



**Chaminade**  
**University**  
OF HONOLULU

### **EN 102 Course Syllabus**

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EN 102

**Course Title:** Expository Writing - Intercultural Communication: Globalization and Social Justice

**Section:** 10 – T/Th 1:00 PM - 2:20 PM in Henry Hall, 210

**Term:** Spring 2025 (1/6/2025 - 5/2/2025)

**Credits:** 3

**Instructor Name:** Dr. Virginie Askildson

**Email:** virginie.askildson@chaminade.edu

**Office Hours:** T/Th pre-class & by appointment, MWF via Zoom

### **Course Description:**

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 at least 10 pages in length.

### **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.

### **Time Allocation**

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a five-page argumentative essay (i.e., final research paper) and 2 hours each week reading sample essays and reacting to these essays in their literature journals (30 hours total). There will be an additional 19.5 hours of work required beyond what is listed here (e.g., homework assignments, editing and revising essays, reviewing for quizzes), averaging 1.3 hours each week.

### **Required Texts:**

- Wayne C. Booth, et al., *The Craft of Research*, 5th ed., 2024
- Kathryn Sorrells, *Intercultural Communication: Globalization and Social Justice*, 3rd ed., 2022

**Canvas** (<https://chaminade.instructure.com>)

Canvas will be used to post homework as well as to post the weekly schedule for the course. Students may also check their grades via the Gradebook on Canvas.

**General Education Learning Outcomes:**

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.

**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 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

**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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

**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.

**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. 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."

**Re-using assignments from other courses is not allowed.** The use of **artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class.** Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in your failure of the entire course.

**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](#).

**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](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

	Course requirements and evaluation	%	Grade equivalents
1	Attendance	10	90-100 = A
2	Weekly Preparation & Active Participation	10	80-89 = B
3	Literature journal	15	70-79 = C
4 (a)	Narrative/Personal essay (3-5 pages)	10	60-69 = D
(b)	Evaluation essay (3-5 pages)	10	Below 60 = F
5	Research proposal (1-2 pages)	5	
6	Annotated bibliography (800-1500 words)	10	
7	Final Research paper (10 pages)	20	
8	Research Presentation (8-10 slides)	10	
TOTAL			

### 1. Attendance (10%)

Regular attendance is vital to ensure maximum progress in writing proficiency as well as maintaining a positive learning environment during collaborative work. **Only three unexcused absences** are allowed during the semester. Any absence beyond the three allowed during the semester must be supported by a written notice of illness or of family emergency. Failure to provide notice (in advance, if possible) will necessarily result in a substantial reduction of course credit and may, upon the discretion of the instructor, result in failure of the course. Also, if you miss class on the day of a peer editing session, you will lose that portion of the grade on your final paper.

Late arrivals and early departures will also affect your class participation grade. If you arrive after class has begun (or leave before the end of class), you will be considered absent (unless preauthorized by your instructor, given advance notice). Every unexcused absence beyond the third absence will take points away from your attendance grade. See chart below.

Number of unexcused absences	Maximum points possible
0-3	10
4	9
5	8
6	7
7	6
8	5
9	4
More than 9 (you have now missed the equivalent of 3 weeks of class)	0

### 2. Weekly Preparation & Active Participation (10%)

This class will help you to become a more confident, articulate, and critical writer and help you for future university classes. This is NOT a lecture course; quite the contrary! You will be asking and answering questions, collaborating with your classmates, offering your insights to the rest of us.

Participation is not only measured in terms of how much you share ideas in each class, but also in terms of your attitude toward the work we do, independently and collaboratively. It will not be possible to obtain the grade of A without attending class regularly and participating actively in each session. Being prepared for this class means completing all required reading as indicated and provided by your professor as well as responding in writing to a variety of reading samples from the course text and from class-handouts. All assignments are expected to be completed in a timely fashion. Late submission of any of the assignments, without sufficient permission, reason or explanation to your professor will result in a 10% deduction for each day they are overdue. Every assignment you submit must be your *own* work, your own ideas developed and expressed in your own words. In case of any suspicion of plagiarism, you may be asked to provide all the work that led you to the assignment you submitted. If plagiarism is verified, you will earn a zero for that assignment. Any subsequent attempt to plagiarize could affect your overall grade and result in your failure of the course.

