



School of Education and Behavioral Sciences  
Education

## ENG 102

Location meeting and Class meeting schedule (e.g., HHOA303 MWF 9:00A-9:50A; Online Asynchronous; Online W 5:00P-7:00P)

Credits: #      Section: #      Term: [semester and year]

### Instructor Information



**Instructor:** Denise Dugan

**Email:** [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu)

**Phone:** 808.735.4833-

**Office Location:** Brogan 114

**Office Hours:** Tues 11:30 am-12:30 pm, Friday 9:30am-10:30am

**Virtual Office:** [Virtual Office Hours Link](#)

**Virtual Office Hours:** Tues 11:30 am-12:30 pm, Thurs 3:45-4:45, and Friday 9:30am-10:30am

### Communication

Questions for this course can be emailed to the instructor at [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu). For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: [\(808\) 739-4652](tel:(808)739-4652)

If you have questions regarding the Education Department, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

### Catalog 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 substantial length. Offered every semester. Prerequisite: EN 101 or placement by exam.

This course provides instruction and practice in writing a multi-source research paper of substantial length. To foster coherence in our discussions and encourage collaboration, this section of EN 102 will center on a shared general topic for research and exploration. Aligned with the Marianist philosophy of education, which emphasizes peace, justice, and service, we will focus on the theme of culture and social justice. By critically examining cultural and social conditions in Hawai'i and beyond, we will envision ways to promote greater respect for Hawai'i's diverse cultures through a lens of social justice. My goal is for this course to enhance your skills in expository writing and research while also equipping you to contribute meaningfully to the global effort to create a more peaceful and equitable world.

### 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 online, 48 hours researching and writing the final essay, 1 hour each week on homework assignments (15 hours total), and 10.5 hours drafting and re-drafting essays. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

### Required Materials

Milton Muramaya, *All I Asking is for my Body*, ISBN 13- 978-0824811723

Ronald Takaki, *Pau Hana: Plantation Life and Labor in Hawai'i: 1835-1920* (978- 0824809560)

Wayne C. Booth, et al., *The Craft of Research*, 4th ed. (978-0226239736)

\*You are also required to bring a 1" three-ring binder, college-ruled notebook filler paper, and a pen or pencil to each class.

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

Canvas is our online learning system and will be where all course materials will be found.

#### Canvas Technical Assistance:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855
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## Learning Outcomes

### Course Learning Outcomes (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

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)

### General Education Learning Outcome

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.

### Student Learning Outcomes

In order to successfully complete this course, a student must demonstrate the following competencies:

#### Writing Skills

1. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
3. To demonstrate paragraph and essay development in a written text.  
-To demonstrate thesis statements.

- 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.
4. 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.
  5. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
  6. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
    - To demonstrate logical structure utilizing the rhetorical techniques.
  7. To demonstrate the ability to research, draft, revise, and edit a research paper.
  8. To demonstrate the correct use of MLA documentation.
    - 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

9. To demonstrate the ability to evaluate and synthesize research information.
  - To demonstrate the ability to evaluate the validity of source information.
  - To demonstrate the ability to distinguish between reason and belief.
10. To demonstrate the ability to apply and integrate material from sources.
11. To be able to critically reflect on the writing process.

#### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is 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 and peace, and integrity of creation.
5. Educate for adaptation and change.
6. This course specifically addresses the Marianist value of Educate for service, justice and peace, and integrity of creation.

### 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 lāma 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

### Course Activities

Attendance and Participation = 10%

Autobiographical Essay Project= 10%

Response Papers = 15%

Annotated Bibliography = 15%

Final Research Project = 40%

Final Portfolio Exam = 10%

## Course Policies

### Attendance

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### Late Work

Late work will be accepted upon discretion from the instructor when arrangements are made prior to due date. No work will be accepted that is in excess of 2 weeks.

### Extra Credit

Extra Credit is not provided in this course.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. In order to be issued a grade of incomplete, the student must request an incomplete with valid reason no later than one week before the end of the course.

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

All papers must be typed and double-spaced without using unnecessarily large margins or fonts.

Title documents properly: yourlastname.EN102.01.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: 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!

### CUH: EN 102 Grading Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Evaluation and integration of sources	There is no summary	The summary introduction or the paraphrase	Same as exceeds category, but	Accurate assessment of source information. The sources are

	introduction of the texts, and the text is not integrated into the paper.	of the source may be less than accurate.	the summary of the source is not as concise.	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.

**EN 102**

**RUBRIC FOR RESEARCH PAPER**

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]

## Important Information

**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.

#### [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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Week	Activity	Due Dates
1	The Craft of Research: Research, Researchers, and Readers	
2	The Craft of Research: Thinking in Print: The Uses of Research, Public and Private	
3	The Craft of Research: Connecting to Your Reader: Creating a Role for Yourself and Your Readers	
4	Edward Beechert, "Ancient Hawai'i" • The Craft of Research: Asking Questions, Finding Answers	
5	Ronald Takaki, Pau Hana • The Craft of Research: From Topics to Questions • Draft of Autobiographical Essay due for peer-review workshop	
6	Ronald Takaki, Pau Hana • The Craft of Research: From Questions to Problems • Final edition of Autobiographical Essay due	
7	Ronald Takaki, Pau Hana The Craft of Research: From Problems to Sources • Research Proposal for Research Paper due	
8	The Craft of Research: Engaging Sources	
9	The Craft of Research: Making an Argument, and Writing Your Argument • Annotated Bibliography due	
10	The Craft of Research: Planning and Drafting, and Organizing Your Argument • Outline of Research Paper due	
11	The Craft of Research: Communicating Evidence Visually, and Introductions and Conclusions • Draft of Research Paper due for peer-review workshop	
12	The Craft of Research: Telling Your Story Clearly, and Some Last Considerations • Revised draft of Research Paper due	
13	Individual meetings with Prof. Dugan to review revised draft.	
14	Final edition of Final Research Paper due • Course evaluations.	
15	Final Portfolio Exam	