



**Chaminade University
EN 102, Expository Writing
Spring Semester, 2025**

- **Instructor: James Kraus, Professor of English**
- **Note: This course uses a site called “Edwebs Moodle,” rather than Canvas.**
- **Course url: <https://courses1.edwebs.com/course/view.php?id=135> (To open new account, click on “Create new account.”)**
- **Mail: 3140 Waiialae Ave., Honolulu, HI 96816, Henry Hall 206-d**
- **Office Hours: Monday, Friday, 10:30 - 11:30 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 Sullivan 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.”**
- **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 102 provides instruction and practice in writing short- to medium-length essays to as a process of creative and intellectual discovery. The course encourages and nurtures the various aspects of the writing process, from planning, brainstorming, and drafting to revising, editing and proofreading. The course also stresses critical thinking and inquiry and writing from sources.

In order to provide coherence to discussions and to help students learn to collaborate, this semester’s general topic is “Peace, Non-violence and Human Rights.” Student research and writing projects will center on common reading related to this topic and subsequently will deal with more individualized and specific aspects of the topic relating to philosophical, psychological, political, historical, economic or sociological approaches.

The course is organized around responses to writing prompts as well as to the free-flowing and expressive dimensions that reveal themselves in the writing process. Regular writing in private journals is also required.

This course requires internet access to the Internet and email. Students are expected to engage in active online discussion and submit all assignments via the course website. Students are also expected to check email regularly.

Course Outcomes

The successful student will:

- Locate, evaluate, and integrate sources into a research paper.
- Design and produce a successful research paper using correct citation format.
- Use writing as a creative and critical voice for social justice.

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

- Guide to Grammar and Writing website
- Purdue University OWL (Online Writing Lab)
- Edwebs/Moodle EN 102 website
- Sullivan Library and 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 "Participation and attendance" course requirement.
- Journal: The course journal consists of free-form writing and research notes, 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. Students are asked to edit certain journal entries and post them to the course website.
- Writing Assignments: This course requires submitting a series of writing assignments of no more than 800 words each. All writing assignments are submitted via the course management system and are often peer-reviewed by classmates before submission for grade.
- Final Portfolio: Consists of two or more writing prompts. Taken online. Study Guide distributed during weeks prior to exam.

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 during the term.

Work written for other courses is unacceptable in this one. There may be limited exceptions; approval by the instructor early in the term is required.

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.

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.

Important Dates

Monday, January 6: First Day of Spring Term

Friday, January 14: Add / Drop Period Ends

Monday, January 20: No Class, Martin Luther King Day

Friday, February 7: Deadline to Withdraw with no record

Monday, February 17: No Class, Presidents' Day

Monday – Friday, March 17 – 21: Spring Break

Wednesday March 26: No Class, Prince Kuhio Day

Friday, April 18: No Class, Good Friday

Friday, April 25: Last Day of Classes

Friday, May 2: Last Day of Spring Term

Tentative Course Outline

Check course website for specific assignments and due dates

Unit 1. Weeks 1 and 2 -- Introduction to Course and Theme: Peace, Non-violence and Human Rights

Rhetorical Concepts: Rhetorical situation, Rhetorical modes

Objectives

- Become familiar with the online learning environment
- Begin to develop summaries of assigned readings
- Begin developing ideas about the course theme (Peace, Non-violence and Human Rights)
- Review general ideas about rhetorical situation, topic, thesis, paragraph structure, summary, paraphrase, and grammar

Assignments:

Take preliminary assessments

Video: "The Pope, Poverty and Poetry"

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

Forum posting: 150-word summary of film

Reading assignments on poverty as a form of violence

Begin Writing Assignment 1

Unit 2. Week 3 – Theme: Poverty as a Form of Violence

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

Objectives

Develop an overview of the research process

Gain experience using a university research library

Gain experience using online databases for research

Review: principles of composition

Assignments

Videos: Wealth and Poverty, Martin Luther King

Reading: Peacemakers biographies on Mother Teresa and Martin Luther King

Journal prompts, forum postings, quiz

Submit Writing Assignment 1 to workshop interface on course website

Quiz 1

Unit 3, Weeks 4 and 5 – The Psychology of Violence

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

Objectives

Demonstrate knowledge of research documentation styles

Demonstrate ability to distinguish between good and bad internet sources

Assignments:

Video: "The Truth about Violence",

Unit 4: Weeks 5 and 7 – Social Psychology: Adaptation or Change?

Key Concepts: Narration, Argumentation

Objectives:

Practice Editing and Proofreading

Assignments:

Forum Postings

Begin Writing Assignment 2

Quiz 2

Unit 5: Weeks 8 and 9 – War or Peace? Ethical and Philosophical Issues

Key Concepts: Objectivity and Subjectivity; Pragmatism and Idealism

Objectives

Practice editing and peer reviewing

Continue reading and developing ideas about course theme (Peace, Non-violence and Human Rights)

Assignments:

Essay 2 Workshop

Grammar/Style Review: Sentence types, Subjects and Verbs

Unit 6: Weeks 10, 11 and 12 – The United Nations and Economic Conversion

Key Concepts: Conjecture, Research Questions, Research Problems

Objectives:

Understanding the importance of Human Rights

Develop an understanding role of the United Nations

Practicing “See it, Film it, Change it” strategies

Assignments:

Readings: Universal Declaration of Human Rights; Peacemaker biography, Dag Hammarskjöld

Begin Writing Assignment 3

Quiz 3

Unit 7: Week 13, 14 and 15 – A World Beyond War and Violence: Writing and the Arts as Healing Forces

Key Concepts: Making Claims, Argumentation, Logical Fallacies

Objectives:

Assemble and edit final portfolio

Group presentations

Assignments:

Writing Assignment 3 Workshop

Group Presentations

Final Portfolio submission

Readings: Peacemaker biography, Daniel Berrigan; Catholic Worker Movement; Thomas Merton, “On Peace”

MAY 2 - 5: FINAL EXAM WEEK

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 of 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 Kōkua 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 Kōkua 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 the [Kōkua ‘Ike](#) 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.