



3140 Waiialae Avenue - Honolulu, HI 96816

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#CUH10290

English 102-90-1

Expository Writing

Department of English

Division of the Humanities

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Office Location: Henry Hall 206 C

Office Hours: M/W/F 10:30 – 12:30, and by appointment

Term: **Online Summer I 2021** May 17 to June 25, 2021

Class Meeting Days: **now**

Class Meeting Hours: **always already**

Class Location: **everywhere**

“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

This semester-length course is the culmination of the two-sequence Chaminade Writing Program and General Education core requirements. Instead of fourteen weeks, the Summer Session I is six weeks, which means this learning experience is both accelerated and re-focused around the writing researching as a process.

As the epigraphs from Paulo Freire, Beyonce and Jay Z 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. “Expository Writing” is the second of a two-course sequence aimed at preparing students to read, think, research, and write at the college level. 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.

I will also use songs 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, but I am not requiring students to participate there.

This is a student-centered course taking place across a non-synchronous digital space. We will not meet together in a single classroom, but rather, we will build a learning community together, across multiple, digital platforms. This means you will always be working alone, but 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.

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

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:

Kahakauwila, Kristiana. *This Is Paradise: Stories*. Hogarth, 2013. (excerpts from this text will be made available to you at no cost)

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

Recommended Listening:

Beyonce. “Single Ladies.” “Apes**t.” Bowie, David. “The Rise & Fall of Ziggy Stardust & the Spiders from Mars.” Cold War Kids. “Against Privacy.” Dylan, Bob. “Maggie’s Farm.” Fountains of Wayne. “Sink to the Bottom.” Green Day. “American Idiot.” Lorde. “Royals.” Madonna. “Hollywood.” MGMT. “Kids.” Nirvana. “In Bloom.” Petty, Tom. “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.”

Supplementary Learning Materials

Students will need a device to access the internet, and then the web applications, or platforms, Google Drive, Voice Thread, Twitter and Instagram. Any brand of device is acceptable. None of these apps are to be purchased and can be used at no cost to the student.

Course Website:

<https://chaminade.instructure.com/courses/15281>

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 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 Writing Assignments this semester will include an Article Review, Bibliography, Annotated Bibliography, Quotation Outline, Rough Rough Draft, and Research Paper (a minimum of 2500 words, with a Works Cited page including eight to ten sources in MLA 8th edition citation).

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 and Participation	10%
Canvas Discussion	18%
Mobile Learning (Twitter/Instagram)	18%
Human Thread Discussion	18%
Writing Assignments	18%
Final Exam	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.

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.

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.

Appropriate Technology

Email

I will normally respond within three to five days via email, and email is the best way to communicate, outside of face to face contact, both in class and during office hours. 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 (EN102) and a key word as your subject heading.

Other Electronic Information Sites

(Google Drive, Canvas, Twitter, Instagram) Your participation grade depends upon your communication in 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

This is an online workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You are expected to check our Canvas site regularly, to complete all readings and writing assignments on time, and to contribute regularly online. An important part of the workshop process is discussing and critiquing your own, and your peers' work. Building on the skills you started to craft in English 101, you should be writing a Reading Response every week and keeping a Notebook where you write on everything you read, watch, and listen to.

Your Written Assignments are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides. The proper heading will be single-spaced and aligned left, including:

Your Name
English 102-90-1
the date
the assignment number

Your own creative title should appear one line below your heading, centered. Sample papers can be perused on [Purdue's Online Writing Lab](#) or at the [MLA Style Center](#) under sample papers.

Please note that I require a slightly different heading. Papers without the proper heading will earn a D, regardless of content. You may always re-submit with the proper heading to earn 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. If you have not yet seen [The Social Dilemma](#), I encourage you to watch it. 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). Attending class online means not only a digital presence by regularly submitting work online, but also by responding in a polite, appropriate, and timely fashion.

Attendance Policy

Attending class online means not only a digital presence, but also responding in a timely fashion. Students who miss two consecutive weeks of class will be withdrawn. 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.

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

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Dates, material, and assignments may change.

Reading assignments are to be completed during the week for which they are scheduled. Similarly, assignments are due on the date indicated. Assignment prompts in Canvas are the best place to check for due dates, as these may be out of date and recycled from a prior semester.

SCHEDULE

Week One

- Lorde. “Royals.” *Pure Heroine*. Universal Music, 2013.
 David Bowie. “The Stars (Are Out Tonight).” *The Next Day*. ISO Records, 2013.
 John Doe and Kathleen Edwards. “Golden State.” *A Year in the Wilderness*. Yep Roc Records (2009).
 Beyoncé ft. Jay Z. “Crazy in Love.” *Dangerously in Love*. Columbia (2003).

Article Review Due

Week Two

- cold war kids “against privacy.” *Loyalty to Loyalty*. Downtown, 2008.
 Topics for Research Papers
 Bibliography
 Works Cited and MLA Citation
Bibliography Due

Week Three

Kahakauwila, Kristiana. "Portrait of a Good Father." *This Is Paradise: Stories*.
Hogarth, 2013; 125-68
Annotated Bibliography
Annotated Bibliography Due

Week Four

Kahakauwila, Kristiana. "This Is Paradise." *This Is Paradise: Stories*.
Hogarth, 2013; 9-46.
Quotation Outline
Quotation Outline Due

Week Five

Lady Gaga ft. Beyoncé Knowles. "Telephone." *The Fame Monster*. Interscope, 2010.
Madonna "Hollywood." *American Life*. Maverick, 2003.
Drafting
Body Paragraphs
Introductions
Conclusions
Peer Review
Rough Draft of Research Paper Due

Week Six

Pixies. "La La Love You." *Doolittle*. 4AD, 1989.
Cast. "Walk Away." *All Change*. Polydor, 1995.
Sex Pistols. "Anarchy in the U.K." *Never Mind the Bullocks*. EMI, 1976.
Nirvana. "Smells Like Teen Spirit." *Nevermind*. DGC, 1991.
Reflection
Research Paper due