

CHAMINADE UNIVERSITY OF HONOLULU

EN 101-02:
INTRODUCTION TO EXPOSITORY WRITING
SPRING 2022

Instructor: Dr. Justin Wyble
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Course meetings:

- January 10-28: ONLINE (asynchronous via Canvas, with weekly synchronous sessions via Zoom on Monday, January 10, Wednesday, January 19, and Monday, January 24, at 2:30PM)
- January 31-April 29: IN-PERSON (Mondays, Wednesdays, and Fridays, 2:30-3:20, under the tent on the Hale Hoaloha Lawn)

Office hours:

- January 10-28: ONLINE (by appointment via Zoom)
- January 31-April 29: IN-PERSON (Mondays, Wednesdays, and Fridays, 10:30-11:20 and 1:30-2:20, in 206-B Henry Hall)

COURSE 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.

REQUIRED TEXT

1. *The Norton Reader*, 15th ed.

GENERAL EDUCATION LEARNING 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.

COURSE LEARNING OUTCOMES

Upon the successful completion of this course, students will:

1. Design and produce a successfully written text by implementing pre-writing strategies, responding to feedback and revising a draft.
2. Analyze textual situations and apply appropriate rhetorical strategies (i.e. narrative, descriptive, comparison and contrast, cause and effect, definition, persuasion, classification, argument).
3. Use writing to participate creatively, collaboratively, and critically in their local communities. (Marianist Characteristic #3—Educate in the Family Spirit).

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

BREAKDOWN OF GRADED ASSIGNMENTS

Participation	10%
Reading Journal	20%
Essay 1	15%
Essay 2	15%
Essay 3	15%
Essay 4	15%
Final Portfolio Exam	10%
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.

CLASS GUIDELINES

Expectations for Student Participation: Students are expected to participate regularly and actively in our frequent class discussions of assigned readings, as well as in our peer-review workshops.

While we are online, students will attend a weekly Zoom session and participate in one or more class discussions each week via Canvas. For each online discussion via Canvas, students will submit an initial post in response to a discussion topic, and then respond to at least one of their classmates' posts.

When we return to in-person classes, students will participate in our face-to-face class discussions and peer-review workshops during our scheduled class meetings.

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 reading assignment. Each journal entry should consist of your reading notes/summary, as well as your response to the assigned reading.

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).

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.

CREDIT HOUR POLICY

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

OVERVIEW OF COURSE SCHEDULE

*Subject to change.

Weeks 1-4: Narrative Genres

- Memoir
- Personal essay
- Literacy narrative
- Essay 1

Weeks 5-8: Descriptive Genres

- Profile of a person
- Profile of a place
- Nature and environmental writing
- Lyric essays
- Reportage
- Humor and satire
- Essay 2

Weeks 9-12: Analytic Genres

- Reflection
- Textual analysis
- Visual analysis
- Cultural analysis
- Essay 3

Weeks 13-15: Argumentative Genres

- Evaluation and review
- Proposal
- Op-ed
- Speech
- Essay 4