You will need to check regularly on Canvas for assigned homework to be able to submit all activities in a timely fashion. You will **not** be allowed to submit late homework online, so please make sure to complete all activities at least a few hours before the deadline to account for any technical problems (for lengthy assignments, please save a copy in Word/Google Docs).

During **peer editing sessions**, your classmates will offer constructive criticism on your essay in response to a set of questions and criteria predetermined by your professor and you as well for each rhetorical mode. You will meet in groups of 4 or so and review each other's papers. For this small group discussion to be fruitful, you will need to participate actively and be prepared to provide evidence from the paper in response to those questions. Peer editing sessions are designed to help you improve, shape and better understand your writing.

During the semester, you will have the opportunity to meet individually with your professor at least twice via a **Personal Conference**. The first conference will occur at the beginning of the semester to evaluate your approach to writing and help you grow and improve as a writer. The second conference will occur towards the end of the semester, to provide you with additional feedback as you reflect on your progress in the course. Please, do not limit yourself to these two conferences. Feel free to see me during my office hours or contact me via email if you have any issues you wish to discuss outside of class.

### 3. Literature journal (15%)

This course is designed to empower students to critically analyze and effectively express their insights about the intricate nature of intercultural communication. The main text will provide students with **critical and social justice perspectives on the dynamics of globalization**. The goal is to **engage students in a process of critical, reflective thinking and writing through intercultural praxis**.

In combination with each essay you will be working on, you will also be exposed to many sample essays in your reading assignments for which you will record your reactions in a journal that you will share with your peers and professor during class discussions. In addition to answering the questions you may be asked on the assigned reading, you will need to prepare and write down questions/comments – at least 2 – that you have about the reading passage and use these to guide the group discussion. These reactions should be at least 1/2 page in length. All your reaction journals will be collected at the end of class and graded.

Finally, you may be asked to respond to brief in-class writing assignments at the beginning of class sessions. These assignments should also be kept and added to your journal. Several times

during the semester, the journals will be collected by the instructor and these brief in-class writing assignments will be graded as well.

#### 4. Two essays (20%)

Throughout the semester, you will work on organizing and writing 2 essays for which your audience will be your peers (and your professor). **These essays will pass through two revisions** (following peers' and instructor's comments) **on the way to a final version**. The first and second draft, and the final version, will be evaluated according to a set of predetermined criteria organized per rhetorical mode. Writing is a task that no two people do the same way. However, there are some logical stages that every writer seems to follow in the creation of a composition. Keep in mind that these stages are not exclusive to one other, and at times they can be rather liquid. Also, writers will notice that most of these stages are reciprocal; that is, work done in one area may necessitate returning to a stage that you have already "completed."

All drafts are expected to be completed in a timely fashion. Late submission of any of the essays, without sufficient permission, reason or explanation to your professor will result in a 10% deduction for each day they are overdue.

All papers must be **typed and double-spaced in Times New Roman, size 12**. Please remember to save all your assignments under accessible folders (on Google docs/the Cloud, etc.). In addition, be prepared to **bring in multiple hard copies of your essays** to class **during Peer editing sessions**.

When turning in your **final version**, please make sure to **attach** any related written pieces (e.g.: lists, webs, **intermediate drafts** with peer and teacher comments, etc.) related to it.

Please note that failure to address comments and suggestions provided on any preceding drafts will result in a significant lowering of your rating in the appropriate category or categories, meaning that the same essay could receive a lower grade on the second draft than on the first if the second draft does not show adequate improvement according to the instructor's feedback. In other words, if you want to maintain or raise the rating you receive on the first draft, you must make improvements. However, simply making changes does not automatically guarantee a better grade, as it is the quality of those changes that is ultimately most important.

