



3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

#CUH102220

Course Number: **English 102-02-1**
Course Title: **Expository Writing**
Department of English
Division of the Humanities
Instructor Name: Brooke A. Carlson, Ph.D.
Email: brooke.carlson@chaminade.edu
Office Location: Henry Hall 206 C
Student Visitation: M/F 11:30 – 12:30 pm & 2:30 – 3:30 pm, and by appointment
Term: Spring 2020
Class Meeting Days: M/W/F
Class Meeting Hours: **9:30 - 10:20 am**
Class Location: Eiben 202

“You know there ain’t no rest for the wicked, money don’t grow on trees.
We got bills to pay, we got mouths to feed, and ain’t nothing in this world for free.”
[-Cage the Elephant](#)

Syllabus

Course Description

“Expository Writing” is crafted to help students learn to write and think critically. In an effort to hone our critical minds and strengthen our writing, we will focus on the learned skills of summarizing, paraphrasing, quoting, evaluating, analyzing, and synthesizing. In addition to several short papers, you will also be writing a multi-source paper of greater length – the Research Paper.

Anything can be bought; but can *anyone* be bought? Are you selling? Or are you selling out? How do we live in the world today? Can we escape capitalism? Would we want to? While art is born out of the market, the two are nevertheless both at odds and in opposition to one another. In fact, success in the market is often understood to mean a decrease in artistic “value.” Conversely, a product high in “artistic” quality is frequently accepted as less profitable. “Selling out” is a phrase used to describe the act of compromising one’s self with the expectation of some sort of gain. Think of all those bands you know that “sell out.” An important part of this equation is desire. Why do you want what you want? What makes something desirable? Have you ever “sold out” for love? For work? How then do we reconcile these seemingly conflicting forces – art, capitalism, and love?

Engaging with texts that challenge why we make art, why we love, and, at the same time, call these very notions into question, we will read novels, films, and songs as we explore the convergence of art, love, and money.

This is a student-centered course. You must participate to learn. I emphasize engagement, including listening, reading, lecture, thinking, group discussion, writing, small group discussion, revision, and workshopping. You will be expected to critically engage with the ideas presented in these readings as you participate in class discussions, as you think through and write through the material, and as you write your formal essays as a process. There is no specific content or knowledge that I have, am holding on to, and expect you to wrestle from me, tease out of me, steal, or cajole me in to passing on to you. I have crafted a number of constructed response tasks, across multiple platforms, with the hope that you will learn through doing. In addition, my hope is that this course will prepare you for your academic future, afford you space to articulate and share your culture, and become a critically engaged and informed citizen, committed to living and being in a more just and peaceful world.

I offer as an example of the latter two components in this short TEDx talk by Fred D'Agostino:

<https://www.youtube.com/watch?v=ybYuN8vV2Zs&feature=youtu.be>

Student Learning Outcomes

Upon completion of this course, students will be able to...

1. generate pre-writing strategies and techniques
2. identify, create, and edit using the correct grammar, punctuation, word choice, mechanics, and sentence structure in a written text
3. write clear and effective claims, or thesis statements
4. demonstrate organizational development in a written text
5. identify and implement structured and effective rhetorical writing techniques
6. cite written works using MLA citation
7. understand the difference between a bibliography and a Works Cited page
8. research, draft, revise, and edit a research paper
9. write and present a poem as a creative process
10. demonstrate the connection between writing and social action

Program Learning Outcomes

1. The ability to define various literary critical approaches and apply them in writing an analytical literary research paper
2. ~~The ability to define, identify and articulate major movements/periods from significant authors and texts in British and American literature~~
3. Proficiency in creative writing through an original production of poetry, fiction or non-fiction

Institutional Learning Outcomes

1. Written Communication 2. Oral Communication 3. Critical Thinking
4. Information Literacy 5. Quantitative Reasoning

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. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice & peace
5. Educate for adaptation & 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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
- 6.

Required Learning Materials

Reading:

Cather, Willa. *My Mortal Enemy*. Vintage Books, 1990.
 James, Henry. *The Aspern Papers and Other Short Stories*. Oxford University Press, 2013.
 Kahakauwila, Kristiana. *This Is Paradise: Stories*. Hogarth, 2013.
 Trimble, John R. *Writing With Style: Conversations on the Art of Writing*. New Jersey: Prentice Hall, 2000. (excerpts from this text will be made available to you at no cost)
 West, Nathaneal. *Miss Lonelyhearts and The Day of the Locust*. Introduction by Jonathan Lethem. A New Directions Book, 2009.

