

EN 102 02 Expository Writing
Chaminade Univ Spring 2024

In-Person



Chaminade
University
OF HONOLULU

MWF: 10:30--11:20AM

Henry Hall 203

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

Dr. Allison E. Francis

Phone: 735 4863

email: allison.francis@chaminade.edu

Required Texts:

Axelrod, et. al

Reading Critically; Writing Well: A Reader and Guide

Larsen, Nella

Passing

Handouts, Links & eFiles

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.

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, quizzes, discussion prompts, and posting reflections and responses) which averages about **2.5** hours per week. You will spend **15** hours writing and revising papers your summary & response essay, and **48** hours researching (which includes the proposal and bibliography), and writing the final research project. There will be an additional **34.5** hours of work required beyond what is listed here (course readings, homework assignments, peer reviews and personal conferences). This additional work will average about **2.3** hours per week.

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

Writing Skills

1. To correctly use, and edit a text with grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate paragraph and essay development in a written text.
 - To demonstrate thesis sentences.
 - To demonstrate topic sentences.
 - To demonstrate clear supporting examples for thesis sentence and topic sentences.
 - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
3. To demonstrate an organized paper.
 - To demonstrate an effective introductory paragraph.
 - To demonstrate an effective concluding paragraph.
 - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
4. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
5. To identify and apply rhetorical writing techniques (narrative, descriptive, comparison and contrast, cause and effect, definition, persuasion, classification, chronology)
To demonstrate logical structure utilizing the rhetorical techniques.
6. To demonstrate the correct use of MLA documentation while learning to research, draft, revise, and edit a research paper
 - To demonstrate an understanding of the difference between a bibliography and a works cited page.
 - To demonstrate an understanding of plagiarism.
 - To demonstrate the ability to cite sources within the body of a text.

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

3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
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.EN102.02.proposal**
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 minimum, 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 bring in multiple hard 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!**

****Students must receive a C- or higher on their final paper to pass this course****

Student _____

Points/Grade _____

(10pts each;100pts possible)

Properly Executed**Needs Improvement****Clarity & Rhetoric**

1. Prospectus & Research Question _____ Not Completed/Late
2. Good command of topic _____ Factual or conceptual errors

Organizational Development

3. Has solid introduction _____ Lacks strong opening
4. Thesis is well developed _____ Needs deeper analysis
5. Has a conclusion _____ Lacks solid conclusion
6. Includes analysis/argument _____ Missing cohesive arguments

Integration of Sources

7. Specific sources listed _____ Works Cited page incomplete
8. Well documented _____ Needs or missing in-text citations

Grammar & Mechanics

9. Well-structured and organized _____ Weak formatting/lacks structure
10. Clearly written _____ Grammar/punctuation errors [wordy; trans]

CUH: EN 102 Grading Rubric (Revision)

	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.

**Quality and merit of written work will take priority over percentages.
The passing grade for this class is a “C.”**

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.

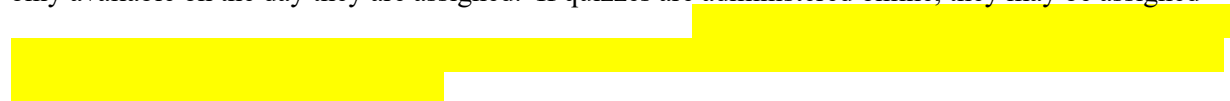
WITHDRAWALS/ INCOMPLETES

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.

Workshops: During 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. In the first conference we will assess your research topic and focus your thesis. 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.

Quizzes: Quizzes usually will be administered on alternate Fridays, and focus on grammar, punctuation and research methodology: thesis arguments, MLA research style guide, and research sources. 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 save your quizzes to assist in constructing your papers **Class participation is important (especially during workshops); therefore, attendance is mandatory.**

If you are late more than three times, your final grade will be lowered!

More than two unexcused absences will lower your final mark by one grade!

All mobile phones must be turned off during in-person classes, or I will confiscate them!

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.

