



3140 Waiālae Avenue - Honolulu, HI 96816
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#CUH101320

Course Number: **English 101-03-1**
Course Title: **Introduction to Expository Writing**
Department of English
Division of the Humanities
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Office Location: Henry Hall 206 C
Office Hours: M/W/F 11:30 am – 12:20 pm; 2 – 3 pm, and by appointment
Term: Fall 2020
Class Meeting Days: M/W/F
Class Meeting Hours: **10:20 - 11:20 am**
Class Location: **Henry Hall Room 225**

“When you're writing, you're trying to find out something which you don't know. The whole language for me is fine doing out what you don't want to know, what you don't want to find out. But something forces you anyway.”
-James Baldwin

“...to teach is not to transfer knowledge but to create the possibilities for the production or creation of knowledge.”
-Paulo Freire

Syllabus

Course Catalog Description

Instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English.

Course Overview

In light of the Covid-19 pandemic, I have re-designed what we are doing in this course. The corona virus is changing the world and the way we live in it in radical ways, and I do not believe we can engage in this learning community the same way as we were before the pandemic. That is to say, I am changing and adapting to our contemporary world. My body is at the center of this process. I have lots of feelings about what's happening in the world, and I must come to terms with those feelings so that I can be a human being in the world with others. I have so much more work to do, and I am therefore tired, frustrated, frightened, and angry. At the same time, I see people protesting, and speaking the truth when our leaders in power refuse to do so. I see people taking action for real, radical, change. Consequently, I am optimistic and hopeful that

the world we are in is changing for the better. Make no mistake about it: change requires that we have difficult conversations amidst all these strong feelings. I must come to terms with these feelings, so as to better be me here now.

“Introduction to Expository Writing,” the first in a two-part, two-semester experience situated in the general education program, is designed to provide instruction and practice in reading, writing, editing, and revising short narrative and expository essays. It will also provide instruction in organizing your material and in American English that communicates meaning effectively. The purpose of this course is to develop the critical reading, writing, and research skills essential for postsecondary academic scholarship. In this particular section of English 101, we will read a number of essays organized around a series of topics that are central to our being in the world today.

As the epigraphs from James Baldwin and Paulo Freire suggest, this course is centered on the notion of knowing, on what it means to know, and how we know. The framing of this subject is also expository writing, which means we will be exploring how we think and write about what we know. We will begin the semester with life at death, or the dying self. These brief essays will lead us into birth and ways of living, or being; followed by words on living with the knowledge of death; and the body - sexed, raced, and gendered.

I will also use songs, infographics, podcasts, electronic learning objects (ELOs), and more essays to illustrate and practice critical thinking. I will offer space to explore these skills and examples of writing, the human creative power, and the human mind in **Discussion**. A second **Human Thread Discussion** will ask you to use a smart phone to craft video and audio responses each week. Moreover, in **Mobile Learning** I will be asking you to use two public-facing social media platforms, Twitter and Instagram, to think critically and share on this ever-changing world. The learning process depends entirely on how well one does a thing, but becoming good requires a safe space to make mistakes and build skills. Consequently, assessment in these four digital spaces (Canvas Discussion, Canvas Human Thread Discussion, Twitter, and Instagram) and three kinds of production (Discussion, Human Thread Discussion, and Mobile Learning) will be low stakes; which means, you earn an A for completing the work, and a zero if you opt not to do it.

This is a student-centered course largely taking place across a non-synchronous, or asynchronous digital space. We might meet on occasion in a classroom, under conditions that will not be particularly amenable to communication and exchange. It is more likely, however, that we will not meet together in a single classroom. Regardless, we will build a learning community together, across multiple, digital platforms. This means you will often be working alone, and then sharing what you make with others. You must engage and participate to learn. My hope is that this course will strengthen your capacity for academic success, afford you space to articulate and share your culture, and prepare you to become a critically engaged and informed citizen, committed to living and being in a more just and peaceful world.

Student Learning Outcomes

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

1. Design, and produce a successfully written text by implementing pre-writing strategies, responding to feedback, & revising a draft.
2. Analyze textual situations and apply appropriate rhetorical strategies;
3. Use writing to participate creatively, collaboratively, and critically in their local communities.

General Education Outcomes

The students will explore and articulate reading and writing strategies, produce written texts, and engage diverse textual situations, so as to participate creatively, collaboratively, and critically in their local communities.

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 '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

Required Learning Materials

All the reading materials for this course will be made available to students as PDFs or hyperlinks in Canvas.

Supplementary Learning Materials

I recommended that you bring a device to class - a phone, tablet, or laptop; along with a notebook, paper, and a pen. Given the highly digital space of higher education and pandemic living today, I urge you to do your best to have and keep in good condition: a smartphone, a tablet/laptop/desktop computer as a primary learning machine; a smartphone tripod, and a lavelier microphone that attaches to your phone.

Course Website:

<https://chaminade.instructure.com/courses/12482>

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 presentation, participation, and writing; your improvement; and your effort. I am looking for progress in your work. This course is invested in the refinement and crafting of summarization, classification, comparison, and analysis, serving as a precursor to EN 102.

The goal of the quizzes will be to introduce new 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. Papers will 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, Participation, Presentations, & Quizzes	10%
Discussion	18%
Human Thread Discussion	18%
Mobile Learning	18%
Papers	18%
Midterm & Final Exam	18%

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

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

Late Work Policy

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty. 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**, **Human Thread 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. It is very much to your benefit to complete these tasks. 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.

