



3140 Waialae Avenue - Honolulu, HI 96816

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#CUH1022

Course Number: **English 102-02-1**

Course Title: **Expository Writing**

Department of English: School of the Humanities, Arts, and Design

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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: Spring 2021

Class Meeting Days: M/W/F

Class Meeting Hours: **9:30 - 10:20 am**

Class Location: **Eiben 202**

“I can't believe we made it (This is what we made, made)
This is what we're thankful for (This is what we thank, thank)
I can't believe we made it (This a different angle)
Have you ever seen the crowd goin' apes**t? Rah”
-Beyonce & Jay-Z

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

Syllabus

Catalog 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, evaluation, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. *Offered every semester.*

Prerequisite: EN 101 or placement by exam.

Course Description

In light of the Covid-19 pandemic, I have redesigned 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.

“Expository Writing” is crafted to help students learn to read, think, and write critically. In an effort to hone our critical minds and strengthen our writing, we will focus on the learned skills of reading, researching, writing, summarizing, paraphrasing, quoting, evaluating, analyzing, synthesizing, editing, and revising. To learn how to write at the college level, we will write a Research Paper as a process, one that is thus comprised of a Bibliography, Annotated Bibliography, Quotation Outline, Rough Draft, Peer Review, and a Final Draft. In addition, I

will ask you to write an Article Review in the first week, and a Sound Poem in the next to the last week.

I will also use songs, infographics, podcasts, electronic learning objects (ELOs), and essays each week 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 spaces 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 taking place across a non-synchronic 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 possible face to face meetings and multiple, digital platforms. This means you will often be working alone, but then sharing what you make with others. I and your peers will be responding and offering feedback as we go. 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.

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>

Dr. Agostino illustrates the importance of being able to articulate and share one's culture. Moreover, he claims the purpose of higher ed is the making of a robust democracy and a civilized society.

General Education Outcome

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.

Student 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.

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. A Marianist education educates the person for:

1. formation in faith 2. an integral quality education
3. family spirit
4. service, justice & peace and the integrity of creation 5. 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

Required Learning Materials

Trimble, John R. *Writing With Style: Conversations on the Art of Writing*. Prentice Hall, 2000.
(excerpts from this text and a number of others will be made available to you at no cost)

Supplementary Learning Materials

I recommend 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 lavalier microphone that attaches to your phone.

Course Website:

<https://chaminade.instructure.com/courses/14352>

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 further 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:	10%
Canvas Discussion	18%
Human Thread Discussion	18%
Mobile Learning:	18%
Papers:	18%
Final:	18%

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

**The research paper is standardized (8-10 sources and 2,500-3000 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

Late Work Policy

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. If you are going to be late with an assignment, please email me in advance to let me know what is happening, and when you expect to submit your work. Indeed, submit all work, even if it is late. 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 encourage you to keep a Discussion Google doc in your learning machine so that you can write those paragraphs as a process. 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 (not the Research Paper). Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made. *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. Outside of face to face contact, both in class and during office hours, email 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., as well as pen and paper, 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 engage.

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, Instagram, and Padlet 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 evaluate six of 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 single-spaced and aligned left, including:

Your Name
English 102-06-1
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 may always re-submit with the proper heading for a better grade.

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. Each week, I will also ask you to write in response to a specific question in the Discussion space offered on Canvas. The same is true for our Human Thread Discussion. Offering audio and video files takes courage and skill. We want to craft a learning community that is ground in respect, safety, communication, quality, and collaboration. Be supportive, personal, kind, smart, and true in these spaces (both online and in the flesh). 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, Instagram, and Padlet as a way to think critically across various tools and platforms. I recommend you create a new account on these platforms 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 and 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?

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: Library Searching, Academic Sources, and the Bibliography

Weeks Four and Five: Reading Sources and Making Annotations

Weeks Six through Eight: Quotes, Organization, and the Beginnings of an Argument

Weeks Nine through Eleven: Drafting, Rhetorical Methods, and Peer Review

Weeks Twelve through Fourteen: Submission of Research Paper, Synthesis, Reflection, and Final Exam

	<u>topics</u>	<u>due dates</u>	<u>texts</u>
Week One			
*			https://www.youtube.com/watch?v=2S24-y0lj3Y
*			Cottom & Childress
*			https://thenewinquiry.com/abolition-is-not-a-suburb/
*	A1: <u>Article Review Due</u>		http://lib.chaminade.edu/

Week Two

- * Topics for Research Papers
- * Bibliography
- * Library Searching and RefWorks

Trimble "Thinking Well"

<http://chaminade.libguides.com/refworks/GoogleInstructional>

<http://chaminade.libguides.com/refworks>

<https://www.youtube.com/watch?v=ABqGHoWsJt0&list=PLoxc4xf9R7VR9zmvnKIyDOu-pDfshhElZ&index=2&t=21s>

Week Three

- * Kinds of Sources
- * Works Cited and MLA 8th Edition Citation
- * A2: Bibliography Due

[MLA Sample Paper](#)

[MLA Style Center](#)

Week Four

- * Annotated Bibliography
- * Parenthetical Citation

Trimble "How to Write a Critical Analysis"

<https://www.youtube.com/watch?v=fevEO-0abxc&list=PLoxc4xf9R7VR9zmvnKIyDOu-pDfshhElZ&index=3&t=14s>

Week Five

- * Paraphrasing, Integrated, and Block Citation
- * Introducing Quotes and Analyzing
- * A3: Annotated Bibliography Due

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html

Week Six

- * Quotation Outline
- * Introducing Quotes

Week Seven

- * Analysis
- * A4: Quotation Outline Due

Trimble "Middles"

Week Eight

- * Drafting
- * Organization
- * Body Paragraphs

Week Nine

- * Rhetorical Methods Trimble “Openers”
- * *Rough Rough Drafts Due*

https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html

<https://writingcenter.unc.edu/tips-and-tools/argument/>

Week Ten

- * **Peer Review**
- * Counterarguments and Concessions
- * A5: Rough Drafts Due

<https://writingcenter.ashford.edu/counterargument>

<https://writingcenter.fas.harvard.edu/pages/counter-argument>

<https://www.youtube.com/watch?v=QGHihCm4xPQ>

<https://www.youtube.com/watch?v=fEH5K-Zvj14>

Week Eleven

- * Research Paper Revision Trimble “Closers”
- * Editing, Global and Structural Revision

Week Twelve

- * Trimble “Revising” and “Proofreading”
- * A6: Research Paper Due

Week Thirteen

- * Reflection
- * Synthesis A7: Sound Poem Due

Week Fourteen

Final Exam

<https://thenewinquiry.com/reimagining-networks/>