

**CHAMINADE UNIVERSITY HONOLULU**  
**ENGLISH 102-10-02: EXPOSITORY WRITING**

**Schofield (on-line due to COVID 19): Wednesdays 17:30-21:40**

**July 6<sup>th</sup> to September 15**

**Summer Evenings 2020**

Instructor: Kathryn Heath

Office: Adjunct Office Henry Hall 2<sup>nd</sup> Flr.

Office Hours: by appointment before/after class (or phone)

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**COURSE REQUIREMENTS:**

2 short essays (3-5pages)

Revisions of both short essays

1 Research Project

- Exploratory Research proposal (1 page)
- Draft of Research Paper
- Annotated bibliography (due at writing conference)
- Personal Writing Conference (phone)
- Final Research Paper (10 pages)
- Final Presentation

Class/Homework/Discussions via Canvas

**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, Americans. 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 & ACCESS USE**

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*  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
4. Use of Canvas and Sullivan Library Data System

### **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.
  - C. 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 ('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

## **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](mailto: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](http://help.instructure.com)
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials

For technical questions: contact Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) OR call toll free at: (866)-647-0654.

Sullivan Family Library ([www.chaminade.edu/library](http://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. Due to the necessity of being on-line the instructor will read and comment on all drafts. However, for you to receive the preparedness points related you must submit the draft on time.~~

**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 du 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.~~ Instructor will conduct phone conferences. You must share your phone number and have sent me all elements necessary prior to the time we arrange to do this. I am at home, I have on-line access and at the moment PLENTY of time. So you just need to engage in the tasks and write or call me if you need help.

**REQUIREMENTS**

Class work/Homework/ <b>Attendance &amp; Participation</b> <ul style="list-style-type: none"><li>• Classwork/homework/Discussion Participation = 20%</li><li>• Preparedness &amp; Participation=15%</li></ul>	35%
Essay 1 (includes a draft and a revision)	10%

Essay 2 (includes a draft and a revision)	10%
Annotated Bibliography (for Research Project*) *due at time of writing conference with instructor	15%
Final Research Project (core elements are below): <ul style="list-style-type: none"> <li>▪ (1 page) exploratory essay</li> <li>▪ Draft of Essay</li> <li>▪ Works Cited criteria are met</li> <li>▪ Final Essay</li> <li>▪ Phone conference</li> <li>▪ Presentation on Research =5%</li> </ul> (Must be submitted hard copy by Due Date to be Graded)	30%
TOTAL	100%

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 **should** be revised after teacher read, 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 and F and/or removal from the course.

Please refer to rubrics provided and posted under files for specifics of paper and presentation 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 & homework reading writing assignments can be made up, but due to the NEED to keep everyone on pace to complete the project, there will be some deductions for late work, and hence this impacts one's final mar

**TENTATIVE ASSIGNMENT SCHEDULE**

\*subject to change and additional readings or videos may be assigned throughout the semester.

Week & Date	Reading Assignments *related written and journal assignments will be given in class
Wk. 1— July 6	<ul style="list-style-type: none"> <li>▪ Diagnostic Essay</li> <li>▪ In text--<i>Chapter I: Early American Labor: Hard, Bound and Free pp.1-5</i></li> <li>▪ "8 Hours," Blanchard p. 137-139.</li> <li>▪ "History of Work" short video</li> <li>▪ "Animated History Work" short video</li> <li>▪ Begin Lifelets: "Life Stories of Undistinguished Americans" from the <i>Independent</i> pp.169-182</li> </ul>
Wk. 2—July 13th	<ul style="list-style-type: none"> <li>▪ Lifelets continued.</li> <li>▪ 1<sup>st</sup> essay assigned – "Lessons of First Job"</li> <li>▪ Video on Lowell Factory</li> </ul> <p style="text-align: center;"><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ "What Work Is"-Levine p. 671</li> <li>▪ Studs Terkel, <i>Working</i>, "Dolores Dante, Waitress" &amp; "Mike LeFevre" pp. 651-660</li> <li>▪ "A Waitress' Instructions on Tipping or Get the Cash Up and Don't Waste My Time" Jan Beatty p. 854-56</li> <li>▪ Start 'Lowell Factory Girls pp. 48-58</li> </ul>
Wk. 3 –July 20th	<ul style="list-style-type: none"> <li>▪ Draft 1<sup>st</sup> Essay Due</li> <li>▪ 2<sup>nd</sup> Essay Assigned: Work in Social Order</li> <li>▪ Misc. Grammar/Conjunctions Work</li> <li>▪ "An Introduction to Capitalism"</li> <li>▪ "New World Order' Corbett podcast</li> </ul> <p style="text-align: center;"><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ Upton Sinclair – excerpt <i>The Jungle</i> pp. 219-226</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Richard Wright Poetry p. 427-29; see also pp.215-17 &amp; p. 311 (related Haiku/poetry assignment)</li> <li>▪ “The Men in the Storm” S. Crane p. 154-58</li> </ul>
Wk. 4—July 27	<ul style="list-style-type: none"> <li>▪ Final Essay 1 Due</li> <li>▪ Haiku /poem Share</li> <li>▪ Introduction Research Paper</li> <li>▪ “Tears in the Fabric: Rana Plaza” <a href="http://www.rainbowcollective.co.uk/#!tears-in-the-fabric/c1zdc">http://www.rainbowcollective.co.uk/#!tears-in-the-fabric/c1zdc</a></li> </ul> <p style="text-align: center;"><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ Paston, “Marks” (See Canvas)</li> <li>▪ “The March of the Hill Children” <i>Mother Jones</i> p. 284</li> <li>▪ “The Free Vacation Home” A. Yeziarska p 328-33</li> <li>▪ “How I Became a Socialist” Eugene Debs p. 204-08</li> <li>▪ “Faces in the Hands” Carolyn Chute p 748-57</li> </ul>
Wk. 5. – August 3rd	<ul style="list-style-type: none"> <li>▪ Draft Essay 2 due</li> <li>▪ Topics for Research Paper for Instructor Approval</li> <li>▪ Plagiarism unit</li> <li>▪ “Everyday Sexism” Laura Bates TED</li> </ul> <p style="text-align: center;"><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ <i>The Mommy Myth</i>, “Introduction: The New Momism” (see Canvas)</li> <li>▪ “The Woman Hanging from the Thirteenth Floor Window” Joy Harjo p. 794-95</li> <li>▪ “Making Do” Linda Hogan p. 741-45</li> <li>▪ “The Cleaning Woman” H. Gossett p 713-16</li> </ul>
Wk. 6. – August 10th	<ul style="list-style-type: none"> <li>▪ Sinclair Library Videos</li> <li>▪ On-line Research Library</li> <li>▪ Details Annotated Bibliography</li> <li>▪ Regina Hartley – TED Talk</li> </ul> <p style="text-align: center;"><u>Readings for Evening</u></p>



