

CHAMINADE UNIVERSITY OF HONOLULU

EN 102-02:  
EXPOSITORY WRITING  
FALL 2020

**INSTRUCTOR INFORMATION**

Instructor: Prof. Justin Wyble  
Office hours: MWF 2:00-4:00 via Zoom (email in advance to schedule a Zoom meeting)  
E-mail: justin.wyble@chaminade.edu

**COURSE 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.

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.

**GENERAL EDUCATION LEARNING OUTCOMES**

**Writing:** The students will build on their experience in EN 101 in order to write from sources, write critically and creatively as a process, and produce a research paper that allows them to be critical and creative voices for social justice.

**Information Literacy:** Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information, especially as it relates to primary and secondary sources in the English Discipline.

**COURSE LEARNING OUTCOMES**

Upon the successful completion of this course, the student will

1. Locate, evaluate, and integrate sources into a research paper
2. Design and produce a successful research paper using correct citation format
3. Use writing as a critical and creative voice for social justice [Marianist value: Service, Justice, Peace and the Integrity of Creation]

**REQUIRED TEXTS**

1. Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting by in America*. 10<sup>th</sup> anniversary ed., Henry Holt, 2011.
2. Takaki, Ronald. *Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920*. U of Hawai'i P, 1983.
3. Booth, Wayne C., et al., editors. *The Craft of Research*. 4<sup>th</sup> ed., U of Chicago P, 2016.

\*You also will be required to rent a film: *Shift Change: Putting Democracy to Work*, by Melissa Young and Mark Dworkin.

\*Additional texts will be made available via Canvas throughout the semester.

**BREAKDOWN OF GRADED ASSIGNMENTS**

Participation	15%
Reading Journal	15%
Essay 1 (Autobiographical Essay)	10%
Annotated Bibliography	15%
Research Paper	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.

### MARIANIST CHARACTERISTICS

Chaminade is a Marianist Institution and uses the following characteristics as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

### CLASS GUIDELINES

**Technology Tools:** Students are required to have access to a computer (desktop, laptop, or tablet) with an internet connection. We will be using CUH's learning management system (Canvas), as well as your choice of word processing software (e.g., Google Docs, Microsoft Word, etc.). For assistance with hardware or software questions, please contact the CUH helpdesk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

**Expectations for Instructor Feedback:** I will respond to student emails within 24 hours, usually much sooner. I will provide feedback on your written work within one week of the submission date.

**Expectations for Student Participation:** Students are expected to participate regularly and actively in our frequent discussions of assigned readings, as well as in our peer-review workshops. Students will participate in one or more class discussions each week via Canvas while we are online, and during our designated class meeting times once we return to in-person classes. For each online discussion via Canvas, students will submit an initial post in response to a discussion topic, and then respond to one or more of their classmates' posts. Students are expected to interact with one another in a respectful and thoughtful manner at all times.

**Reading Journal:** Students are expected to keep a reading journal. You will write a journal entry for each class meeting's reading assignment(s). Each journal entry should consist of your reading notes, as well as your response(s) to the assigned reading(s). You will submit your reading journal entries to Canvas each week (by Sunday).

**Late Work Policy:** Students may receive partial credit for late work. Please email me if you need more time to complete an assignment.

### DISABILITY ACCESS

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 Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@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.

### STUDENT CONDUCT

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

### **DIVERSITY STATEMENT**

Chaminade's Core belief statement states, "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.

### **PLAGIARISM GUIDELINES**

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the Academic Catalog. They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

### **GRADING SCALE**

90-100 A  
80-89 B  
70-79 C  
60-69 D  
0 - 59 F

\*The passing grade for this class is a "C."

### **OVERVIEW OF COURSE SCHEDULE**

\*Subject to change.

\*A detailed course schedule will be made available on our Canvas site.

Week 1:

- Introductions
- Henry David Thoreau, "Life Without Principle"
- Mark Albion, *The Good Life*
- *History of Work* (film)
- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America*

Week 2:

- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (cont.)

Week 3:

- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (cont.)
- Edward Beechert, "Ancient Hawai'i"
- Topic Proposal for Essay 1

Week 4:

- Ronald Takaki, *Pau Hana: Plantation Life and Labor in Hawai'i, 1835-1920*
- Peer-review workshop of Essay 1

Week 5:

- Ronald Takaki, *Pau Hana: Plantation Life and Labor in Hawai'i, 1835-1920* (cont.)
- Final edition of Essay 1

Week 6:

- *Shift Change* (film)
- Catholic Worker Movement
- Library research databases workshop

Week 7:

- Annotated Bibliography for Research Paper

Week 8:

- Annotated Bibliography for Research Paper (cont.)
- Outline

Week 9:

- Draft of Research Paper

Week 10:

- Draft of Research Paper (cont.)
- Peer-review workshop of draft of Research Paper

Week 11:

- Revisions of draft of Research Paper

Week 12:

- Individual conferences with the instructor

Week 13:

- Revisions of draft of Research Paper (cont.)

Week 14:

- Editing of draft of Research Paper
- Final edition of Research Paper
- Final Exam