Mobile Learning, Discussion, and Human Thread Discussion are low stakes assessment, which means completing the prompt earns an A, not completing it earns an F. If you fail to meet the marking deadlines, you may email me with links to the completed posts, but I cannot guarantee credit will be noted.

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 papers may be rewritten for a revised grade.

Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made. *No rewrites may be completed 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. Outside of face to face contact, both in class and during office hours, the “Inbox” in Canvas 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. To that end, when you email me, please use the Course Title 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, Instagram, Padlet) 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 Twitter and 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. I will offer feedback on your papers over the course of the semester, but to improve your writing, you will need to do much more.

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 101-03-1
the due date
Assignment Number

Your own creative title should appear one line below your heading, centered. Papers are due as word or PDF documents in Canvas, on the assigned due date. Papers without the proper heading will earn a **D**, regardless of content.

You will spend a great deal of time in class discussing ideas and writing 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 ask you to write a paragraph in your **Reading Journal** summarizing each essay you read this semester. I will not collect the Reading Journal, but I urge you to practice writing about each essay you read in it. Each week, I will also ask you to write in response to a specific question in what I call the **Discussion**. To become strong expository writers, you must write in an expository voice. These spaces allow you to practice writing in an academic voice. I will also ask you to use your phone to create audio and video responses to be uploaded on Canvas in

the **Human Thread Discussion**. Online, the responsibility rests upon you to participate through digital posts. Regularity and continuity are especially important online. Be kind, courteous, and respectful in both spaces (the classroom and online) 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 Instagram, Twitter, Google Drive, Padlet, and the LMS Canvas, as a way to think critically across various tools and platforms. I recommend you create new accounts on Twitter, Instagram, and Padlet, to be used solely for this class.

The Mobile Learning platforms are free of charge, but please note that these companies observe and collect data on the users. 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. We are doing the work through our own use of the app, and yet we are not receiving money for our work; those who construct the app/platform/space are. 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.

Attendance Policy

Attending class online means not only a digital presence, but also responding in a timely fashion. The Rona is making a huge mess of 21st century capitalism and our society, and this will show up for us in a fluid educational space, most of which will be online, yet may include ancillary, face to face sessions. Online classes are tough because we never meet in person. Our readings are difficult. I encourage you to collaborate with your peers using technology to your benefit. What this means in practical purposes, is that you get contact information from your peers and you provide your peers with contact information in your Canvas Profile (in Week One).

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 I can 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 is presenting the work of another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

- 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.
- Paraphrasing the work of another without proper acknowledgement.

- 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. (Chaminade 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.

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.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. Similarly, assignments are due on the date indicated.

SCHEDULE

Thematic Overview

Weeks One through Three - Life/Death as Story

Weeks Four through Six - Birth and the Ways We Live

Weeks Seven through Nine - Living with the Knowledge of Death

Weeks Ten through Twelve - The Body: Raced, Sexed, and Gendered

Weeks Thirteen through Fourteen - Life/Death: Humanism and Genre

date	topics	texts
Week One		
	*intro./syllabus	Writing as a Process: Planning, Drafting, Composing, Editing
	* Life/Death as Story	Brian Doyle. "His Last Game."
	* ""	David Searcy. "El Camino Doloroso."
		<u>Assignment One</u>
Week Two		
	* Life/Death as Story	Writing Effectively
	*""	Michelle Mirsky. "Epilogue: Deadkidistan."
Week Three		
	*Life/Death as Story	Michelle Mirsky. "Epilogue: Deadkidistan."
	*""	Grammar Basics: Parts of Speech
	*""	Jon Kerstetter. "Triage."
Week Four		
	*Birth and the Ways We Live	Fragments, Run-ons and Comma Splices
	*""	Marcia Aldrich. "The Art of Being Born."
	*""	<u>Assignment Two</u>
Week Five		
	*Birth and the Ways We Live	Punctuation and Mechanics
	*""	Megan Stielstra. "Channel B."
	*""	Ewa Hryniewicz-Yarbrough "Objects of Affection."
Week Six		
	*Birth and the Ways We Live	Subjects and Verbs - Agreement
	*""	Marcia Angell. "The Crazy State of Psychiatry."
Week Seven		
	*Living with the Knowledge of Death	Commas, Semicolons and Colons.
	*""	Charles Baxter. "What Happens in Hell."
	*""	Alice Munro. "Night." <u>Assignment Three</u>
Week Eight		
	*Living with the Knowledge of Death	Other Punctuation
Week Nine		
	*Living with the Knowledge of Death	Quotation Marks and Quoting

Week Ten

- *The Body: Raced, Sexed, and Gendered Titles and Italics
- *"" Zadie Smith. "Some Notes on Attunement."
- *"" William Melvin Kelley. "Breeds of America."
Assignment Four

Week Eleven

- * The Body: Raced, Sexed, and Gendered Incorporating Sources
- *"" Vicki Weiqi Yang. "Field Notes on Hair."
- *"" Mako Yoshikawa. "My Father's Women."

Week Twelve

- * The Body: Raced, Sexed, and Gendered Documentation
- * Angela Morales. "The Girls in My Town."

Week Thirteen

- *Life/Death, Humanism and Genre Rhetorical Methods
- *"" Ken Murray. "How Doctors Die."
- *"" Kevin Sampsell. "I'm Jumping Off the Bridge."
Assignment Five

Week Fourteen

- *revision Alan Lightman. "The Accidental Universe."
- *Final Study Guide & Exam Richard Sennett. "Humanism."