

## EN 102-02: Expository Writing: Pacific Justice

Professor Justin Wyble  
MWF 10:30 - 11:20 a.m.  
Hale Hoaloha Lawn

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### **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, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length.

In order to provide coherence to discussions and to help students learn to collaborate, we will focus our attention in this particular section of EN 102 on a general topic for research and discussion. One of the key goals of the Marianist philosophy of education is to teach peace, justice, and service. In this course, we will work towards this goal by focusing on the general topic of social justice in Hawai'i and throughout the Pacific Islands. As we critique specific examples of injustice here in the Pacific, we will begin to imagine more just ways of living, both locally and globally. My hope is that this course will both build your skills in expository writing and research, and prepare you to contribute to the collective human project of making our world more peaceful and just.

### **General Education Learning Outcomes**

**Writing:** 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.

**Information Literacy:** Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information, especially as it relates to primary and secondary sources in the English Discipline.

### **Course 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 (Marianist value: Service, Justice, Peace and the Integrity of Creation)

## **Readings**

- *The Value of Hawai'i 3*, edited by Noelani Goodyear-Ka'ōpua, et al. (978-0824889180)
- *The Craft of Research*, 4<sup>th</sup> ed., edited Wayne C. Booth, et al. (978-0226239736)

\*You may also be required to rent or purchase several films.

## **Requirements**

Attendance = 10% of your final grade

Participation (reading journal, discussion leaders, etc.) = 40%

Annotated Bibliography = 10% of your final grade

Research Paper = 40% of your final grade

## **Attendance**

If you are sick, you should not attend class. Please inform me of your absence due to illness (in advance, if possible), and I will excuse you from class.

Late arrivals and/or early departures will be counted as unexcused tardies, unless approved by the professor (in advance, if possible). Three unexcused tardies will count as one unexcused absence.

Your attendance record will directly effect your attendance grade (100 points; 10% of your total grade) as follows:

0-3 unexcused absences = 100 points

4 unexcused absences = 88 points

5 unexcused absences = 85 points

6 unexcused absences = 82 points

7 unexcused absences = 78 points

8 unexcused absences = 75 points

9 unexcused absences = 72 points

10 or more unexcused absences (the equivalent of more than three weeks of class) = 0 points

Your attendance record may also effect your participation grade.

Remember, if you are absent for two consecutive weeks or more, the professor may administratively withdraw you from the class.

## **Policies**

Late assignments will earn a 10% deduction for each day they are late.

Plagiarized assignments will earn zero points.

## **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](mailto: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.

\*A detailed schedule of assignments will be posted on Canvas each week.

Week 1:

- *The Value of Hawai'i*: Introductions, and Part I: Overlapping Emergencies—(Over)Turnings
- *The Craft of Research*: Research, Researchers, and Readers

Week 2:

- *The Value of Hawai'i*: Part I: Overlapping Emergencies—(Over)Turnings
- *The Craft of Research*: Thinking in Print: The Uses of Research, Public and Private

Week 3:

- *The Value of Hawai'i*: Resources and Values—Turning to Our Strengths
- *The Craft of Research*: Connecting to Your Reader: Creating a Role for Yourself and Your Readers

Week 4:

- *The Value of Hawai'i*: Resources and Values—Turning to Our Strengths
- *The Craft of Research*: Asking Questions, Finding Answers

Week 5:

- *The Value of Hawai'i*: Community Building: Turning Toward Each Other
- *The Craft of Research*: From Topics to Questions

Week 6:

- *The Value of Hawai'i*: Community Building: Turning Toward Each Other
- *The Craft of Research*: From Questions to Problems

Week 7:

- *The Value of Hawai'i*: Emerging Futures—Turning Anew
- *The Craft of Research*: From Problems to Sources

Week 8:

- *The Value of Hawai'i*: Emerging Futures—Turning Anew
- *The Craft of Research*: Engaging Sources
- Library research workshop: Wednesday, Oct. 12<sup>th</sup>.

Week 9:

- *The Craft of Research*: Making an Argument, and Writing Your Argument

- Annotated Bibliography due in class Friday, Oct. 21<sup>st</sup>.

Week 10:

- *The Craft of Research*: Planning and Drafting, and Organizing Your Argument
- Outline of Research Paper due in class Monday, Oct. 24<sup>th</sup>.

Week 11:

- *The Craft of Research*: Incorporating Sources

Week 12:

- *The Craft of Research*: Communicating Evidence Visually, and Introductions and Conclusions
- No class: Wednesday, Nov. 9<sup>th</sup> (Prof. Wyble is attending an academic conference).

Week 13:

- *The Craft of Research*: Telling Your Story Clearly, and Some Last Considerations
- Draft of Research Paper due in class Monday, Nov. 14<sup>th</sup>.

Week 14:

- Revised draft of Research Paper (three hard copies) due in class Monday, Nov. 21<sup>st</sup>.

Week 15:

- Final edition of Research Paper due in class Friday, Dec. 2<sup>nd</sup>.