Finally, if you wish to revise your essay a third time, you will be offered the option to do so for an **additional opportunity to improve your previous letter grade**.

#### 5. Research proposal (5%)

The research proposal will explain your project, why you are choosing this project (specifically, the logic or reasoning behind your choice), and how you plan to research and write it.

This proposal should include the following components:

- a clear plan for the research project
- in-text citations (MLA style documentation)
- a bibliography that lists the sources you have consulted and/or plan to consult during your research (at this stage and for this specific assignment, you are only required to include 2 scholarly sources). However, please note that for your Final Research Paper, you should have at least 10 sources.

It is highly recommended that you select a topic and angle that is either tied to your academic field of study or linked to our class topic, intercultural communication, within the framework of a social justice approach. Your research proposal (1-2 pages) must be **typed and double-spaced**

**in Times New Roman, size 12, MLA style.** Please remember to save all your assignments under accessible folders (on Google docs/the Cloud, etc.).

#### 6. Annotated bibliography (10%)

A great way to prepare for a research project is to write an *annotated bibliography*. While it is useful to find sources for a bibliography, when you have to write annotations for each source, you must read each source more carefully. You begin to read more critically instead of just collecting information, i.e., you start to see what the issues are, what people are arguing about, and you can start developing your own point of view.

For this assignment, you will be writing notes on a group of sources (at least 10) related to the subject you chose for your Final Research Paper. Although it may take a while to complete the annotated bibliography, the annotations themselves are relatively brief. Each annotation may include your answers to the following questions:

1. What is the scope/purpose of the source?
2. Why is the author of the source considered an expert?
3. What is the value of the source as it relates to your research?

Your *annotated bibliography* must be **typed and double-spaced in Times New Roman, size 12, MLA style**. Each annotation must be partitioned into three paragraphs (please, see above) and **about 80-150 words**. Thus, for a total of 10 annotations, your annotated bibliography should be between 800 and 1500 words overall. Please remember to save all your work under accessible folders (on Google docs/the Cloud, etc.).

#### 7. Final Research paper (20%)

Research is an inherent and fundamental component to the training of convincing writers. The research component will allow you to develop your own ideas within a topic of your choice. Once again, it is highly recommended that you select a topic and angle that is either tied to your academic field of study or linked to our class topic, intercultural communication, within the framework of a social justice approach. Gathering information (finding facts and opinions from experts) will help you to give your audience strong reasons and support for your viewpoint in your final research paper. Before arguing your own position, it is important to know the circumstances.

The Final research paper is standardized using MLA formatting: it must be **typed and double-spaced in Times New Roman, size 12**, it must include **10 sources** and a minimum of **10 pages**, not counting a Works Cited page.

#### 8. Research Presentation (10%)

When presenting your final research paper, please make sure that your presentation includes a clear introduction with your thesis statement, well-organized sections reflecting your paper's structure, proper in-text citations for sources, a concluding summary, and a final slide with a complete "Works Cited" list.

Your presentation should be no more than **10 minutes long**. Plan on needing **about 1 minute per slide** (you may use Google slides, Prezi, PowerPoint, etc.). Finally, **be prepared to answer questions** about your research and findings.



### Dos

- Name reason(s) for selecting your topic and why it is important.
- Be brief and concise and keep slides uncluttered.
- Use consistent formatting throughout the presentation.
- Consider using bullet points to highlight key information.
- If possible, use *relevant* visual illustrations (pictures, maps, charts, etc.).

### Don'ts

- Don't write down the whole outline of your paper and nothing else.
- Don't look only at the screen, but instead make eye contact with the audience.
- Don't write long full sentences on the slides.
- Don't rush through the information (rehearse your presentation at home to make sure that you can stay within the time limit, while speaking clearly and distinctly).

