

**EN 102 91 Expository Writing
Chaminade Univ Fall 2022
Online**

Zoom office hours: by appointment
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Required Texts:

Axelrod, et. al

Reader: *Reading Critically; Writing Well: A Reader and Guide*

Johnson, James Weldon

The Autobiography of an Ex-Colored Man (free online)

eFiles & Links

Course Requirements:

Summary & Response Essay (2-4 pages)

Revisions

2 Peer Review Workshops

1 Research Project:

1 Research Prospectus

1 Annotated Bibliography

1 Research Paper (2500-word count)

Personal Conferences & Quizzes

This course aims to perfect the writing skills you developed in EN 101, and to introduce you to literary analysis. It is designed to provide instruction and practice in writing short to medium length expository essays and in writing from sources. The course will emphasize skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. Writing improves with practice and by analyzing good prose models, like the ones we will read and discuss in this course.

Course Learning Outcomes (In order to successfully complete this course, a student must demonstrate the following competencies):

1. Locate, evaluate, and integrate sources into a research paper.
2. Design and produce a successful research paper using appropriate citation format.
3. Use writing as a critical and creative voice for social justice. [Marianist Value: Service, Justice, Peace and the Integrity of Creation]

Chaminade University of Honolulu is a Marianist Institution and uses the following characteristics and values 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

The passing grade for this class is a “C.”

Critical Thinking Skills

7. To demonstrate the ability to evaluate and synthesize research information.
 - To apply and integrate material from sources.
 - To evaluate the validity of source information.
 - To distinguish between reason and belief.

8. To be able to critically reflect on the writing process.
 - to develop a proficiency in writing, including a critical analysis of a literary work and the completion of a literary research paper

ENGLISH PROGRAM OUTCOMES

Students who complete this course will

PLO 3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.

PLO 5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts. **Title documents properly: yourlastname.EN102.91.response**

When requested, your papers will be turned in on time in class, or uploaded to our Canvas platform. The research paper is standardized using MLA formatting: 8-10 sources and 2500 words min, not counting a Works Cited page. Research papers must be completed by the due date. No Exceptions. A well-written research paper is necessary to complete this course.

Be prepared to share copies of your essays during the workshop sessions. At least two of your papers will be revised in workshop. Good revisions will improve your grade. **Remember, all your work must be your own! Any plagiarized papers or assignments (papers copied from someone else, a text, or the Internet) will receive an “F” grade and/or removal from this course!**

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.

Grading Scale: (*Student Handbook*)

A/100-90	Outstanding scholarship and an unusual degree of intellectual initiative
B/89-80	Superior work done in a consistent and intellectual manner
C/79-70	Average grade indicating competent grasp of subject matter
D/69-60	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F/59-0	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.

WITHDRAWALS/ INCOMPLETES

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.

Sullivan Family Library (www.chaminade.edu/library). **Email:** For all correspondence with your professor, do not use Canvas. Please use the Chaminade email address: allison.francis@chaminade.edu

Workshops: During in-person or online workshops, fellow classmates will offer constructive criticism on your papers. You will meet in small groups and review each other's essays. Workshops are designed to teach you how to revise and correct writing assignments. **Workshop attendance is mandatory.**

Missing one workshop will count as missing two classes.

Personal Conferences: Personal conferences offer you an opportunity to discuss your progress in this course, and your research topic. In the first conference we will assess your research topic and focus your thesis. The second, optional conference will assess your work as we near the end of the term. Do not limit yourself to just these conferences. Feel free to contact me if you have any issues you wish to discuss outside of class.

Quizzes: Quizzes usually will be administered on Fridays, and focus on grammar and research methodology: thesis arguments, MLA research style guide, and research sources. Please save your quizzes to assist in constructing your papers.

Class participation is important (especially during workshops); therefore, attendance is mandatory. More than two unexcused absences will lower your final mark by one grade!

All mobile phones must be turned off during Zoom classes.

ADA Accommodations

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualifies students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center by email: counselingcenter@chaminade.edu for further information.

Title IX

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) 735-4545. And, any priest serving as a sacramental confessor, or any ordained religious leader serving in the sacred confidence role.

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 faces by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

EN 102 91 Syllabus (schedule subject to changes)

Week	Assignments
Wk 1—Aug 22	<p>Orientation & Syllabus <i>Reader:</i> “From Reading Critically to Writing Well” (Ch 1)</p> <p>Online: <i>The Nation</i> (Bertram, 2018): “Should Immigration Laws be Respected?” <i>The American Prospect</i> (Judis, 2018): “The Two Sides of Immigration Policy” Lynch, “How do Chinese and American Education Systems Compare?”;</p> <p>Diagnostic Essay #1 Friday</p>
Wk 2—Aug 29	<p>Understanding Stereotypes & Race <i>Reader:</i> “A Peer Review Guide” (Ch 10, 462-63) Online: Cose, “Race: The Future of Whiteness in America”; Salter “Toxic Masculinity”</p> <p>Grammar Review—comma usage; subject/verb agreement</p>

