



Chaminade University
EN 101, Introduction to Expository Writing
Fall Semester, 2019

Instructor: James Kraus, Professor of English

- **Note:** This course uses a site called “Edwebs Moodle,” rather than Canvas.
- **Course url:** <https://courses1.edwebs.com/course/view.php?id=61> (To open new account, click on “Create new account.”)
- **Mail:** 3140 Waiialae Ave., Honolulu, HI 96816, Henry Hall 206-d
- **Office Hours:** Tuesday, 1 – 2:30 p.m.; Thursday, 1 – 2:30 p.m.; Friday, 11:30 – 12:30 p.m.
- **Humanities Division Front Desk:** ph. 808-735-4827
- **Course Pre-requisite:** EN 102, Expository Writing
- **Technical Requirements:** Must successfully open account on course web site. Must be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to the following to this url <http://www.chaminade.edu/library/> then click on the “Database by Subject” link, then scroll down and click on “Films on Demand” If logging on from off-campus, you will need your Chaminade ID and password. Once on the Films on Demand Site, search for and view “The History of English in 10 minutes” in the search field.
- **The course web site is mobile-accessible; however, access via personal computer or tablet (iPad or equivalent) is required for full participation in the course.**
- **Technical Support:** Contact instructor first with all technical problems.

Course Description

English 101 provides an introduction to writing as a process of intellectual discovery. The course will encourage and nurture the various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading.

The course also emphasizes the profound relationship between reading and writing. Readings include an anthology of autobiographical writings as well as one book-length autobiography.

The course is organized around careful development of two autobiographical essays and one argumentative essay. In addition, students keep journals and at the end of the course prepare a portfolio of their best work.

This course requires internet access to the World Wide Web and Email.

Course Outcomes

The successful student will:

- Practice various methods of pre-writing and invention to generate ideas for academic writing projects
- Apply appropriate rhetorical modes to specific writing situations
- Compose effective opening and closing papers
- Create effective transitions
- Revise for correct grammar, punctuation and usage
- Integrate research sources from various sources and evaluating their relative worth

Diversity

Chaminade's "Core Beliefs Statement" says, "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of

potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faced by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

Texts and Materials

- Neihardt, *Black Elk Speaks* (purchase from Chaminade Bookstore or elsewhere required)
- Guide to Grammar and Writing (web site)
- Purdue University OWL (Online Writing Lab)
- Other available free via course website

Online Research Sites

- eBrary (via Chaminade Library Website -- Chaminade ID and password required)
- EBSCO (via Chaminade Library Website -- Chaminade ID and password required)

Requirements

- Participation and attendance: 20%
- Journal: 10%
- Quizzes and miscellaneous other assignments: 20%
- Essays: 30%
- Final Exam: 20%

Notes:

Chaminade's Canvas interface is used to track attendance.

Course journal consists of free-form writing, sometimes in fulfillment of specific assignments. A minimum of 300 words per week (approximately two pages) is required. Journals are considered the private workspaces of individual students; credit for completion of the journal requirement is based on mid-term and final journal reports.

All quizzes are given online.

This course requires six essays of at least 800 words each. Essays are submitted via the course management system.

Final exam consists of two parts. The first part consists of "objective" style questions drawn in large part from prior quizzes. The second part consists of short essays. Final Exam Study Guide is distributed during week prior to exam.

Late Assignments

Accepting of late assignments is the discretion of the instructor. Students must contact their instructor prior to the due date if they wish to have an assignment considered for late submission.

Grading Scale for Essay Assignments

- 'A': Outstanding scholarship and an unusual degree of intellectual initiative. (90-100)***
'B': Superior work done in a consistent and intellectual manner. (80-89)
'C': Average grade indicating competent grasp of subject matter. (70-79)
'D': Inferior work, not satisfactory for fulfillment of prerequisite course work. (60-69)
'F': Failed to grasp minimum subject matter; no credit given.

Passing grade for this course is 'C.'

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one. There may be limited exceptions; approval by the instructor early in the term is required.

While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.

If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.

Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

Tentative Course Outline

Week 1 -- Introduction to course

Key concepts: Rhetorical situation, Rhetorical modes

Assignments:

Take preliminary assessments

Reading: William Stafford, "Writing"

Journal writing: "freewriting" minimum 5 non-stop minutes per day

Forum posting: 150-word about yourself as a writer

Begin Essay 1

Week 2 - Inquiry 1

Key Concepts: Formal Inquiry, Conjecture, Definition, Quality, Policy

Assignments:

Readings: Rodriguez, "Private and Public Language"

Haiku

Week 3 - Writing and Critical Thinking 1

Key concepts: Thesis, Logic, Syllogism, Induction, Deduction, Description

Assignments:

Tuesday: Essay 1 Workshop (Draft required)

Thursday: Essay 1 due

Readings: Dillard, "Seeing"; Woolf, "Death of the Moth"

Week 4 - Writing and Critical Thinking 2

Key Concepts: Process Analysis, Narration, Logical Fallacies

Assignments:

Reading: Dyson, "Assured Destruction"; Alexie, "Joy of Reading and Writing"

Forum Posting: Creative Writing, Haiku

Week 5 - Rhetorical Modes

Key Concepts: Classification, Definition, Comparison/contrast

Assignments:

Tuesday: Essay 2 Workshop (Draft required)

Thursday: Essay 2 due

Reading: Anzuldúa, "How to Tame a Wild Tongue"; Douglass, "Learning to Read and Write"

Grammar/Style Review: Sentence types, Subjects and Verbs, Objects

Week 6 – Revision Workshop 1

Key Concepts: Cause/effect, Paramedic method, Genetic fallacy

Assignments:

Begin Work on Essay 3

Reading: Pollan, "What's Eating America"

Week 7 – Writing and Critical Thinking 3

Key Concepts: Parts of Speech, Circular argument, Either/or fallacy

Assignments:

Tuesday: Essay 3 Workshop (Draft required)

Thursday: Essay 3 due

Reading: Swift, "A Modest Proposal"

Week 8 – Focus on Grammar and Style

Key Concepts: Verb tense voice and mood; Verb agreement; Nouns: plurals, possessives, articles, ad hominem, ad populum

Assignments:

Begin Essay 4

Reading: Thoreau, "Where I Lived and What I Lived for"

Week 9 – Writing and Critical Thinking 4

Key Concepts: Red herring, Straw man, Modifiers, Pronouns (agreement, case)

Assignments Due:

Tuesday: Essay 4 Workshop (Draft required)

Thursday: Essay 4 due

Reading: Kingston, "No Name Woman"

Week 10 – Black Elk 1

Key Concepts: Moral Equivalence, Punctuation, Commas

Assignments:

Begin Essay 5

Reading: *Black Elk Speaks*

Week 11 – Black Elk 2

Key Concepts: Documentation styles, Quotation Marks

Assignments:

Tuesday: Essay 5 Workshop (Draft required)

Thursday: Essay 5 due

Reading: *Black Elk Speaks*

Week 12 – Inquiry 2

Key Concepts: Research, Transitions

Assignments:

Begin Essay 6

Reading: Tan, "Mother Tongue"

Week 13 – Revision Workshop 2

Key Concepts: Editing and Proofreading, Argumentation

Assignments:

Tuesday: Essay 6 Workshop (Draft required)

Reading: Momaday, "The Way to Rainy Mountain"

Week 14 – Review, Critical Thinking

Assignments:

Essay 6 Workshop Continued

Reading: Carson, "The Obligation to Endure"

Week 15 – Review, Writing Process and Style

Assignments:

Essay 6 due

Reading: Hurston, "How it Feels to be Colored Me"

Marianist and 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. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

Sample statement: 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.

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.

Chaminade University

Core Academic Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of its members. Mutual respect for all members of our family allows the Marianist-based

scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

As Mentors
of
the Students
We Serve

Our students, both traditional and non-traditional, bring us a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marlanist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

As
Teachers
and
Scholars

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chaminade from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach

As
Professional

the ideal of full understanding.

Colleagues

We recognize that faculty are at their best in the classroom and that we should make every effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants to the Community

As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.