



Chaminade University
EN 101, Introduction to Expository Writing
Fall Semester, 2024

- **Instructor:** James Kraus, Professor of English
- **Note:** This course uses a site called “Edwebs Moodle,” rather than Canvas.
- **Course** <https://courses1.edwebs.com/course/view.php?id=133> (To open new account, click on “Create new account.”)
- **Mail:** 3140 Waialae Ave., Honolulu, HI 96816, Henry Hall 206-d
- **Office Hours:** Monday, Wednesday, 10:30 - 11:30 a.m.; Tuesday, Thursday, 10 – 11 a.m.;
- **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.”⁰²⁴
- **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 101 provides an introduction to writing as a process of creative and intellectual discovery. The course encourages and nurtures various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading.

The course is organized around responses to writing prompts as well as to free-flowing expressions 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.

Learning Outcomes

In the case of this particular course, the course outcomes are identical to the general education program outcomes for writing competency:

The successful student will be able to:

- Design and produce a successfully written text by implementing pre-writing strategies, responding to feedback and revising a draft.
- Analyze textual situations and apply appropriate rhetorical and creative strategies (i.e. narrative, descriptive, comparison and contrast, cause and effect, definition, persuasion, classification, argument).
- Use writing to participate creatively, collaboratively, and critically in their local communities.

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

- Achebe, *Things Fall Apart*
- Strunk and White, *The Elements of Style*
- Purdue University OWL (Online Writing Lab)
- [Edwebs/Moodle EN 101 website](#)

Requirements

- Participation and attendance: 20%
- Journal: 10%
- Quizzes and miscellaneous other assignments: 20%
- Writing assignments: 30%
- Final Portfolio: 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, 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.
- Quizzes: Quizzes may be given in class or online.
- Writing Assignments, including Final Portfolio: This course requires submission of four writing assignments of approximately 800 words each. Some writing assignments are submitted via the course management system and are often "peer-reviewed by classmates before submission for grade.

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. 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.
- Use of "artificial intelligence," e.g. chatgpt and the like, is discouraged. If used, proper citation is required. In general, use of "AI" is contrary to the goals of this course.
- 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.

University Policy: 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.

Tentative Course Outline

Detailed assignments and updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be

Holidays: Monday, Sept. 2, Labor Day; Monday, Oct. 14, Indigenous Peoples Day; Monday, Nov. 11, Veteran's Day; Nov. 28 and 29 (Thanksgiving Recess)

Week 1 -- Introduction to Course: Writing as Play, Aug. 19 - 25

Key concepts: Rhetorical situation, Rhetorical modes

Assignments:

Take preliminary assessments

Reading: William Stafford, "Writing"; Woolf, "The Death of the Moth," "Desire"

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

Post to online forum: 150-words about yourself as a writer

Begin writing Essay 1

Week 2 – Your Natural Creativity, Aug. 26 – Sept. 1

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

Assignments:

Reading: Godwin, “The Watcher at the Gates; Poe, “The Philosophy of Furniture”

Haiku: Post to Online Discussion Forum

Group discussions about Essay 1

Submit Essay 1 to online Workshop interface

Begin Assessments of Essay 1

Journal Prompt: Explain how you feel about the tension between creative expression and self-doubt.

Week 3 – The Need for Writing, Sept. 2 – 8 (Sept. 1 is Labor Day, a national holiday)

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

Assignments:

Reading: “Time” (from Scientific American

Forum Postings

Complete assessments of Essay 1

Journal Prompt: Describe a period of time when you felt a deep connection to nature.

Week 4 – Writing and Being Human, Sept. 9 - 15

Key Concepts: Narration, Process Analysis

Assignments:

Reading: Shelly, “Time” (poem), “Ode to a Grecian Urn”; Basho, “The Old Frog”

Film: “Mindwalk”

Forum Posting: Creative Writing, Haiku

Begin Essay 2, “Time and Narrative”

Journal Prompt: Describe a time when you observed something small that was particularly meaningful.

