CHAMINADE UNIVERSITY HONOLULU

ENGLISH 102-03-1: EXPOSITORY WRITING

Fall Term 2024

11:30 am – 12:50 pm T/R

Eiben Hall 102

Instructor: Kathryn Heath
Office: Adjunct Office Henry Hall 2nd Flr. #206-I
Office Hours: TR Pre-class &/or 1:00 pm &/or by appointment
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Course Requirements

Participation & Preparedness in:

- Multiple Assignments & class Discussions
- Draft Sharing peer-review workshops
- Grammatical work as necessary
- 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 2023-2024:

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:

The goal of the course is to prepare you to be able to write longer researched expository essays across the academic curriculum. The central topic of this course is ***work***, as a reality of survival in society for the majority; and that ***work*** experiences are expressed through poetry, prose, song, and story, as well as academic research and reflection. As practice for your own research on a work related topic, the course will include examination of, and response to, various written texts (and the occasional 'film') to provide exemplars of *model* writing and style, as well as a general focus (with varying 'perspectives') for both discussion and writing. **You are expected to practice quoting and paraphrasing these readings in assignments.**

As the Marianist philosophy of education is to teach peace, justice, and service, we shall seek, through readings, discussions, and your own writing, to understand how variant the 'work' experience is and has been 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 in the initial month of the course your interests and energy will steer you naturally towards a <u>work themed topic</u> for your final Research project. Discussions, readings, and writings should help you determine your specific Research Project's focus; instructor guidance and support on selection is available.

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; to change your topic and/or to not adhere to instructor's recommendations to align the topic better with course theme will affect your final mark and/or research essay grade).

REQUIRED MATERIALS, TEXTS & SYSTEMS

1. No ebook editions will be allowed in this class. You are required to purchase or rent the paper editions of the following books: *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*

4. **Use of Canvas**

5. Paper and a writing implement for EVERY class. Sometimes in lieu of the use of Canvas I will ask for handwritten responses, especially for group work.

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.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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 your 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 any time 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 *2023-2024 Academic Catalog*
https://catalog.chaminade.edu/generalinformation/studentaffairs/studenthandbook2324/studenthandbook

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 in 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 ʻOlelo Noʼeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God

2. Provide an Integral, Quality Education (Naʼauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep

3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

<u>Disability Access</u>

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

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, Roxana Jimenez at (808) 739-8530, titleix@chaminade.edu, or compliance@chaminade.edu. 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 For technical questions: contact Chaminade Help Desk at helpdesk@chaminade.edu OR call toll free at: (866)-647-0654. Sullivan Family Library (www.chaminade.edu/library)

COURSE REQUIREMENTS

Two Shorter Essays	15%
Canvas Work/Discussions	25%
Annotated Bibliographies	15%

Research Paper/Project	25%
Presentation on Research	5%
Preparedness & Participation	15%

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

Total	100%

Workshop Sessions: These are opportunities for your fellow classmates to offer constructive criticism on your papers and/or research. We meet in small groups and review each other's essays, or research related work. Workshops/Peer Review Days are mandatory, to miss one or be unprepared (no essay) is to lower your grade as such impacts your preparedness and preparation points.

Personal Conferences: Personal conferences offer you an opportunity to discuss your progress on your research paper with the instructor. Your annotated bibliographies are due at the time of conference and your working draft is due soon thereafter for peer review and feedback.

Feel free to contact me if you have other questions pertaining to your papers or classwork. Note that the instructor will be available before class (and breaks) to talk as well. Part of your role as a student is to ask questions and to seek support or clarity on matters when needed.

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 on 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 and F and/or removal from the course.

Please refer to rubrics provided in Canvas, 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.

This class is three academic credits for a total of 135 hours of active engagement as defined above. For this class you can expect to spend 40 hours in class as the course meets twice a week for 80 minutes. (Note: this is WHY absences matter!)

You can estimate that you need to spend approximately 52 hours on your essays: 6 hours each on the first of the two essays, drafting included, for 12 hours. The final research essay will involve many hours of research, drafting and revising; this essay should take you at least 40 hours or more (researching, drafting, sharing, discussing and MLA format style checks are included). The remaining 43 hours should be dedicated to readings prescribed below and preparing responses in journal or academic format as described in Canvas prompts.

