

**CHAMINADE UNIVERSITY HONOLULU**  
**ENGLISH 102-05-1: EXPOSITORY WRITING**

**Spring Term 2023**

**11:30 am – 12:50 pm T/R**

**Henry Hall 210**

Instructor: Kathryn Heath

Office: Adjunct Office Henry Hall 2<sup>nd</sup> Flr.

Office Hours: TR Pre-class &/or 1:00 pm &/or by appointment

Phone: (808)-783-6443

Email: [kathryn.heath@chaminade.edu](mailto:kathryn.heath@chaminade.edu)

**Course Requirements**

Participation & Preparedness in:

- Multiple Assignments & class Discussions
- Draft Sharing peer-review workshops
- Grammatical Work as needed
- Group Work, Partner work
- Library Training & workbook
- **Use of Sullivan Library database** <https://lib.chaminade.edu/>

2 short essays (2-5pages)

- Revisions of both short essays after workshop share
- Peer Review Workshops (to miss these dates or be underprepared will impact essay mark and participation points)

1 Research Project

- Research 'exploratory' proposal (1 page) MLA style
- Library research workbook (e-copy or hard)
- Draft of Research Paper
- 10 Annotated bibliographies minimum (due at writing conference)
- Personal Writing Conference (in person or via phone)
- Final Research Paper (10 pages)

1 Presentation on Project

## COURSE DESCRIPTION

### CUH Academic Catalog 2022-2023:

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, evaluation, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. Offered every semester.

Prerequisite: EN 101 or placement by exam.

### Instructor's Description:

This main essay is to be within the general focus of the course, which is a broad topic, WORK (specific research topics are subject to instructor approval).

The course will include: examination of various written texts (and the occasional 'film'); will provide exemplars of *model* writing and style, as well as a general focus (with varying 'perspectives') for both discussion and writing. **You are to practice quoting and paraphrasing these readings in assignments.**

The central topic of this course is *work*, as a reality of survival in society for the majority; that *work* experiences are expressed through poetry, prose, song and story as well as academic research and reflection. As the Marianist philosophy of education is to teach peace, justice, and service, we shall seek, through readings, discussions and our own writing, to understand how variant the 'work' experience is for Americans. Course focus is given to the tales of the disenfranchised, those marginalized in our "*American*" society: the poor, the colored and multicolored, immigrants, women et cetera. My hope is that our examination of *work*, in the stories of others, will build better understanding of others' *working* conditions; and ideally this shall help us begin to build a base to serve on the path to justice and peace for all. My hope is somewhere your interest and energy will steer you towards a topic for your Research project naturally. Discussions, readings and writings should help you determine your specific Research Project's focus; instructor guidance and support on selection is available.

### REQUIRED TEXTS & SYSTEMS

1. *American Working-Class Literature An Anthology*, ed. Coles, Nicholas & Zandy, Janet; Oxford University Press 2007
2. *English Dictionary* (college level edition)

3. *On-line Access to MLA site:*  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

#### 4. Use of Canvas

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

### **Student Conduct**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

Civil interactions between students and instructor are imperative if learning is to be effective. As your instructor I am committed to ensuring that every student feels safe to share without jest or ridicule in any form. We may often touch on provocative topics, and opinions may vary greatly. You are responsible for your own behavior, which includes considering how what you say and how you say it may sound to others in the room or group. As your instructor I will do my utmost to mediate and maintain civil interactions. If at anytime you feel upset or concerned about something said or written, PLEASE take the time to discuss the matter with me, so adjustments and reconciliation may occur.

**LEARNING OUTCOMES:** from 2022-2023 *Academic Catalogue*

### **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)

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for Service, Justice, Peace and the Integrity of Creation.
5. Educate for adaptation and change .

### **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, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

### **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.

### **Technical Assistance for Canvas Users:**

Search for help on specific topics at [help.instructure.com](http://help.instructure.com) iFor technical questions: contact Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) OR call toll free at: (866)-647-0654. Sullivan Family Library ([www.chaminade.edu/library](http://www.chaminade.edu/library))

**Workshop Sessions:** These are opportunities for your fellow classmates to offer constructive criticism on your papers. We meet in small groups and review each other's essays. Workshops/Peer Review Days are mandatory, to miss one or be unprepared (no essay of own in hard copy) is to lower your grade.

