

Chaminade University

EN 101-11-1: Introduction to Expository Writing: 11:30 am- 12:50pm

Henry Hall 225

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Course Requirements:

- Text: *The Norton Reader 15th edition*. Editors Goldthwaite et al
- Computer Access
- Use of Chaminade University's on-line learning platform, Canvas
- 4 short (2 1/2 to-4 pages) essays in MLA style, drafts of each essay, which are to be revised
- Regular class/homework on Canvas or hard copy
- 1 diagnostic essay
- Journaling

Course Description

This course is designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. The course will also provide instruction in how to organize your material and to edit your writing to reflect Standard American English usage. A core student-learning outcome is that your ability to identify and to examine rhetorical modes in expository essays (from required text and other pieces selected by instructors) will become significantly enhanced. Writing and revising improves with practice; therefore, by studying good prose models, like the essays we will read and discuss in this course, you

will develop and strengthen your reading comprehension and written rhetorical skills. In addition to the four formal papers, students should expect to respond to Canvas posted assignments weekly. There will also be journaling done during the class periods (continued at *home* as necessary), which are informal writing (designated by J). While these are for nominal points they are to be considered as important for reflective writing growth. Quality of effort on journal entries is an area you can earn extra credit on. I am flexible on how you turn in work; you may do so on paper if such 'works' for you, your situation and learning style. However, note that I do expect all your work to be in complete sentences, showing thought and reflection. Essays must be in MLA format; for adherence to set formats (note that these vary field-to-field) is a standard expectation from any academic community.

Note that, to support student language growth and capacity, this instructor is committed to the use of 'standard' English and will model such consistently. Do expect me to challenge your vocabulary choices; for ultimately you need to gain the jargon of academia to succeed.

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).

Student Learning Outcomes (Instructor's)

1. To demonstrate the correct use of grammar, punctuation, word choice,

mechanics, and sentence structure in a written text. "

2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors. "

3. To demonstrate paragraph and essay development in a written text.

- To demonstrate development of thesis sentences."
- To demonstrate development of topic sentences."
- To demonstrate clear supporting examples for thesis sentence and topic "sentences."
- To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.

4. To demonstrate an organizational development in a written text.

- To demonstrate an effective introductory paragraph.
- "To demonstrate an effective concluding paragraph.
- To demonstrate the use of transitions (internal/ within a paragraph and external/ between paragraphs) in a written text.

5. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/ illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division)."

- To demonstrate logical structure utilizing the rhetorical techniques.

Plagiarism:

Submitting someone else's writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. I will not tolerate any acts of plagiarism in this course. According to Chaminade's Academic Policies and Procedures, (Student Handbook 45): "Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University." You will

fail this course if you plagiarize any materials.

Course Grades:

Student marks will be assigned based on the following percentages. Regular and timely use of Canvas will allow you to track your performance.

Preparedness & Participation 15%

- Attendance is 5% of P & P

10% Drafts for Workshop Short Essays (x 4)

50% Classwork & Homework

35% Journaling

Total 100%

Grading Scale: (Student Handbook, 8)

A Outstanding scholarship and an unusual degree of intellectual initiative "

B Superior work done in a consistent and intellectual manner C Average grade indicating competent grasp of subject matter "

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work "

F Failed to grasp minimum subject matter; no credit given

W Withdrawal before published deadlines

I - The issuance of an 'I' grade is not automatic. At the discretion of the faculty member, a Grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. You can not get an A if you take an incomplete.

Writing Standards [from General Catalog]: All work submitted by Chaminade

University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. "
2. Written assignments should develop ideas, themes, and main points coherently and concisely. "
3. Written assignments should adopt modes and styles appropriate to their purpose and audience. "
4. Written assignments should be clear, complete, and effective. "
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism. "

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, practice, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Incompletes/Withdrawals

Chaminade students have the option of withdrawing from this or any course provided they do either before or by the deadline. Your professor is not

responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course.

According to Chaminade University’s general catalog, an incomplete is only issued if a student “Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course.” Incompletes are neither automatically rendered nor encouraged for minor issues.

