

CHAMINADE UNIVERSITY OF HONOLULU

EN 102:
EXPOSITORY WRITING
SPRING 2020

Course meetings: MWF 9:30-10:20, in Henry Hall 210
Instructor: Professor Justin Wyble
Office hours: MWF 12:20-1:40, in Henry Hall 206-B
Office phone: (808) 739-8534
E-mail: justin.wyble@chaminade.edu

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.” (2019-2020 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

1. Ehrenreich, Barbara. *Nickel and Dimed: 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

LEARNING OUTCOMES

The following course learning outcomes are taken from the section of the 2019-2020 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.

REQUIREMENTS

Attendance	10%
Classroom Participation	10%
Reading Journal	10%
Autobiographical Essay	10%
Annotated Bibliography	15%
Research Project	40%
Final Exam	05%
TOTAL	100%

*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.

Attendance (10% of final grade): Students are expected to be present and attentive during class. If you are inattentive (e.g., texting, web browsing, sleeping, studying for another class, etc.), you will be marked absent. All absences (other than those excused by CUH) will be considered unexcused. Your attendance grade will be calculated as follows:

0-3 absences = 100%

4 absences = 95%

5 absences = 90%

6 absences = 85%

7 absences = 80%

8 absences = 75%

9 absences = 70%

10 or more absences = automatic failure of the course

Classroom Participation (10% of final grade): Students are expected to participate actively in our frequent in-class discussions of assigned readings. Your classroom participation grade will be determined by the quality of your contributions. Poor attendance will negatively impact your classroom participation grade.

Reading Journal (10% of final grade): Students are expected to keep a reading journal. You will write an entry in your journal for each class meeting's reading assignment. Each journal entry should consist of your reading notes, as well as your response(s) to the assigned reading. I will collect and grade your reading journals twice during the semester (see schedule). No late reading journals will be accepted. Plagiarized assignments will earn a failing grade.

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

ADA POLICY

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center by email: counselingcenter@chaminade.edu 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.

SCHEDULE

(subject to change)

Week 1

M 1/13:

- Syllabus review
- Introductions

W 1/15:

- Assign Autobiographical Essay.

F 1/17:

- Henry David Thoreau, "Life Without Principle"

Week 2

M 1/20: Martin Luther King, Jr. Day (no class)

W 1/22:

- Barbara Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (1-29)

F 1/24:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (29-60)
- **Submit topic proposal for Autobiographical Essay.**

Week 3

M 1/27:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (61-91)

W 1/29:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (92-119)

F 1/31:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (121-150)

Week 4

M 2/3:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (150-180)

W 2/5:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (181-207)

F 2/7:

- Ehrenreich, from *Nickel-and-Dimed: On (Not) Getting By in America* (207-235)
- **Submit reading journal, part 1.**
- **Submit draft of Autobiographical Essay.**

Week 5

M 2/10:

- Edward Beechert, "Ancient Hawaii," from *Working in Hawaii*

W 2/12:

- Ronald Takaki, *Pau Hana: Plantation Life and Work in Hawaii, 1835-1920* (1-21)

F 2/14:

- Takaki, *Pau Hana* (22-56)
- **Submit final edition of Autobiographical Essay.**

Week 6

M 2/17: President's Day (no class)

W 2/19:

- Takaki, *Pau Hana* (57-91)

F 2/21:

- Takaki, *Pau Hana* (92-126)
- **Assign Research Project.**

Week 7

M 2/24:

- Takaki, *Pau Hana* (127-152)
- *The Craft of Research* (1-26)
- “The Aims and Means of the Catholic Worker Movement”

W 2/26:

- Takaki, *Pau Hana* (153-181)
- *The Craft of Research* (27-48)
- *Shift Change* (film)

F 2/28:

- *The Craft of Research* (49-64)
- Assign Annotated Bibliography
- *Shift Change* (film cont.)

Week 8

M 3/2:

- **Library session**
- *The Craft of Research* (65-84)
- **Submit reading journal, part 2.**

W 3/4:

- **Library session**
- *The Craft of Research* (85-104)
- **Submit Research Proposal.**

F 3/6:

- *The Craft of Research* (105-121)
- Research workshop

Week 9

M 3/9:

- *The Craft of Research* (122-131)
- Research workshop

W 3/11:

- *The Craft of Research* (132-140)
- Research workshop

F 3/13

- *The Craft of Research* (141-154)
- Research workshop

Week 10

M 3/16:

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

W 3/18:

- *The Craft of Research* (189-199)
- Outlining workshop

F 3/20:

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

****SPRING BREAK****Week 11

M 3/30:

- *The Craft of Research* (214-231)
- Drafting workshop

W 4/1:

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

F 4/3:

- *The Craft of Research* (248-267)
- Drafting workshop

Week 12

M 4/6:

- Drafting workshop

W 4/8:

- Drafting workshop

F 4/10: Good Friday (no class)

Week 13

M 4/13:

- **Submit Draft of Research Project for peer review.**

W 4/15:

- Peer-review workshop (cont.)

F 4/17:

- Peer-review workshop (cont.)

Week 14

M 4/20:

- Individual conferences with instructor (no class)

W 4/22:

- Individual conferences with instructor (no class)

F 4/24:

- Individual conferences with instructor (no class)

Week 15

M 4/27:

- Revision/editing workshop

W 4/29:

- Revision/editing workshop

F 5/1:

- Revision/editing workshop
- Course evaluations

Final Exam Week

M 5/4, 11:00am-1:00pm:

- **Submit final edition of Research Project.**
- **Take Final Exam.**