



**Chaminade University
EN 102, Expository Writing
Spring Semester, 2023**

- **Instructor: James Kraus, Professor of English**
- **Note: This course uses a site called “Edwebs Moodle,” rather than Canvas.**
- **Course url: <https://courses1.edwebs.com/course/view.php?id=112> (To open new account, click on “Create new account.”)**
- **Mail: 3140 Waiālae Ave., Honolulu, HI 96816, Henry Hall 206-d**
- **Office Hours: Monday, Friday, 9:30 – 10:30 am: 12:30 – 1:30 pm**
- **Humanities Division Front Desk: ph. 808-735-4827**
- **Technical Requirements: Successfully open account on course web site. Be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to this url: <http://www.chaminade.edu/library/> and click on “Database by Subject” link, then scroll down and click on “Films on Demand.” If logging on from off-campus, you will need your Chaminade ID and password. Once on the Films on Demand site, search for and view “The History of English in 10 Minutes.”**
- **The course web site is mobile-accessible; however, access via personal computer or tablet (iPad or equivalent) is required for full participation in the course.**
- **Technical Support: Contact instructor first with all technical problems.**

Course Description

English 102 provides instruction and practice in writing short- to medium-length essays to as a process of creative and intellectual discovery. The course encourages and nurtures the various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading. The course also stresses critical thinking and inquiry and writing from sources.

In order to provide coherence to discussions and to help students learn to collaborate, this semester’s general topic is “Peace, Non-violence and Human Rights.” Student research and writing projects will center on common reading related to this topic and subsequently will deal with more individualized and specific aspects of the topic relating to philosophical, psychological, political, historical, economic or sociological approaches.

The course is organized around responses to writing prompts as well as to the free-flowing and expressive dimensions that reveal themselves in the writing process. Regular writing in private journals is also required.

This course requires internet access to the World Wide Web and Email. Students are expected to engage in active online discussions and submit all assignments via the course website. Students are also expected to check email regularly.

Course Outcomes

The successful student will:

- Locate, evaluate, and integrate sources into a research paper.
- Design and produce a successful research paper using correct citation format.
- Use writing as a creative and critical voice for social justice.

Diversity

Chaminade's "Core Beliefs Statement" says, "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.

Texts and Materials

- Guide to Grammar and Writing website
- Purdue University OWL (Online Writing Lab)
- Edwebs/Moodle EN 102 website
- Sullivan Library and Website

Requirements

- Participation and attendance: 20%
- Journal: 10%
- Quizzes and miscellaneous other assignments: 20%
- Writing assignments: 30%
- Final Exam: 20%

Notes:

- **Participation:** Regular participation in online discussion forums is required, although these online discussions are graded only on the basis of complete/incomplete; this is considered a part of the the "Participation and attendance" course requirement. These and other assignments are often done during regular class meetings.
- **Journal:** The course journal consists of free-form writing and research notes, sometimes in response to a specific prompt. A minimum of 300 words per week (approximately two pages) is required. Journals are considered the private workspaces of individual students; credit for completion of the journal requirement is based on mid-term and final journal reports. Students are asked to edit certain journal entries and post them to the course website.
- **Quizzes:** All quizzes are given online.
- **Writing Assignments:** This course requires submission six writing assignments of no more than 800 words each. All writing assignments are submitted via the course management system. And are often "peer-reviewed by classmates before submission for grade.
- **Final exam:** Consists of two or more writing prompts. Taken online. Study Guide distributed during weeks prior to exam.

Late Assignments

Accepting of late assignments is the discretion of the instructor. Students must contact their instructor prior to the due date if they wish to have an assignment considered for late submission.

Grading Scale for Essay Assignments

"A": Outstanding scholarship and an unusual degree of creative initiative. (90-100)

"B": Superior work done in a consistent and creative manner. (80-89)

"C": Average grade indicating competent grasp of assignment. (70-79)

"D": Inferior, late or missing work. (60-69)

"F": Failed adequately engage the course and its objectives. (below 60)

Passing grade for the course is "C".

Academic Honesty and Plagiarism

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one. There may be limited exceptions; approval by the instructor early in the term is required.

While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.

If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.

Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

Important Dates

Monday, January 9: First Day of Spring Term

Monday, January 16: No Class, Martin Luther King Day

Tuesday, February 14: Valentine's Day

Monday, February 20: No Class, Presidents' Day

Monday – Friday, March 20 – 24: Spring Break

Monday, March 27: No Class, Prince Kuhio Day

Friday, April 7: No Class, Good Friday

Friday, April 28: Last Day of Spring Term

Tentative Course Outline

Check course website for specific assignments and due dates

Unit 1. Weeks 1 and 2 -- Introduction to Course and Theme: Peace, Non-violence and Human Rights

January 16 is a holiday, Martin Luther King Day

Rhetorical Concepts: Rhetorical situation, Rhetorical modes

Objectives

- Become familiar with the online learning environment
- Begin to develop summaries of assigned readings
- Begin developing ideas about the course theme (Peace, Non-violence and Human Rights)
- Review general ideas about rhetorical situation, topic, thesis, paragraph structure, summary, paraphrase, and grammar

Assignments:

Take preliminary assessments

Video: "The Pope, Poverty and Poetry"

Journal writing: "Freewriting" minimum 5 non-stop minutes per day

Forum postings: 150-word summary of film

Reading assignments on relation of poverty as a form of violence

Begin Writing Assignment 1

Unit 2. Week 3 – Theme: Poverty as a Form of Violence

Rhetorical Concepts: Inquiry, Conjecture, Definition, Quality, Policy

Objectives

Develop an overview of the research process

Gain experience using a university research library

Gain experience using online databases for research

Review: principles of composition

Assignments

Videos: Wealth and Poverty, Martin Luther King

Reading: Peacemakers biographies on Mother Teresa and Martin Luther King

Journal prompts, forum postings, quiz

Submit Writing Assignment 1 to workshop interface on course website

Quiz 1

Unit 3, Weeks 4 and 5 – The Psychology of Violence

Rhetorical concepts: Thesis, Logic, Syllogism, Induction, Deduction, Description

Objectives

Demonstrate knowledge of research documentation styles

Demonstrate ability to distinguish between good and bad internet sources

Assignments:

Videos: "The Truth about Violence",

Unit 4: Weeks 5 and 7 – Social Psychology: Adaptation or Change?

Key Concepts: Narration, Argumentation

Objectives:

Practice Editing and Proofreading

Assignments:

Forum Postings

Begin Writing Assignment 2

Quiz 2

Unit 5: Weeks 8 and 9 – War or Peace? Ethical and Philosophical Issues

Key Concepts: Objectivity and Subjectivity; Pragmatism and Idealism

Objectives

Practice editing and peer reviewing

Continue reading and developing ideas about course theme (Peace, Non-violence and Human Rights)

Assignments:

Essay 2 Workshop

Grammar/Style Review: Sentence types, Subjects and Verbs

Unit 6: Weeks 10, 11 and 12 – The United Nations and Economic Conversion

Key Concepts: Conjecture, Research Questions, Research Problems

Objectives:

Understanding the importance of Human Rights

Develop an understanding role of the United Nations

Practicing “See it, Film it, Change it” strategies

Assignments:

Readings: Universal Declaration of Human Rights; Peacemaker biography, Dag Hammarskjold

Begin Writing Assignment 3

Quiz 3

Unit 7: Week 13, 14 and 15 – A World Beyond War and Violence: Writing and the Arts as Healing Forces

Key Concepts: Making claims, Argumentation, Logical Fallacies

Objectives:

Assemble and edit final portfolio

Group presentations

Assignments:

Writing Assignment 3 Workshop

Group Presentations

Final Portfolio submission

Readings: Peacemaker biography, Daniel Berrigan; Catholic Worker Movement; Thomas Merton, “On Peace”

MAY 2 - 5: FINAL EXAM WEEK

Marianist and 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. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

Sample statement: 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 Counseling Center at (808) 735-4845 for further information.

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.

Chaminade University

Core Academic Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of its members. Mutual respect for all members of our family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

**As Mentors
of
the Students
We Serve**

Our students, both traditional and non-traditional, bring us 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.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marlanist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chaminade from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

**As Teachers
and
Scholars**

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach the ideal of full understanding.

**As
Professional
Colleagues**

We recognize that faculty are at their best in the classroom and that we should make every

effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants to the Community

As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.