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

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

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

<p>Wk 1—Jan 8</p> <p>NO CLASS MONDAY! CLASS BEGINS WEDNESDAY!</p>	<p style="text-align: center;">Orientation & Syllabus</p> <p>NO CLASS MONDAY, 8 JAN! <i>Reader:</i> From <i>Reading Critically to Writing Well</i> (Ch 1); “The High Cost of College” (22-32)</p> <p><i>The Guardian</i> (Iandoli, 2017), <u>Post Malone: post-racial or problematic?</u> <i>The Atlantic</i> (Salter 2019), <u>“The Problem with a Fight Against Toxic Masculinity”</u></p> <p>Grammar Review—comma usage; subject/verb agreement</p>
<p>Wk 2—Jan 15</p> <p>NO CLASS 15 JAN!</p>	<p style="text-align: center;">Understanding Stereotypes & Race</p> <p>Jan 15th—FATHER CHAMINADE/MLK JR DAY! No Class! <i>Reader:</i> From <i>Reading Critically to Writing Well</i> “Longing to Belong” (96-97)</p> <p><i>The Guardian</i> (Chang, 2014): <u>“Azealia Banks, Iggy Azalea and hip hop’s appropriation problem”</u></p> <p><i>CNN</i> (Karimi, 2018) <u>“Rachel Dolezal, white woman who portrayed herself as black, accused of welfare fraud”</u></p> <p>Diagnostic essay</p>
<p>Wk 3—Jan 22</p>	<p style="text-align: center;">Interracial Relationships</p> <p><i>Reader:</i> “Reading Strategies: Summarizing & Paraphrasing” (Ch 2, 44-46); “Paraphrasing Sources Carefully” (Ch 12, 624-626)</p> <p><i>Pew Research</i> (Bialik, 2017), <u>“Key facts about race and marriage 50 years after Loving v. Virginia”</u></p> <p><i>Gallup</i> (McCarthy, 2021), <u>“U.S. Approval of Interracial Marriage at New High of 94%”</u></p> <p>Jan 26th—Essay #1 due! Submit multiple copies for peer review</p>
<p>Wk 4-Jan 29</p>	<p style="text-align: center;">Jan 29th—Workshop: Peer Review of Essay #1</p> <p>Monday: Peer Work in-class to revise and edit your first essay Wednesday: Troubleshooting and Grammar review</p> <p>Revision of Essay #1 due! Feb 2nd!</p>

<p>Wk 5—Feb 5</p>	<p style="text-align: center;">Interpreting Fiction</p> <p>Begin Nella Larsen’s <i>Passing</i> Read Mon: (Part I); Wed: (Part II); Fri: Complete <i>Passing</i> (Part III); explore Topics from Larsen’s short story</p> <p>February 9th! View film adaptation of <i>Passing</i></p>
<p>Wk 6—Feb 12</p> <p>Sign up for Personal Conferences</p>	<p style="text-align: center;">Conducting Research & Choosing a Research Topic</p> <p>Finish Viewing film adaptation of <i>Passing</i></p> <p>Reader: “Planning a Research Project” (Ch 12, 583-85); Review Sample student MLA research papers</p> <p>Grammar Review— Punctuation, Fragments & Comma Splices</p>
<p>Wk 7—Feb 19</p> <p>NO CLASS 19 Feb!</p>	<p style="text-align: center;">Using MLA style documentation & Research Proposals</p> <p>Feb 19th—Presidents’ Day—No Class!</p> <p>Reader: “A Guide to Writing Proposals” (Ch 10, 500-08)</p> <p>Feb 23rd! –Research proposal due in class!</p>
<p>Wk 8—Feb 26</p>	<p style="text-align: center;">Works Cited v. Annotated Bibliography</p> <p>Reader: “Developing a Working Bibliography” (Ch 8, 352-53); “Creating a Working Bibliography” (Appendix, 471-73) “Using InText Citations” (Appendix, 509-10); Directory of In-Text Citations (Ch 10, 510-14; Ch 12, 588)</p> <p>In-class writing: Writing Lab</p> <p>Mar 1st!—Annotated Bibliography due in class!</p>
<p>Wk 9—Mar 4</p>	<p style="text-align: center;">Research Paper Project</p> <p>Reader: “Using Information from Sources”; Review research paper drafts</p> <p>Integrating Proposal, Annotations, and Research into final paper</p> <p>In-class writing: Writing Lab</p> <p>Grammar Review—Quotation marks; documenting sources; italics & capitalization</p>
<p>Wk 10-Mar 11</p>	<p style="text-align: center;">Research Paper Project</p> <p>Reader: MLA “Creating a List of Works Cited” (Ch 11, 568) Peer Review thesis arguments, opening & closing paragraphs</p> <p>In-class writing: Writing Lab</p> <p>Research Paper Due! Mar 15th! No Late Papers accepted!</p>

Wk 11— Mar 18-22 SPRING BREAK! NO CLASSES	WK 12- Mar 25 No Class on Good Friday	Research Paper Review Mar 29th—Good Friday—No Class! MLA Review & Resource Sharing Personal Conferences
Wk 13—Apr 1		Research Paper Review Group Work for Works Cited Page and In-text Citations In-class revising: Writing Lab Potential Guest Speaker: Dame Dr. Katherine Takara
Wk 14—Apr 8		Research Paper Review Group Work for Essay Organization; Sentence and Paragraph Structure In-class revising: Writing Lab
Wk 15—Apr 15		Research Paper Review Group Work for opening and closing paragraphs & thesis arguments MLA Review & Resource Sharing In-class revising: Writing Lab MLA Review & Resource Sharing Grammar Review—Transitions; review subject-verb agreement
Wk 16—Apr 22		Summary Final review of MLA guidelines MLA Review & Resource Sharing Revised Research Papers Due Last Day of Classes!

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)

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

Quality and merit of written work will be prioritized over percentages

****Percentages on Canvas are incomplete projections of final grades****