**Personal Conferences:** Personal conferences offer you an opportunity to discuss your progress on your research paper, your annotated bibliographies are due at the time of conference and your draft is due the following week. Feel free to contact me du if you have other questions pertaining to your papers or classwork. However, due to time and access constraints the instructor will be available before class (and breaks) to talk as well.

### **COURSE REQUIREMENTS**

Two Shorter Essays	20%
Canvas Work/Discussions	20%
Annotated Bibliographies	15%
Research Paper/Project	25%

Presentation on Research 5%

Preparedness & Participation 15%

Note: this is an in-person class 5% of this is attendance)

Total 100%

All essays are to be submitted in MLA format (on-line or in hard copy). Texts are to be double-spaced, without excessive margins or fonts (use 12 pt. please), paginated, and titled. Papers submitted late will lose points. Research papers MUST be submitted by due date or they will NOT be graded.

Ideally you will bring a **hard** copy of your essay for workshop/peer review, if not be prepared to share out your essay electronically or your device. The first two of your papers **must** be revised after workshop, and may be revised again after instructor's mark, within **two** weeks of return to student. All work must be your own. Plagiarized papers and assignments will receive an F and/or removal from the course.

Please refer to rubrics provided, and reviewed in class, by instructor, for specifics of paper grading.

### CUH 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.

### Incompletes/Withdrawals

Chaminade students have the option of withdrawing from this or any course provided they do either before or by the deadline. Your instructor 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.

### ATTENDANCE POLICY

Punctual attendance is expected. Repeated absences are likely to result in failure. Unexcused tardies are not really acceptable either, however, you are all adults with full lives. Please contact me by e-mail or phone (see above) should need to be late or absent. Note that the instructor determines which tardies, or absences, may be excused.

### LATE WORK POLICY

Any late work may impact one’s grade on the assignment. In-class reading group work and writing assignments cannot always be made up, and hence absences impact one’s final mark. However, there are extenuating circumstances that arise; sports and so forth, should these occur contact the instructor.

### TENTATIVE ASSIGNMENT SCHEDULE

\*Subject to change and additional readings or videos may be assigned throughout the semester. Related ‘response-to-reading-questions’ will be on Canvas **after** class discussions.

	<b>Assignments/Class Activities</b>
<b>Wk. 1- 1/10 &amp; 1/12 TR</b>	<ul style="list-style-type: none"> <li>▪ Diagnostic Essay.</li> <li>▪ Review Syllabus &amp; Course &amp; Text Purpose Overview</li> <li>▪ Read <i>Chapter I: Early American Labor: Hard, Bound and Free</i>, pp. 1-5</li> </ul>
<b>Wk. 2 1/17 &amp; 1/19 TR</b>	<ul style="list-style-type: none"> <li>▪ <b>Read:</b> <ul style="list-style-type: none"> <li>○ “8 Hours,” Blanchard p. 137-139;</li> <li>○ &amp; Lifelets: “Life Stories of Undistinguished Americans” from the <i>Independent</i> pp. 169-189</li> </ul> </li> <li>▪ Respond to related Canvas Work</li> <li>▪ View: “ Brief History of Work” – videos</li> <li>▪ What is a Story” Excerpt <i>Alias Grace</i>, Margaret Atwood</li> <li>▪ 1<sup>st</sup> essay assigned – “Lessons of First Job” Draft Due 1/26;</li> </ul>