### Tentative Schedule of Classes

\*\* Please note that your instructor reserves the right to alter the schedule to accommodate the pace of the course \*\*

Week	Lesson Focus	Assignment Due
<b>Wk 1</b> (01/07, 01/09)	Syllabus presentation. Icebreaker. <i>Definitions of Culture.</i> Brainstorming & free writing. <i>The Craft of Research: Becoming a researcher</i>	<u>Lit journals</u>
<b>Wk 2</b> (01/14, 01/16)	<i>Intercultural praxis.</i> Personal narrative. <i>The Craft of Research: Asking Questions, seeking Answers</i>	<u>Lit journals</u>
<b>Wk 3</b> (01/21, 01/23)	<i>Understanding the context of globalization.</i> <b>In-class writing for personal narrative.</b> <i>The Craft of Research: From Topics to Questions</i>	<u>Lit journals</u>
<b>Wk 4</b> (01/28, 01/30)	<i>Globalizing body politics.</i> <b>Peer editing session.</b> <i>The Craft of Research: From Questions to a Problem</i> <b>Personal conferences.</b>	<u>Draft of Personal narrative due</u> <u>Lit journals</u>
<b>Wk 5</b> 02/04, 02/06)	<i>(Dis)placing culture and cultural space.</i> Evaluation essay. <i>The Craft of Research: From a Problem to Sources (Finding &amp; Evaluating Sources)</i> <b>Personal conferences.</b>	<u>Final draft of Personal narrative due</u> <u>Lit journals</u>
<b>Wk 6</b> (02/11, 02/13)	<i>Intercultural communication in interpersonal contexts.</i> <i>The Craft of Research: Engaging Sources</i> <b>In-class writing for evaluation essay.</b> <b>Peer editing session.</b>	<u>Lit journals</u>



<b>Wk 7</b> (02/18, 02/20)	<i>Migration and intercultural adaptation.</i> Planning a Research project/Review sample student research papers <i>The Craft of Research: Making Your Argument</i>	<u>Draft of evaluation essay due</u> <u>Lit journals</u>
<b>Wk 8</b> (02/25, 02/27)	<i>Analyzing messages about diverse cultures.</i> <b>Mandatory Library Day</b> (Library presentation) <i>The Craft of Research: Making Claims</i>	<u>Final draft of evaluation essay due</u> <u>Lit journals</u>
<b>Wk 9</b> (03/04, 03/06)	<i>Economic responsibility and intercultural communication.</i> <b>In-Class writing of the Proposal</b> (turn it in at the end of class). <i>The Craft of Research: Assembling Reasons &amp; Evidence</i>	<u>Research proposal due</u> <u>Lit journals</u>
<b>Wk 10</b> (03/11, 03/13)	<i>Negotiating intercultural conflict and social justice.</i> <i>The Craft of Research: Using warrants to test your argument/Alternatives to your argument</i>	<u>Annotated bibliography draft due</u> <u>Lit journals</u>
<b>Wk 11</b>	Spring Recess 😊	
<b>Wk 12</b> (03/25, 03/27)	<i>Engaging intercultural communication for social justice: challenges and possibilities for global citizenship.</i> <i>Craft of Research: Planning, Drafting &amp; Organizing your Argument.</i>	<u>Final Annotated bibliography due</u> <u>Lit journals</u>
<b>Wk 13</b> (04/01, 04/03)	Integrating Proposal, Annotations, and Research into Final Research Paper <i>The Craft of Research: Incorporating Sources</i>	<u>Lit journals</u>
<b>Wk 14</b> (04/08, 04/10)	<i>The Craft of Research: Introductions and Conclusions</i> <b>Personal conferences.</b>	<u>Draft of Final Research Paper due</u>
<b>Wk 15</b> (04/15, 04/17)	<i>The Craft of Research: Research presentations</i> <b>Individual Research presentations</b> (Attendance is MANDATORY)	<b>Final Research Paper due</b> <u>Individual Research presentation due</u>
<b>Wk 16</b> (04/22, 04/24)	<b>Individual Research presentations</b> (Attendance is MANDATORY)  In-class end of the semester celebration	<u>Individual Research presentation due</u>