Note: It is the student’s responsibility to self identify with the Director of Personal Counseling in order to receive ADA or other accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling, Dr. [June Yasuhara](#), at (808) 735-4845 or email: jyasuhar@chaminade.edu.

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

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.

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654.

Syllabus Outline (Note this is **tentative**; instructor may modify (delete, insert or make changes in dates. Many readings will have supportive audiovisual content TBA.)

Syllabus Outline

En 101-01-1 Heath

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Date	Assignments for Week/Class
Week 1 T/R August 23rd & 25th	<ul style="list-style-type: none">• Thorough Course & Syllabus Overview 'expectations'• Introductions• Alison Bechdel from <i>Fun Home</i> p 12 for Diagnostic Essay
Week 2 August 30th & 9/1	<u>Readings</u> <ul style="list-style-type: none">• Nguyen, Viet Thanh from <i>The Displaced</i> p 59• Nancy Mairs "On Being a Cripple" p 64• Sojourner Truth "Ain't I a Woman" p 134-136• Historical Perspective of Personal Tales

	<p>Group/Class Work/Discussion</p> <p>Reflective Journaling on Readings</p> <p>Canvas Work on Rdgs.</p> <ul style="list-style-type: none"> • First Essay Assigned (Personal Essay): Draft Due for Workshop Week 3; Final Draft due 9/17.
<p>Week 3</p> <p>Sept. 6th & 8th</p>	<ul style="list-style-type: none"> • Writing Workshop on Draft Essay 1 <ol style="list-style-type: none"> 1. In-person, 2. Try to Bring a Hard Copy <p><u>Readings</u></p> <ul style="list-style-type: none"> • Gwendolyn Ann Smith “We’re All Someone’s Freak” p 145 • Langston Huges “Salvation” p 809 • <i>Joey Franklin, “Working at Wendy’s” p 79</i> • Judith O. Cofer “More Room” p 86 AV support as possible • Topic Sentences vs. Thesis Statements • Canvas Assignments; Journaling
<p>Week 4</p> <p>Sept. 13th to 15th</p>	<ul style="list-style-type: none"> • First Essay DUE 9/17 <p><u>Readings & Work (profile writing)</u></p> <ul style="list-style-type: none"> • Colson Whitehead, “Rain” p 125 • Continue with Cofer see above • “Writing with Norton Reader” p. <i>Ivii</i> (these are roman numerals and located at the opening of the text) • Barack Obama “Eulogy for Clementa Pinckney” p 811 https://www.youtube.com/watch?v=x9IGyidtfGI • Paraphrasing & Basic in-text MLA citation • Classwork • Second Essay (profile) Assigned: Draft Due Week 5; Final Due 10/1th (or as SOON as you are able) <p>Canvas Assignments; Journaling</p>
<p>Week 5</p> <p>Sept. 20th & 22nd</p>	<p><u>Readings & Assignments (Position writing)</u></p> <ul style="list-style-type: none"> • Chief Seattle, “Letter to President Pierce, 1855” p 468 • Adiche, Chimamanda, “Danger of a Single Story” p 73 • Draft Profile Essay for Workshop