Viewing:

Adaptation. Directed by Spike Jonze. Beverly Detroit, 2002.
Fight Club. Directed by David Fincher. Fox 2000 Pictures, 1999.
Lost in Translation. Directed by Sofia Coppola. Focus Features, 2003.
The Descendants. Directed by Alexander Payne. Fox Searchlight Pictures, 2011.

Listening:

Beyonce. "Single Ladies." David Bowie. "The Rise and Fall of Ziggy Stardust and the Spiders From Mars." Cold War Kids. "Against Privacy." "Every Man I Fall For."

Twenty One Pilots. “Stressed Out.” Bob Dylan. “Maggie’s Farm.”
 Fountains of Wayne. “Sink to the Bottom.” Green Day. “American Idiot.”
 Lorde. “Royals.” Madonna. “Hollywood.” MGMT. “Kids.” Nirvana. “In Bloom.”
 Tom Petty. “I Won’t Back Down.” Lorde. “Royals” Prince. “Baby, I’m A Star.” “Slave.”
 Rage Against the Machine. “The Ghost of Tom Joad.” Reel Big Fish. “Sell Out.”
 Santigold. “Can’t Get Enough of Myself.” Cage the Elephant. “Ain’t No Rest for the Wicked.”
 The Lumineers “Cleopatra.”

Supplementary Learning Materials

Students will need a device to access the internet, and then the web applications (Twitter, Instagram, etc.), as well as the platforms Google Drive and Canvas. Any brand of device is acceptable. It is also recommended that you bring a device to class - a phone, tablet, or laptop; along with a notebook, paper, and a pen.

Course Website:

<https://chaminade.instructure.com/courses/10291>

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Basis for Final Grade

Your course grade is dependent upon: your contribution to class; the quality of your presentations, participation, and writing; your improvement; and your effort. I am looking for progress in your work. We are building on the introductory material offered in EN 101, and are consequently looking to develop a practice of writing. Moreover, we introduce the process of inquiry and research through the Research Paper.

As an effort in transparency and in hopes of keeping you up to date in terms of your own work and marks, I do my best to grade regularly on Canvas. Please note that Canvas does not calculate your final grades, I do. The numbers you see on Canvas provide a quick glance, or rough estimate.

The goal of quizzes will be to introduce material, as well as to address lower level skills like summarization, and help the student to learn various components of research, bibliographic record, grammar and punctuation. The major course assignments will all be assessed using a rubric, which will be provided to each student prior to the assignment. Grading guidelines, rubrics, and procedures that will be used to assess the key course assignments will be provided. All items must be digitized, spell checked, and edited.

Assessment

Attendance, Presentations, and Participation:	9%
Discussion	13%
Mobile Learning:	13%
Papers (4):	13%
Research Paper (1):	13%
Final:	13%
Service-Learning Collaboration	13%
Service-Learning (reflection paper & record of participation):	13%

*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

**You must earn at least a C, or 70%, to pass the course.

***The research paper is standardized (10 sources and 2500 words min.)

Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well a lack of critical thought and focus, render comprehension unlikely, if not impossible.

Course Policies

Service-Learning

In conjunction with English 102 and Chaminade University's **Service-Learning**, students are required to collaborate with students in the English Department at Kaimuki High School. Incorporating pedagogical models from English 102, students will be leading vocabulary, writing, reading, and analyzing workshops in select 10th and 12th grade KHS classrooms. Mentoring in small groups, students will volunteer as mentors **five to seven** times over the semester, once a week, or once every other week. Again, over the course of the spring semester, students are required to participate five to seven times in the KHS classroom. Sign-up for mentoring sessions will be done online, and students will be notified of the sign-up link in the next week or two, by email. First come, first serve. In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the final exam.

