DB49CEE6-8772-45A3-B980-AD397791F2B7&q=&si=maps-to-directions-b&ss=sub&st=bar&tpr=sbt&ts=1468898955157 ▪ Jeff Johnson, writing teacher in Colorado, on same, using music as the metaphor of explanation ▪ Sign up for Writing Conference
<p>Wk. 11 11/12 & 11/14 TR</p>	<ul style="list-style-type: none"> ▪ "Boxcar Bertha" p. 423-26 ▪ Ezra Pound, "In a Station of the Metro" & "Digging," Heaney see Files ▪ "I Stand Here Ironing" – Tillie Olsen p. 629- 633 ▪ "Clods of Southern Earth" Don West p. 411-15 ▪ Sign up to Present research paper ▪ Role of Presentation of Research. Artistic interpretation ▪ Examples of Presentations to Discuss
<p>Wk. 12 11/19 & 11/21 TR Conferences Times TBA</p>	<ul style="list-style-type: none"> ▪ Annotated Bibliographies Due at Conference ▪ Initial Draft Due at Conference ▪ Continue OWN Research ▪ View Daniel Cohen on Arguing http://search.tb.ask.com/search/video.jhtml?searchfor=daniel+cohen&n=781c2ae3&p2=%5EUX%5Expt541%5EYYA%5Eus&ptb=DB49CEE6-8772-45A3-B980-AD397791F2B7&q=&si=maps-to-directions-b&ss=sub&st=bar&tpr=sbt&ts=1503605240957 (see Canvas Post if absent from class)

	<ul style="list-style-type: none"> ▪ Sign up to Present Research Paper
Wk. 13 11/26 -T 11/28 R Thanksgiving Holiday	<ul style="list-style-type: none"> ▪ “Jorge the Church Janitor Finally Quits – Espada (see Files) ▪ “So Mexicans Are Taking Jobs from Americans” – Baca p. 846-49 ▪ Langston Hughes “Let America Be America Again” p. 372 ▪ Discussion on Immigrant Role in America and short related ‘heritage’ homework, <i>see Canvas</i> ▪ Group Checks on MLA referencing in-text & Works Cited- Bring HARD copy of full paper to class.
Wk. 14 12/3 & 12/5 TR	<ul style="list-style-type: none"> ▪ “El Olor de Cansancio (“The Smell of Fatigue”)- Rodas pp. 883-885 ▪ “A Waitress’ Instructions on Tipping or Get the Cash Up and Don’t Waste My Time” Jan Beatty p. 854-56 ▪ TBA related video on World of Work in Hawaii ▪ “The Lynching” Claude ▪ “Muckers” Carl Sandburg p 311 ▪ 12/5 Begin Presentations
Finals Week 12/9-12/12 Day TBA	<ul style="list-style-type: none"> ▪ Final: Conclude Presentations Attendance is MANDATORY