<p>Week 6</p> <p>Sept. 27th & 29th</p>	<p>Hard copy in person Small (distanced) sharing</p> <p>Canvas Assignments; Journaling</p> <ul style="list-style-type: none"> • What are arguments? What is 'stance' and 'position?' • Implicit vs. Explicit Appeal <hr/> <p><u>Readings (Position) & Assignments</u></p> <ul style="list-style-type: none"> • Malcolm Gladwell "Java Man" p 197 • Barabara Kingsolver "#MeToo Isn't Enough" p 225 • Final Draft Profile Essay 2 Due 10/1 or as soon as possible • Using textual examples to show support • Paraphrasing vs. quotes <p>Canvas Assignments; journaling; Work on Binaries</p>
<p>Week 7</p> <p>Oct. 4th & Oct. 6th</p>	<p><u>Readings & Assignments</u></p> <ul style="list-style-type: none"> • https://www.ted.com/talks/daniel_h_cohen_for_argument_sake?language=en Daniel Cohen on arguing. • Langston Hughes "Duty is Not Snooty" (see Files) • Ngugi, Wa Thinog'o "Decolonizing the Mind" p 799 • Everyday examples of Position Arguments • Quoting, paraphrases and basic MLA citation Introduction • Third Essay Assigned – (Position Essay) Draft due for Workshop Week 8; Final Due 10/22 <p>Canvas Assignments; journaling & / (or <i>owlpurdue worksheets, I am going to try to get these to you.</i>)</p>
<p>Week 8</p> <p>Oct. 11th to 13th</p>	<p><u>Readings & Assignments for Week</u></p> <ul style="list-style-type: none"> • Elizabeth Cody Stanton "Declaration of Sentiments and Resolutions" p 708 • Mike Rose "Blue-Collar Brilliance" p 364 (begin) • Hypothetical Arguments and Emotional Appeal • Relative Wrong – the hypothetical idea of relativity • Workshop Share of Position Essay <i>if possible</i> • Class discussion on Position Rubric details <p>Canvas Assignment; journaling</p>

<p>Week 9</p> <p>Oct. 18th to 22nd</p>	<ul style="list-style-type: none"> • Position Essay Due 10/20 <p><u>Reading for Week</u></p> <ul style="list-style-type: none"> • Mike Rose, “Blue Collar Brilliance” continued • Cormac Cullinan, “If Nature Had Rights” p 549 <p>Group Discussion & Journaling work on above</p>
<p>Week 10</p> <p>Oct. 25th to 27th</p>	<p><u>Reading for Week</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=autMHvj3exA&feature=youtu.be “This Concrete Dome Holds a Leaking Time Bomb” Runit Atoll • David Shields, “Words Can’t Describe” p 318 • Joey Franklin, “Working at Wendy’s” p 79 • Rhetorical Essay Assigned. Draft Due Week 12; Final Due 12/1 • Transitions, phrases and signal words <p>Journaling & Canvas Assignments and discussion on human interest in the macabre and violent</p>
<p>Week 11</p> <p>Nov. 1st to 3rd</p>	<p><u>Readings & Assignments for Week</u></p> <ul style="list-style-type: none"> • Rebecca Skloot “The Woman in the Photograph” p 862 • Video Support https://www.youtube.com/watch?v=0gF8bCE4wqA • Perspectives: What are the indicators (signals) in a piece of writing? • Eula Biss, “Time & Distance Overcome” p 576 <p>Canvas Posted Assignments/Discussion; journaling</p>
<p>Week 12</p> <p>Nov. 8th to 10th</p>	<p><u>Readings & Assignments</u></p> <ul style="list-style-type: none"> • Virginia Woolf on Words https://www.youtube.com/watch?v=E8czs8v6PuI • Draft Share of Rhetorical Essay • Tate Walker, “The (Native) American Dream” p 538 • Sharing of tales, proverbs, sayings from class • Video: “Akan Proverbs and Their Meaning” https://www.youtube.com/watch?v=wTf-nNTr1aA <p>Journaling</p>

<p>Week 13</p> <p>Nov. 15th to 17th</p>	<p><u>Readings & Assignments</u></p> <ul style="list-style-type: none"> • Rhetorical Essay due 12/1 • What is 'pantheism?' • Aphorisms on Nature/Naturalism/ • Matt Dinan "Be Nice" p 629 • Alan Lightman "Our Place in the Universe Face to Face with the Infinite" p 490 • X3 short videos to support readings and reflection. <p>Group Work; Canvas Wrap Up; Journaling</p>
<p>Week 14</p> <p>11/22</p> <p>Thanksgiving Holiday</p>	<p><u>Readings for Week</u></p> <ul style="list-style-type: none"> • Maya Angelou "Graduation" p 372 • Journaling and group work
<p>Week 15</p> <p>Nov. 29th & Dec. 1st</p>	<p><u>Readings for Week</u></p> <ul style="list-style-type: none"> • Final Copy Rhetorical Essay Due • David French "What Critics Don't Understand about Gun Culture" p 892 (<i>Read for a final class discussion and a short in-class essay</i>) • Teacher Evaluations