Forum Postings

Week 5 – Modes of Writing, Sept. 16 - 22

Key Concepts: Classification, Definition

Assignments:

Reading: “Woodcock, “The Tyranny of the Clock”

Reading: Selections from Strunk and White, “The Elements of Style”

Video: “Neighbors”

Grammar/Style Review: Sentence types, Subjects and Verbs

Journal Prompt: Suppose you are an outsider to some phenomenon. How does this perspective affect your ability to describe your ability to observe it?

Week 6 – Writing and Community, Sept. 23 - 29

Key Concepts: Comparison and Contrast, Paramedic Method

Assignments:

Submit Essay 2 to Workshop interface

Begin assessments of Essay 2

Reading: Carver, “Cathedral”

Quiz 3

Journal Prompt: Suppose you were blind. . . .

Week 7 – Writing as Healing Force, Sept. 30 – Oct. 6

Key Concepts: Process Analysis, Parts of Speech, Circular argument, Either/or fallacy, Chronology 1

Assignments:

Complete assessments of Essay 2

Video: The Paramedic Method”

Readings: Strunk and White, “Elementary Principles of Composition”; “Principles of Inquiry”

Film: Modern Times

Journal Prompt: How does the natural world differ from the human one? Or does it?

Week 8 – Writing and the Voice of the Sacred, Oct. 7 – Oct. 13

Key Concepts: Cause and Effect; Verb Tense, Voice and Mood; Verb Agreement; Nouns and their Plurals

Assignments:

Reading: United Nations Sustainable Development Goals

Begin Essay 3

Readings: “Cause and Effect”

“Concrete Language” (Handout via course website)

Quiz 4

Journal Prompt: How does solitude affect your thoughts and your creativity?

Week 9 – Writing and the Other Arts, Oct. 14 - 20

Key Concepts: Red herring, Straw man, Modifiers, Pronouns (agreement, case)

Assignments:

Readings: “Description,” and “Exemplification”

Readings: Begin reading *Things Fall Apart*

Journal Prompt: Reflect on the nature of cultural change. What about the conflict between tradition and cultural change?

Week 10 – Oct. 21 – 27 -- Things Fall Apart

Key Concepts: Moral Equivalence, Punctuation, Commas

Assignment

Erasure: In-class creative exercise

Reading: complete *Things Fall Apart*, first half

Quiz 5

Journal Prompt: How do you feel about gender roles reflected in Achebe’s novel? How do they relate to the idea of “things falling apart?”

Week 11 – Oct. 28 – Nov. 3 -- Things Fall Apart

Key Concepts: Documentation styles, Quotation Marks

Assignments:

Video: Wole Soyinka and Chinua Achebe

Reading: Complete *Things Fall Apart*

Submit Essay 3 to Workshop interface

Begin assessments of Essay 3

Journal Prompt: What can you write about colonialism and decolonialism after reading Achebe’s novel and thinking about the various implications of these two terms.

Week 12 – Nov. 4 – 10 -- Creative Inquiry

Key Concepts: Music, Poetry, Art

Assignments:

Complete assessments of Essay 3

Achebe, *Things Fall Apart* (second half)

Journal Prompt: What does “honor” mean to you? How do you deal with this in your own life?

Week 13 – Nov. 11 – 17 -- Revision

Key Concepts: Editing and Proofreading, Argumentation

Assignments:

Portfolio Assignment

Reading: “Top Twenty Errors in Undergraduate Writing”; Momaday, “The Way to Rainy Mountain”

Journal Prompt: Write a brief narrative that examines a journey you have made that is both actual and metaphorical.

Weeks 14 and 15 – Nov. 18 - Dec. 1 -- Review, Critical Thinking, Writing Process and Style, Final Exam

Assignments:

Reading: Selections from *Glyph*

Final Quiz

Portfolio submission: to include introduction, revisions of Essays 1 – 3, list of works cited

Journal Prompt: Write a brief description of someone telling a story. Who? What? When? Where? How?

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.

Credit Hour Policy Time Allocation

Class Time / Note Taking / Discussion	35.5
Reading and Researching	40
Writing and Revising essays	40
Preparing Final Portfolio	5
Journal Writing	5
Preparing Forum Postings	5
Preparing Collaborative Group Project / Presentation	5
Total	135.5

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

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.

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.

Student with Disabilities Statement

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.

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.