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 (excused absences only), 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.

Cell Phone and Devices Policy.

No electronic devices (including laptops, tablets, cell phones, ear buds/headphones, etc.) are allowed in class, unless approved for specific class activity by the professor. Please keep your devices silenced and in your bag.

Why? Commonplace in our current society, cellphones are seen with most everyone all the time; but they have also come to be a major distraction for students in the classroom. As an educator I have witnessed a serious downward trend of inattention to the instructor, on both major and minor points of class discussion and focus, with the sad result being lower marks for some who simply cannot resist the allure of the phone and failed to attention to direct instruction.
Therefore, no cell phone use in my classroom. You will be given a warning and may then be asked to leave class for the day if your use is repeated. Nor do I believe it is necessary to leave in the middle of class to take phone calls, although on occasion such is necessary (for instance a family emergency). Simply put, plan on being off-line during out 80-minute class sessions. Mahalo for your kokua on this matter.

Reading & Assignment Schedule.

Below is the reading and assignment schedule. Please consider that the readings noted are expected to have been read BEFORE class time to enhance and support intra student discussion. Therefore, the readings noted for a week are the ones you should have READ by the Tuesday's class. Do not delay on your text purchase and factor these assignments and readings into your schedule accordingly. Note that the assignments are scaffolded to build your research writing skills to support the required Research Essay.

TENTATIVE ASSIGNMENT SCHEDULE

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

	Assignments/Class Activities
Wk. 1- **8/20 & 8/22** **TR**	▪ Diagnostic Essay. ▪ Review Syllabus & Course & Text Purpose Overview ▪ Read *Chapter I: Early American Labor: Hard, Bound and Free*, pp. 1-5
Wk. 2 **8/27 & 8/29** **TR**	▪ **Read**: ▪ Lifelets: "Life Stories of Undistinguished Americans" from the *Independent* pp. 169-189 ▪ Respond to related Canvas Work ▪ View: "Brief History of Work" – videos ▪ 1st essay assigned – "Lessons of First Job" Draft Due 9/5 Final Due 9/12 - "What is a Story" Excerpt *Alias Grace*, Margaret Atwood - "Hours," Blanchard p 137-39
Wk. 3 **9/3 & 9/5** **TR**	▪ Lowell Factory Girls, pp. 48-58 ▪ Lowell Videos & History ▪ **Draft (hard copy ideally) of Essay 1 due 9/5 for wkshp.** ▪ Start reading Studs Terkel, *Working*, "Dolores Dante, Waitress" & Mike LeFevre" pp. 651-660 182 for next week ▪ "A Waitress' Instructions on Tipping or Get the Cash Up and Don't Waste My Time" Jan Beatty p. 854-56
Wk. 4 **TR** **9/10 & 9/12**	**Read for Class Discussion & Canvas Work:** ▪ Upton Sinclair – excerpt *The Jungle* pp. 121-128 ▪ Transitions (paragraph and sentence level) ▪ View/Listen/Note-take: "An Introduction to Capitalism" *James Corbett: Film Literature and the New World Order.* ▪ **Essay #1 Due 9/12**
Wk. 5 **9/17 & 9/19** **T R**	▪ "The March of the Hill Children" Mother Jones p 284 ▪ "How I Became a Socialist," Eugene Debs p. 204-208 Related Canvas Discussion Assignment