	Final Due 2/2nd
Wk. 3 1/24 & 1/26 TR	<ul style="list-style-type: none"> <li>▪ Studs Terkel, <i>Working</i>, “Dolores Dante, Waitress” &amp; Mike LeFevre” pp. 651-660 182</li> <li>▪ “A Waitress’ Instructions on Tipping or Get the Cash Up and Don’t Waste My Time” Jan Beatty p. 854-56</li> <li>▪ <b>Draft (hard copy) of Essay 1 due 1/26 for wkshp.</b></li> <li>▪ View videos on Lowell Factory</li> <li>▪ Start reading Lowell Factory Girls, pp. 48-58</li> </ul>
Wk. 4 TR 1/31 & 2/2	<p><b>Read for Discussion:</b></p> <ul style="list-style-type: none"> <li>▪ Continue Lowell Factory Girls</li> <li>▪ Upton Sinclair – excerpt <i>The Jungle</i> pp. 121-128</li> <li>▪ Transitions (paragraph and sentence level)</li> <li>▪ View / Listen to: “An Introduction to Capitalism” <i>James Corbett: Film Literature and the New World Order.</i></li> <li>▪ <b>Essay #1 Due 2/2</b></li> </ul>
Wk. 5 2/9 & 2/9 T R	<ul style="list-style-type: none"> <li>▪ “Tears in the Fabric: Rana Plaza” <a href="http://www.rainbowcollective.co.uk/#!/tears-in-the-fabric/c1zdc">http://www.rainbowcollective.co.uk/#!/tears-in-the-fabric/c1zdc</a> <b>Related Canvas Discussion Work</b></li> <li>▪ 2<sup>nd</sup> Essay Assigned: Role of Work in Social Order <b>Draft due 2/16 to Share; Final Due 2/23</b> “The Men in the Storm” S. Crane p. 154-58 182 <b>Related Canvas Discussion Work</b></li> <li>▪ Group Discussion or Read (ideally together aloud) Wright’s Poems p 427-29</li> <li>▪ Mid Semester CREATIVE WRITING – Work Haikus <b>Due 2/16 to Share!!!</b></li> </ul>
Wk. 6 2/14 & 2/16 TR	<ul style="list-style-type: none"> <li>▪ “Faces in the Hands” Carolyn Chute p 748-57 <b>Related Canvas Discussion Work</b></li> <li>▪ “The Free Vacation Home,” A. Yeziarska p. 328-33</li> <li>▪ Betty Smith excerpt: <i>Tree Grows in Brooklyn</i> see Canvas</li> <li>▪ Topic <b>Approval</b> for Research Paper 10/8</li> <li>▪ Paston, “Marks” see Files</li> <li>▪ Share Haikus in Class</li> </ul>
Wk. 7 2/21 & 2/23 T R (Week 7 or 8 will include a	<ul style="list-style-type: none"> <li>▪ <b>Due 2/24 Final Draft 2<sup>nd</sup> Essay</b></li> <li>▪ Research Project Details: <b>Due</b></li> <li>▪ Sinclair Library Videos see links on Files</li> <li>▪ On-line Research Library</li> </ul>

<p><i>Mandatory Library Day, TBA)</i></p>	<ul style="list-style-type: none"> <li>▪ Details Annotated Bibliography</li> <li>▪ “Everyday Sexism” Laura Bates TED <a href="#">Everyday sexism: Laura Bates at TEDxCoventGar</a></li> </ul> <p>Canvas Discussion  “Introduction: The New Momism” <i>The Mommy Myth</i> (See Canvas Files”</p>
<p><b>Wk. 8</b>  <b>2/28 &amp; 3/2</b>  <b>TR</b>  <i>(Week 7 or 8 will include a <b>Mandatory</b> Library Day, TBA)</i></p>	<p><b><u>Readings &amp; Assignments</u></b></p> <ul style="list-style-type: none"> <li>▪ Library Day TBA</li> <li>▪ Library Workbook</li> <li>▪ Canvas Work</li> <li>▪ Research Exploratory Proposal Due (1 page) <b>10/22</b></li> </ul> <p><b>Readings for Class Discussion on Women’s Position in Work World continue:</b></p> <ul style="list-style-type: none"> <li>▪ “A Song For Occupations” Whitman p. 96</li> <li>▪ “Making Do” Linda Hogan p 74d</li> <li>▪ “The Woman Hanging from the Thirteenth Floor Window” Joy Harjo pp. 794</li> <li>▪ “The Cleaning Woman” H. Gossett p 713-16*****</li> <li>▪</li> </ul>
<p><b>Wk. 9</b>  <b>3/7 &amp; 3/9</b>  <b>TR</b></p>	<p><b><u>Readings &amp; Assignments</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Research Proposal Due 10/22</b></li> <li>▪ “The March of the Hill Children” Mother Jones p 284</li> <li>▪ “How I Became a Socialist,” Eugene Debs p. 204-208  Related Canvas Discussion Assignment</li> <li>▪ Research Check-ins</li> <li>▪ <b>Sign up for Writing Conference</b></li> </ul>
<p><b>Wk. 10</b>  <b>3/14 &amp; 3/16</b>  <b>TR</b></p>	<p><b><u>Readings &amp; Assignments</u></b></p> <ul style="list-style-type: none"> <li>▪ Jorge the Church Janitor Finally Quits – Espada (see Files)</li> <li>▪ “So Mexicans Are Taking Jobs from Americans” – Baca p. 846-49</li> <li>▪ Langston Hughes “Let America Be America Again” p. 372</li> <li>▪ El Olor de Cansansio (“The Smell of Fatigue”)- Rodas pp. 883-885</li> <li>▪ Discussion on Immigrant Role in America-itinerant</li> </ul>

