

EN 101 90-91 Introduction to Expository Writing
ONLINE Spring 2024



Chaminade
University
OF HONOLULU

Office Hours: MW—8:30-10:00AM, 11:30-1:30PM, or by appointment
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Required Texts:

Doris Pilkington

Follow the Rabbit-Proof Fence (1996) [in Library]

DVD/Film:

Phillip Noyce

Rabbit-Proof Fence (2002)

Optional Texts:

Selby, Norwood & Pamela Bledsoe

Writing Simplified [in Library]

Cohen, Samuel ed. (suggested)

50 Model Essays: A Portable Anthology

Course Requirements:

Weekly Discussion Posts

1 Diagnostic essay

3 Short Essays (2-3 pages)

2 Revisions

Workshops—Peer Review

1-2 Personal Conferences

Weekly Course Readings

Final Exam

Course Description

EN 101 is a core, General Education course designed to provide instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basic of organization, clear expression, and the use of Standard American English. Through designing and producing successful written texts [LO1], students will learn how to analyze expository essays and a novel, and apply appropriate rhetorical strategies to their writing (like narrative, descriptive, exposition/illustration, comparison and contrast, definition, persuasion, classification, cause and effect) [LO2]. Moreover, through creative, and critical collaborations in their communities, students will embody the Marianist Value of Education in Family Spirit [LO3]. This fosters student engagement, enhances writing techniques, and serves to educate students in a collaborative approach to the “family spirit” through peer debates and/or peer reviews, while strengthening your reading comprehension and written rhetorical skills.

This three-credit hour course requires a minimum of **135** clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about **37.5** hours in the **online class** (includes reading lecture notes, discussion prompts, and posting reflections and responses) which averages about **2.5** hours per week. **Please note that Canvas monitors your online activity.** You will spend **45** hours writing and revising papers (15 hrs/per paper), and **10.5** hours studying for (8.5 hrs), and taking the final exam (2 hrs). There will be an

additional 42 hours of work required beyond what is listed here (course readings, homework assignments, peer reviews and personal conferences). This additional work will average about 2.8 hours per week.

Student Learning Outcomes

Upon the successful completion of this course, the student will

1. Design, and produce a successful written text by implementing pre-writing strategies, responding to feedback & revising a draft.
2. Analyze textual situations and apply appropriate rhetorical strategies;
3. Use writing to participate creatively, collaboratively, and critically in their local communities; [Marianist value - Educate in Family Spirit linked to collaboration]

Marianist Characteristics

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
- 6.

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts. **I will not accept any late papers. Your papers must be turned in on time on Canvas. Please remember to save all your assignments under accessible folders and labels: yourlastname.EN101.essay1. You must receive a passing grade of a C, or higher.**

In addition to submitting papers online, be prepared to bring in multiple hard copies of your essays to class during workshop sessions. At least two of your papers will be revised. 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 you will fail the course.**

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.**

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

Quizzes: Quizzes usually will be administered on alternate Fridays, and focus on literary elements, literary approaches, grammar, punctuation and thesis arguments. **Quizzes are only available on the day they are assigned. If quizzes are administered online, they may be assigned from 11AM-11PM. Therefore, there are no make-ups if you miss the quiz.** Please review your quizzes to assist in constructing your papers.

Personal Conferences: Personal conferences (either online, or in person) offer you an opportunity to discuss your progress in this course with me. In the first conference we will assess your writing technique and focus on thesis development. The second conference will assess your work as we near the end of the term. Do not limit yourself to these two conferences. Feel free to see me during my office hours if you have any issues you wish to discuss outside of class.

External Drives/Cloud: You will preserve all your written assignments on an external flash drive, in your Cloud, or Google Docs. This will facilitate your ability to locate essays and assignments. Please remember to save all your assignments under accessible folders and labels on your tablet, laptop, or in the Cloud: **yourlastname.EN101.essay1**

Weekly discussion posts are crucial to your class participation grade, and conducting peer reviews; therefore, online attendance is MANDATORY. Canvas monitors your online activity. If you are late posting more than one week, this will affect your final grade adversely! Missing paper assignments will affect your final grade adversely!

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.

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.

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.

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.

Assessed Work for EN 101:

Discussion Posts/Quizzes	10% (of final mark)
Peer Review	10% (of final mark)
1 st Essay (Diagnostic)	15% (of final mark)
2 rd Essay	15% (of final mark)
3 rd Essay	15% (of final mark)
4 th Essay	15% (of final mark)
<u>Final</u>	<u>20% (of final mark)</u>
	100%

Note: Scores and percentages on Canvas do not reflect all the assessed work for this course.