	<ul style="list-style-type: none"> <li>▪ “Boxcar Bertha” p. 423-26</li> <li>▪ Hobo video</li> </ul> <p><a href="https://www.youtube.com/watch?v=LWHh9W5IeBo">https://www.youtube.com/watch?v=LWHh9W5IeBo</a></p> <ul style="list-style-type: none"> <li>▪ “I Stand Here Ironing” – Tillie Olsen p. 629-633</li> <li>▪ Shu Ting “Assembly Line” (See Canvas)</li> <li>▪ “Clods of Southern Earth” Don West p. 411-15</li> </ul>
Wk. 7 <sup>th</sup> —August 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ Final Essay Two Due</li> <li>▪ Research Thesis Share Out</li> <li>▪ Research Exploratory Paper Due (1 page)</li> </ul> <p><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ “A Song For Occupations” Whitman p. 96</li> <li>▪ Ezra Pound, “In a Station of the Metro” (See Canvas)</li> <li>▪ Heaney, “Digging” p. 312-13</li> <li>▪ “So Mexicans Are Taking Jobs from Americans” – Baca p. 846-49</li> <li>▪ “Jorge the Church Janitor Finally Quits – Espada (see Canvas) &amp; p. 875-77</li> <li>▪ “El Olor de Cansancio (“The Smell of Fatigue”)- Rodas pp. 883-85</li> </ul>
Wk. 8 – August 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ Annotated Bibliographies Due</li> <li>▪ Daniel Cohen (video see Canvas)-Discussion</li> <li>▪ Canvas Posts and Discussions</li> </ul> <p><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ Jack London “Pinched”: A Prison Experience p 238-44</li> <li>▪ “Unknown Worker. Labor Speaks” p. 215-218</li> </ul>
Wk. 9 August 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>▪ On phone Writing Conference w/ Instructor</li> <li>▪ Working Draft of Research Paper</li> </ul> <p><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ “John Henry” p. 108</li> <li>▪ “Eroded Woman” M. Le Sueur p. 471-75</li> <li>▪ Beecher, J. “Report to the Stockholders” p 352-54</li> <li>▪ Langston Hughes “Let America Be America Again” p. 372</li> <li>▪ “Christ for President”p.543</li> </ul>

<p>Week 10- September 7th</p> <p><b>Final Week</b></p>	<ul style="list-style-type: none"> <li>▪ Research Papers Due HARD COPY</li> <li>▪ Presentations on Research Due</li> <li>▪ “Canfield Songs: Holehole Bushi”  <a href="https://www.hawaiipublicradio.org/post/capturing-songs-japanese-immigrant-plantation-workers#stream/0">https://www.hawaiipublicradio.org/post/capturing-songs-japanese-immigrant-plantation-workers#stream/0</a></li> </ul> <p><u>Readings for Evening</u></p> <ul style="list-style-type: none"> <li>▪ “The Lynching” Claude McKay p. 346</li> <li>▪ Woody Guthrie Misc. . Poems p. 539</li> </ul>
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