<p>3-20 to 3/24 Spring Break</p>	<p>workers see <a href="#">Canvas</a></p> <ul style="list-style-type: none"> <li>▪ Daniel Cohen TED Talk “For Argument’s Sake”</li> <li>▪ View posted videos on Plagiarism: <a href="http://search.tb.ask.com/search/video.jhtml?searchfor=plagiarism+videos+from+holland&amp;n=781c2ae3&amp;p2=%5EUX%5Exp541%5EYYA%5Eus&amp;ptb=DB49CEE6-8772-45A3-B980-AD397791F2B7&amp;qs=&amp;si=maps-to-directions-b&amp;ss=sub&amp;st=bar&amp;tpr=sbt&amp;ts=1468898955157">http://search.tb.ask.com/search/video.jhtml?searchfor=plagiarism+videos+from+holland&amp;n=781c2ae3&amp;p2=%5EUX%5Exp541%5EYYA%5Eus&amp;ptb=DB49CEE6-8772-45A3-B980-AD397791F2B7&amp;qs=&amp;si=maps-to-directions-b&amp;ss=sub&amp;st=bar&amp;tpr=sbt&amp;ts=1468898955157</a></li> <li>▪ Jeff Johnson, writing teacher in Colorado, on same, using music as the metaphor of explanation</li> <li>▪ <b>Presentation Details &amp; Sign Up</b></li> </ul> <p><b>SPRING BREAK 3/20 til 3/24</b></p>
<p>Wk. 11 3/28 &amp; 3/30 TR Conferences Times TBA</p>	<ul style="list-style-type: none"> <li>▪ <b>Writing Conferences no class, attend your conference &amp; do readings for next week.</b></li> <li>▪ <b>Annotated Bibliographies are DUE at Time of your Conference</b></li> <li>▪ <b>Working Draft</b> should be shared at Conference</li> </ul>
<p>Wk. 12 4/4 &amp; 4/6 T/R</p>	<p><u><b>Readings &amp; Assignments</b></u></p> <ul style="list-style-type: none"> <li>▪ “Boxcar Bertha” p 423-26</li> <li>▪ “John Henry” p. 108</li> <li>▪ “Eroded Woman” M. Le Sueur p. 471-75</li> <li>▪ Beecher, J. “Report to the Stockholders” p 352- 54</li> <li>▪ “Christ for President” p.543</li> <li>▪ Hobo Video <a href="https://www.youtube.com/watch?v=LWHh9W5IeBo">https://www.youtube.com/watch?v=LWHh9W5IeBo</a> (<a href="#">Links to an external site.</a>)</li> <li>▪ “I Stand Here Ironing” – Tillie Olsen</li> <li>▪ Related Canvas Assignment/Discussion</li> </ul>
<p>Wk. 13 4/11 &amp; 4/13 T/R</p>	<ul style="list-style-type: none"> <li>▪ “Holo Holo Bushi” Documentary on Japanese Canefield Songs of Hawaii</li> <li>▪ “Eroded Woman” M. Le Sueur p. 471-75</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Beecher, J. "Report to the Stockholders" p 352- 54</li> <li>▪ "Christ for President"p.543</li> </ul> <p style="text-align: center;"><b>Share Final Essay Content &amp; Flow Review ideally Hard copy draft to share.</b></p>
Wk. 14 4/18 & 4/20 T/R	<ul style="list-style-type: none"> <li>▪ "The Lynching" Claude McKay</li> <li>▪ "Muckers" Carl Sandburg p 311</li> <li>▪ Group Checks on MLA referencing in-text &amp; Works Cited- Ideally bring HARD copy of full paper to <b>class.</b></li> </ul>
Wk 15 4/25 & 4/27	<ul style="list-style-type: none"> <li>▪ <b>Final Draft of Research Essay is DUE 4/28<sup>th</sup> latest</b></li> <li>▪ <b>Individual Presentations on Essays</b> Attendance is MANDATORY</li> </ul>
Finals Week	<b>Date TBA</b>