Across the semester, the class will construct a document in Collaborations that illustrates and articulates what this experience in Service-Learning does. Service-Learning is recognized as a high impact educational practice, as well as one that brings together education and real-world experience in preparation for a life of service and civic participation. Evidence of the experience may include any number of expressions and will demonstrate both what students have done, and what it means. As a class, we will produce a rubric to assess this artifact and the grade that is attained by the class is for the class as a whole, for each and every member. This collaborative

document may well be launching pad for a student presentation in the spring at [Na Liko Naauao](#), or elsewhere.

Sign-up for mentoring sessions will be done in the Humanities office, Henry Hall 206. First come, first serve. In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the final exam. Please note: should this project not work, alternatives are available through Service-Learning

Reflection Prompt

Reflection allows you a time to think, pause, wonder, and writer. Once you have completed your six Service-Learning mentor sessions, look over these questions, write down some thoughts, and let it sit for a while. Then, come back and write a zero draft. A little while later, use that to expand into a rough draft. Let it sit. Then, as your final approaches, finalize that rough draft, and print. Your two- to three- page reflection paper is due on the day of your class final. To take the final, you must first turn in the paper.

What was your Service-Learning experience at Kaimuki High school like? What happened? Is there a story to be told? How were you able to help? In what way did you feel like you were best able to be of service? How did it feel to be a mentor? Were you to do it again, what would better prepare you for this experience?

Taking a step back, how does English matter? Or, what does it mean to be able to succeed in English? How does better preparation offered by you at Kaimuki High School better prepare our youth for the future? And perhaps another step back, is our public education system working? How do you feel as a part of this community? What is your part in public education? What is our part in public education? And again, how does the study of English help us? Finally, coming back to you, the student, how has this Service-Learning experience helped you to learn about English?

Late Work Policy

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade for every class session late. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit on time, so that we can all progress through this learning experience together.

I will post weekly Discussion and Mobile Learning prompts. Completion of the prompts will be assessed as either complete or incomplete. I see this space as a low stakes practice space, and as such, do not qualitatively assess the post. You either do it, and earn all the points, or you don't, and you thus earn nothing. If you miss them, they may not be made up. It is very much to your benefit to complete these tasks as they comprise 26% of your final grade (13% for each). I use Discussion to practice academic writing, which means your posts should be edited and revised before you paste them in as replies on Canvas. I encourage you to keep a Discussion Google doc in your learning machine for these purposes. *Again, these weekly posts may not be made up.*

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished within 90 days, or the “I” will automatically be recorded as an “F” on your transcript.

Rewrite Policy

Rewrites are entirely optional; however, only the four papers may be rewritten for a revised grade (not the Research Paper). Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made. Revisions must include the original, with my comments and the rubric, underneath the revised effort. No revisions will be accepted in the last two weeks of the semester.

Group Work Policy

Everyone must take part in a group project. Should a grade be assigned, all members of a group will receive the same score. Collaboration is an essential skill in the twenty-first century, and we will practice collaborating and working in groups regularly. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology

Email

I will normally respond within one to three days via email, and email via Google and our Chaminade accounts is the best way to communicate. Weekend emails are most likely not to be read until Monday, so schedule accordingly. Email is a dialogic process requiring form and content. Context is important. Email is a dialogic process requiring form and content. Context is important. To that end, when you email me, please use the Course Title (EN 102-2-1) and a key word as your subject heading.

Mobile Devices

(laptop/tablet/smartphone) I encourage the use of mobile devices during lecture, discussion, group work, etc., so as to maximize the educational experience. You know when your employment of and leap into the web is on task, or off. Be responsible and be active.

Other Electronic Information Sites

(Google Drive, Canvas, Twitter, and Instagram) Your participation grade depends upon your communication in class sessions and online. In addition to email and discussion boards, you may also communicate via “comments” on the course micro-blog, podcasts, and/or Instagram account, or wherever I post news items and provocative questions related to our content.

Student Expectations

To improve your writing, you must write. This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You will be writing every day. You are expected to check our Canvas site regularly, to complete all readings and writing assignments on time, and to contribute regularly online (be it on Instagram, Twitter, Voice Thread, Canvas, or elsewhere online).