	▪ 2nd Essay Assigned: Role of Work in Social Order - **Draft due 9/26 to Share;** - **Final Due 10/1** • Read for next week: "The Men in the Storm" S. Crane p. 154-58 Partner Work ▪ And read: "The Free Vacation Home," A. Yezierska p. 328-33 for in class group work.
Wk. 6 **9/24 & 9/26**	▪ Read ahead: "Faces in the Hands" Carolyn Chute p 748-57 Canvas Work • Share drafts Second Essay 9/26 ▪ Group Discussion or Read (ideally together aloud)after essay share: - Wright's Poems p 427-29 and other poetry selections in text - "Jorge the Church Janitor Finally Quits" – Espada (see Files) - "So Mexicans Are Taking Jobs from Americans" – Baca p. 846-49 - Langston Hughes "Let America Be America Again" p. 372 - "John Henry" p 108 ▪ Mid Semester CREATIVE WRITING – Work Haikus **to share on 10/10!!**
Wk. 7 **10/1 & 10/3** **T R** (*Week 7 or 8 will include a Mandatory Library Day, TBA)*	▪ **Due 10/1 Final Draft 2nd Essay** ▪ Research Project Details: Final **Due 11/30** ▪ Topic **Approval for Research Paper 10/8** ▪ Brainstorming for Topics ▪ Details Annotated Bibliography Due at Conference ▪ View and Respond to: "Tears in the Fabric: Rana Plaza" https://www.youtube.com/watch?v=TiPm0tfdZ6w ▪ "Everyday Sexism" Laura Bates TED Everyday sexism: Laura Bates at TEDxCoventGarden ▪ Betty Smith excerpt: *Tree Grows in Brooklyn* see Canvas Files ▪ "Introduction: The New Momism" *The Mommy Myth* (See Canvas Files" ▪ Paston, "Marks" see Files

Wk. 8 **10/8 & 10/10** **TR** (*Week 7 or 8 will include a Mandatory Library Day, TBA)*	**<u>Readings & Assignments</u>** ▪ Library Day TBA ▪ Library Workbook ▪ Canvas Work ▪ Research Exploratory Proposal Due (1 page) **10/17** **Readings for Class Discussion on Women's Position in Work World continue:** **SHARE HAIKUS** ▪ A Song For Occupations" Whitman p. 96 ▪ "Making Do" Linda Hogan p 74 ▪ "I Want You Women Up North to Know" Tillie Olsen p 462-3 ▪ "The Woman Hanging from the Thirteenth Floor Window" Joy Harjo pp. 794 ▪ The Cleaning Woman" H. Gossett p 713-16
Wk. 9 **10/15 & 10/17** **TR**	**<u>Readings & Assignments</u>** ▪ El Olor de Cansansio ("The Smell of Fatigue")- Rodas pp 883-885 ▪ Discussion on Immigrant Role in America-itinerant workers see Canvas ▪ **Research Proposal Due 10/17** ▪ Research Check-ins ▪ **Sign up for Writing Conference**
Wk. 10 **10/22 & 10/24** **TR**	**<u>Readings & Assignments</u>** ▪ Daniel Cohen TED Talk "For Argument's Sake" ▪ View videos on Plagiarism& related work: Jeff Johnson, writing teacher in Colorado, on same, using music as the metaphor of explanation ▪ **Presentation Details & Sign Up** ▪ **IN Class Research Time, bring your Computers**

Wk. 11 10/29, 10/30 & 10/31 TR Conferences Times TBA	▪ **Writing Conferences no class, attend your conference & do readings for next week.** ▪ **Annotated Bibliographies are DUE at Time of your Conference** ▪ **Working Draft** should be shared at Conference.
Wk. 12 11/5 & 11/7 T/R **Election Day 11/5 VOTE**	**Readings & Assignments** ▪ "Boxcar Bertha" p 423-26 ▪ Video on Hobos. . Discussion Migrant Labor ▪ "Eroded Woman" M. Le Sueur p. 471-75 Related Canvas Assignment/Discussion
Wk. 13 11/12 & 11/14 T/R	▪ "I Stand Here Ironing" – Tillie Olsen pp 629-33 ▪ "Holo Holo Bushi" Documentary on Japanese Canefield Songs of Hawaii ▪ Various Videos and Songs on Work ▪ Presentation Prep ▪ **Share Final Essay Content & Flow Review ideally Hard copy draft to share; brief check-in with instructor 11/14**
Wk. 14 T/R 11/19 & 11/21	▪ "The Lynching" Claude McKay ▪ "Muckers" Carl Sandburg p 311 ▪ Group Checks on MLA referencing in-text & Works Cited- Ideally bring HARD copy of full paper to class.
Wk. 15 11/26 & Thanksgiving Holiday 11/28	▪ **Final Draft of Research Essay is DUE latest 11/30** ▪ **Individual Presentations on Essays start 11/26** Attendance is MANDATORY
Finals Week One day 12/2 - 12/6	**Date TBA per calendar: Continue with Presentations** **Mandatory Attendance DO NOT BOOK FLIGHT BEFORE OUR EXAM DATE**