EN 101 90 Syllabus (schedule subject to changes)

Week	Assignment	Dr. Francis
Wk 1—Jan 8	<p align="center">Orientation</p> <p><i>50 Model Essays:</i> Introduction--“Active Reading, Critical Thinking, & the Writing Process” (online 1-14)</p> <p>MEET & GREET YOUR PROFESSOR: 206E Henry Hall</p>	
Wk 2—Jan 15	<p align="center">Chronology Classification (31-32)</p> <p><i>50 Model Essays:</i> Ericsson, “The Ways We Lie” (159); Cofer, “The Myth of the Latin Woman” (91)</p> <p><i>WS:</i> “The Process of Writing” (1-8); Effective Paragraphs” (9-17); Sentence Sorting exercise</p> <p align="center">Diagnostic Essay #1 due Monday!</p>	
Wk 3—Jan 22	<p align="center">Description & Definition (28-29)</p> <p><i>Model Essays:</i> Hurston, “How it Feels to be Colored Me” (182); Gilb, “Pride” (271); Mairs, “On Being a Cripple” (244)</p> <p><i>WS:</i> Essays—What to Write About (17-19) The difference between a topic sentence and a thesis statement</p> <p align="center">Jan 26th -Essay #2 due! Submit e-file to your peer review group</p>	
Wk 4—Jan 29	<p align="center">Writing & Revision Week</p> <p>Workshop: Peer Review of Essay #2</p> <p><i>WS:</i> “Review—The Writing Process” (39-44)</p> <p align="center">Revision of Essay #2 due! Feb 2nd!</p>	
Wk 5—Feb 5	<p align="center">Narrative (26)</p> <p><i>Essays:</i> Hughes, “Salvation” (179) Annotating a text; Alexie, “The Joy of Reading and Writing: Superman and Me” (15)</p> <p align="center">Example (96) & Description (22)</p> <p><i>Essays:</i> Momaday, “The Way to Rainy Mountain” (273)</p> <p><i>WS:</i> “Checking Grammar” fragments and comma splices (46-50)</p>	
Wk 6—Feb 12	<p align="center">Process (30)</p> <p><i>Essays:</i> Mitford, “Embalming Mr. Jones”; Malcolm X, “Learning to Read” (257)</p> <p><i>WS:</i> Subject-verb agreement (50-54); Comma & semi-colon (58-63)</p> <p align="center">Revision of Diagnostic Essay due!</p>	<p>Sign up for Personal Conferences</p>
Wk 7—Feb 19	<p align="center">Cause & Effect (35)</p> <p><i>Essays:</i> Klinkenborg, “Our Vanishing Night” (234); Pollan, “Escape from the Western Diet”</p> <p><i>WS:</i> Apostrophes: its/it’s (63-65); Numbers (65-69)</p>	

Wk 8—Feb 26	<p style="text-align: center;">Cause & Effect (35)</p> <p><i>Essays:</i> Hakobyan, "The Psychology of Marketing to Kids as Customers"; Zalke, "Social Media Addiction is just as addictive as drugs and alcohol"</p> <p><i>WS:</i> Quotation Marks (69-71)</p> <p style="text-align: center;">Mar 1st—Essay #3 due!</p>
Wk 9—Mar 4	<p style="text-align: center;">Argument (36)</p> <p>Johnson, "Books are Great, but Video Games can be Just as Good"</p> <p style="text-align: center;">Persuasion (37)</p> <p>King, Jr., "Letter from a Birmingham Jail" (203); Presidential campaign speeches</p> <p><i>WS:</i> Transitional phrases & transitions (49; 82)</p>
Wk 10—Mar 11	<p style="text-align: center;">Humor and Satire</p> <p>Oct 23-25th! Personal Online Conferences re assessment!</p> <p><i>Essays:</i> Sedaris, "A Plague of Tics" (359); Student Choices</p> <p style="text-align: center;">Optional Essay due Mar 15th!</p>
WK 11—Mar 18-22 SPRING BREAK! NO CLASSES	
Wk 12— Mar 25	<p style="text-align: center;">Compare and Contrast (34)</p> <p>Begin reading Doris Pilkington's <i>Follow the Rabbit-Proof Fence</i></p> <p>Mar 29th—Good Friday—No Class!</p> <p>Exercise on examining novels and films in literary essays</p>
Wk 13—Apr 1	<p style="text-align: center;">Compare and Contrast (34)</p> <p>Complete Well's <i>Follow the Rabbit-Proof Fence</i></p> <p>Video viewing—Film, <i>Rabbit-Proof Fence</i></p>
Wk 14—April 8	<p style="text-align: center;">Full Narrative Structure</p> <p>Video viewing—Film, <i>Rabbit-Proof Fence</i></p> <p style="text-align: center;">Apr 12th—Essay #4 Due!</p>
Wk 15—Apr 15	<p style="text-align: center;">Writing & Revision Week</p> <p>Workshop: Peer Review of Essay #4</p> <p><i>WS:</i> "Other Writing Situations" (84-91) Optional Library Project</p>
Wk 16—Apr 22	<p>Summary Wrap-up</p> <p>Review for final exam (First Monday of Finals Week!)</p> <p style="text-align: center;">Essay #4 Revision Due! April 26th!</p>