All of these Mobile Learning platforms are free of charge, but please note that these companies observe and collect data on the users. Indeed, these same companies make money off of the data they compile, which means by using these products, we are labor of a new and different sort. People in these companies are selling the data of what we do for money, and that is a traditional (perhaps) wielding of stuff for money. This data, however, is also specific to each of us, and in its sale to others, can then be used for, against, with, toward, around, at us. In this way, the model has shifted. While I do not agree with these models and the use of our labor for the financial gain of others, I am unable at present to provide an alternative.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be double-spaced and aligned left, including:

Your Name

English 102-02-1

1/25/20

Assignment Title

Your own creative title should appear one line below your heading, centered. Papers are to be stapled, and the student's last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email. Sample papers can be perused on [Purdue's Online Writing Lab](#). **Please note that I require a slightly different heading. Papers without the proper heading will earn a D, regardless of content.**

You will spend a great deal of time over the course of the semester discussing ideas and writing or posting about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. To that end, I will ask you to write a paragraph or two each week in your Discussion. This is a low stakes space to practice academic writing. If you write there regularly, you will improve your academic voice, skills of summarization, critical thinking skills, grammar and mechanics, and time management. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning. The ability to rationally discuss topics with others is a necessary skill for living in the twenty-first century, both in person and in social media (Twitter, Facebook, micro-blogs, comments, texts, etc.). Indeed, we will be working with Twitter and Instagram as a way to think critically across various tools and platforms. I recommend you create a new account on each of these apps for this class.

Plagiarism is the unacknowledged and inappropriate use of the ideas or words of another writer. Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the instructor to plan accordingly. Failure to provide written documentation will prevent me from making the necessary accommodations. Please refer any questions to the Dean of Students.

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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy

Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your semester grade by 10%. Students who miss two consecutive weeks of class will be withdrawn.

Professionalism Policy

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

- i. How do I know when I know something? What is the evidence and how reliable is it?
- ii. How are things, events, theories, models or people connected? What is the cause and effect?
- iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how can I expand and further connect the concept now?
- iv. So what? Why does it matter? What does it all mean?

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination

- Using unauthorized sources for answers during an examination
- Illegally obtained test questions before the test
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own
- The destruction and/or confiscation of school and/or personal property

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs.

Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.
- The unacknowledged and inappropriate use of the ideas or words of another writer.
- Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

Tutorial and Writing Assistance

The University Student Services is a free resource, where professionals will work individually with you. Appointments are recommended, but not required. For more information or to make an appointment, visit their website. Please refer to the Student Handbook for more information.

Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is University policy.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Coppola's *Lost in Translation* should be viewed before we meet again on Friday, January 18. Similarly, assignments are due on the date indicated. If students are poorly prepared, quizzes will be administered to demonstrate your knowledge of the material.

Week One

Introduction
Citation and Summarization
Lost in Translation. Directed by Sofia Coppola. Focus Features, 2003.

Week Two

Assignment One
Cather, Willa. *My Mortal Enemy*. Part One.

Week Three

Cather, Willa. *My Mortal Enemy*. Part Two.
Assignment Two
Topics for Research Papers

Week Four

West, Nathanael. *The Day of the Locust*. Chapters 1 – 11. Library Information Session

Week Five

West, Nathanael. *The Day of the Locust*. Chapters 12 – 18. Library Information Session

Week Six

West, Nathanael. *The Day of the Locust*. Chapters 19 – 22.
West, Chapters 23 – 27.
Assignment Three

Week Seven

Fight Club. Directed by David Fincher. Fox 2000 Pictures, 1999.

Week Eight

James, Henry. *The Aspern Papers*, chapters I through III.

Week Nine

James, Henry. *The Aspern Papers*, chapters IV through VI.

Week Ten

James, Henry. *The Aspern Papers*, chapters VII through IX.
Rough Drafts and Peer Review

Week Eleven

Research Paper is Due – Final Drafts

Week Twelve

Adaptation. Directed by Spike Jonze. Beverly Detroit, 2002.

Week Thirteen

Kahakauwila, Kristiana. “Portrait of a Good Father.”

Kahakauwila. “The Road to Hāna.”

Kahakauwila. “This Is Paradise.”

Week Fourteen

The Descendants. Directed by Alexander Payne. Fox Searchlight Pictures, 2011.

Assignment Four

Final Study Guide

Class Evaluations

Week Fifteen

Final Exam Monday, May 4th, 3:30 – 5:30 pm