Wk 3—Sept 5	<p>Nationality & Ethnicity</p> <p>Reader: “Reading Strategies: Summarizing & Paraphrasing” (Ch 2, 24-30); “Paraphrasing Sources Carefully” (Appendix, 506-08)</p> <p>Online: Stolberg, “50 Years after <i>Loving v. Virginia</i>”; Chalabi, “What’s Behind the Rise in Interracial Marriages in the US?” Malveaux, “First Black Person to See Jesus”;</p> <p>Summary/Response Essay due! 9 Sept! Submit to peer review</p>
Wk 4-Sept 12	<p>Workshop Week: Peer Review of Summary Essay</p> <p>Peer Work on Canvas to revise and edit your first essay Troubleshooting and Grammar review</p> <p>Revision of Response Essay Due on or before 19 Sept!</p>
Wk 5—Sept 19	<p>Interpreting Fiction</p> <p>Mon: Begin reading James Weldon Johnson’s The Autobiography of an Ex-Colored Man (Ch 1-3); Wed: Johnson, (Ch 4-7) Friday: Complete Johnson (Ch 8-11)</p> <p>Explore Topics from Johnson’s novella</p>
Wk 6—Sept 26	<p>Choosing a Research Topic & Conducting Research</p> <p>Sign up for Personal Conferences</p> <p>Reader: “Planning a Research Project” (Appendix, 466-68);</p> <p>Fri: Personal Zoom Conferences (sign up on Canvas)</p>
Wk 7—Oct 3-7	<p>Choosing a Research Topic & Conducting Research</p> <p>Reader: “Planning a Research Project” Review Sample student MLA research papers</p> <p>View Duvernay’s documentary, <i>I3th</i> (on Netflix, or free on Youtube.com), during your break</p>
Wk 8—Oct 10	<p>Research Proposal Due!</p> <p>Using MLA style documentation & Research Proposals</p> <p>Reader: “Using In-Text Citations” (Appendix, 509-10); Directory of In-Text Citations (510-14);</p> <p>Reader: “A Guide to Writing Proposals” (Ch 10, 453-461)</p> <p>In-class writing Friday. Research proposal due 14 Oct!</p>
Wk 9—Oct 17	<p>Annotated Bibliography Due!</p> <p>Works Cited v. Annotated Bibliography</p> <p>Reader: “Developing a Working Bibliography” (Ch 8, 352-53); “Creating a Working Bibliography” (Appendix, 471-73)</p> <p>In-class writing Friday. Annotated Bibliography due 21 Oct!</p>

Wk 10—Oct 24		Research Paper Library Project The Writing Process: Integrating Proposal, Annotations, and Research into final paper <i>Reader:</i> “Using Information from Sources” (Appendix, 499-500) Review research paper drafts
Wk 11— Oct 31 st HAPPY HALLOWEEN!	Research Paper Due Nov 4th!	Research Paper Peer Review thesis arguments, opening & closing paragraphs <i>Reader:</i> MLA “Creating a List of Works Cited” (Appendix, 514-26) Research Paper Due! 4 Nov! No Late Papers accepted!
Wk 12—Nov 7		Research Paper Review MLA Review & Resource Sharing
Wk 13—Nov 14 Sign up for Personal Conferences		Research Paper review MLA Review & Resource Sharing Wed: Optional Personal Zoom Conferences
Wk 14—Nov 21 THANKSGIVING BREAK! 24-25 NOV!		Final Workshop—Peer Review of Final Revision MLA Review & Resource Sharing
Wk 15—Nov 28-Dec 2		Summary Wrap-Up In-class writing There is no Final Exam for this course. Revised Research Paper due last day of course: Dec 2nd!

Assessed Work for EN 102:

Class Discussion/Participation/Quizzes:	10%
Summary & Response Essay	10%
Essay Revision:	10%
Peer Review Workshop	20%
Research Proposal & Annotated Bibliography:	10%
Final Research Paper:	40% (Passing grade of C or higher required)

CUH: EN 102 Grading Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Evaluation and integration of sources	There is no summary introduction of the texts, and the text is not integrated into the paper.	The summary introduction or the paraphrase of the source may be less than accurate.	Same as exceeds category, but the summary of the source is not as concise.	Accurate assessment of source information. The sources are introduced using a concise summary and are integrated logically and effectively into the paper. The validity of the source information has been tested and documented in the paper.
Design of research paper (organization and clarity)	The goal is not clear and the design of the paper is difficult to uncover.	The goal is somewhat clear, but the design of the paper does not support the goal and/or the support does not adequately develop the goal.	Same as exceeds category, and the design of the document is logical. However, more support to is needed to develop the goal effectively.	The goal (clarity) of the paper is clear and the design of the paper supports and develops the goal logically and effectively.
Grammar and Mechanics (MLA citation format)	The paper contains major errors in grammar and punctuation that reading. It may also contain major documentation errors that undermine the credibility of the paper.	The paper contains numerous errors in grammar and punctuation that do not hinder a general reading. It may also contain errors documentation that do not significantly undermine the credibility of the paper.	The paper may contain several errors in grammar, punctuation, and sentence structure. It may also contain very minor errors in MLA formatting and documentation.	The paper contains few errors in grammar, punctuation, and sentence structure. It uses correct MLA documentation and has a properly formatted works cited list.