



Chaminade
University
OF HONOLULU

EN 101 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EN 101

Course Title: Introduction to Expository Writing

Section: 10 - T/Th 11:30 AM - 12:50 PM in Behavioral Science Building, 102

Term: Fall 2025 (8/25/2025 - 12/12/2025)

Credits: 3

Instructor Name: Dr. Virginie Askildson

Email: virginie.askildson@chaminade.edu

Office Hours: Tuesdays 1pm–2pm, Thursdays by appointment, Mondays/Wednesdays via Zoom

Course Description:

Instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English.

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 via InQuizitive for writers, editing and revising essays, reviewing for in-class grammar quizzes), averaging 1.3 hours each week.

Required Texts:

- The Norton Reader, Shorter 16th ed., 2024, edited by Melissa A. Goldthwaite, et al. (978-1324070528)
- The Little Seagull Handbook with Exercises, 5th ed., 2024, by Richard Bullock, et al. (978-1324060130)

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

Canvas will be used to post homework (via direct links to InQuizitive for Writers under

Assignments) 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 explore and articulate reading and writing strategies, produce written texts, and engage diverse textual situations, so as to participate creatively, collaboratively, and critically in their local communities.

Course Learning Outcomes:

Upon the successful completion of this course, students will:

1. Design and produce a successfully written text by implementing pre-writing strategies, responding to feedback and revising a draft.
2. Analyze textual situations and apply appropriate rhetorical strategies (i.e. narrative, descriptive, comparison and contrast, cause and effect, definition, persuasion, classification, argument).
3. Use writing to participate creatively, collaboratively, and critically in their local communities. (Marianist Characteristic #3—Educate in the Family Spirit).

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

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 each semester if changes or notifications are needed.

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>
<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

	Course requirements and evaluation	%	Grade equivalents
1	Attendance	10	90-100 = A
2	Weekly Preparation & Active Participation (InQuizitive for Writers, grammar quizzes, peer editing sessions, etc.)	20	80-89 = B 70-79 = C
3	Literature journal	15	60-69 = D
4 (a)	Narrative/Personal essay (2-3 pages)	10	Below 60 = F
(b)	Descriptive essay (2-3 pages)	10	
(c)	Comparative essay (2-3 pages) *	10	
(d)	Cause & Effect essay (2-3 pages)	10	
5	Final Research paper – Argumentative essay (5 pages)	15	
TOTAL		100	

***Films:**

For the comparative essay, you will be viewing two films on two different days outside of class (time and location to be determined)

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 (20%)

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.

The online learning & assessment system **InQuizitive for Writers** contains formative exercises from both texts (The Norton Reader & The little Seagull Handbook), many of which are auto graded. Readiness checks and grammar/concept tutorials individualize instruction to meet the needs of each student. Student resources provide essential practice in writing through a multitude of activities organized per rhetorical mode. It is expected that students enrolled in this course will complete the online exercises as they work through each lesson in the core text. 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). **Short quizzes on specific grammar topics** covered in class and in your homework will be given regularly.

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 in order 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%)

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 **handwritten 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 handwritten reactions should be at least a page in length. All your reactions 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 written in your journal. The journals will be collected after every class and these brief in-class writing assignments will be graded as well.

4. Four essays (40%)

Throughout the semester, you will work on organizing and writing 4 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, 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. Final Research paper (15%)

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. 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 Argumentative essay**. Before arguing your own position, it is important to know the circumstances.

Research activities should include finding, evaluating and collecting information from reliable sources— on the internet, from the library, as well as from members of the community (via interviews or surveys). Your list of sources at the end of your final paper (i.e., bibliography) should include both texts discussed in class and outside source materials.

Your final paper will be **on a topic of your choice which you need to submit to your professor at least 2 weeks before the due date, for pre-approval**. Unlike the other 4 process-based essays you wrote during the semester, you will **only need to submit the final version** of your argumentative essay (no multiple drafts and no peer editing sessions will occur for the final research paper). However, if you would like to receive feedback from your instructor before turning in your final essay, you will have the **option to submit a draft at least one week before** the due date.

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
Wk 1 (8/26, 8/28)	Syllabus presentation. Understanding multimodality and rhetorical contexts. Reading actively and strategically. Exploring your academic habits of mind. Personal narrative.	<u>InQuizitive for Writers: How to Use InQuizitive</u> <u>InQuizitive for Writers: Critical Reading strategies</u> <u>Lit journal</u>
Wk 2 (9/2, 9/4)	Personal narrative. The writing process. Brainstorming & idea mapping.	<u>Lit journals</u>
Wk 3 (9/9, 9/11)	In-class writing for personal narrative. Peer editing session.	<u>Draft of Personal narrative due</u> <u>InQuizitive for Writers</u>
Wk 4 (9/16, 9/18)	Personal conferences. Grammar workshop exercises. Grammar quiz. Descriptive essay.	<u>Final draft of Personal narrative due</u> <u>Lit journals</u>
Wk 5 9/23, 9/25)	Descriptive essay. Generating ideas. In-class writing for descriptive essay. Peer editing session.	<u>Lit journals</u>

Wk 6 (9/30, 10/2)	Grammar workshop exercises. Grammar quiz. Viewing of two films on two different days outside of class (exact time and location TBD)	<u>Draft of descriptive essay due</u> <u>InQuizitive for Writers</u>
Wk 7 (10/7, 10/9)	Comparative essay. Compare and contrast activities. Clustering & questioning.	<u>Final draft of descriptive essay due</u> <u>Lit journals</u>
Wk 8 (10/14, 10/16)	In-class writing for Comparative essay. Peer editing session.	<u>InQuizitive for Writers</u>
Wk 9 (10/21, 10/23)	Grammar workshop exercises. Grammar quiz.	<u>Draft of Comparative essay due</u> <u>InQuizitive for Writers</u>
Wk 10 (10/28, 10/30)	Cause & Effect essay. Looping.	<u>Final draft of Comparative essay due</u> <u>Lit journals</u>
Wk 11 (11/4, 11/6)	In-class writing for Cause & Effect essay. Peer editing session. Grammar workshop exercises.	<u>Draft of Cause & Effect essay due</u>
Wk 12 (11/13)	Grammar quiz. Arguing for a position research paper.	<u>Final Draft of Cause & Effect essay</u> <u>due</u> <u>Lit journal</u>
Wk 13 (11/18, 11/20)	Arguing for a position research paper. Doing research. In-Class writing of the Proposal/Abstract (turn it in at the end of class). Q&A session about the Arguing for a position research paper. Personal conferences.	<u>Lit journals</u> <u>InQuizitive for Writers: Elements of</u> argument
Wk 14 (11/25)	Evaluating sources. Initial drafting of your research paper (you will <u>not</u> write a five-page paper in 80 minutes! This session is only meant to <i>help you get</i> <i>started</i> with your research paper --- to help you think of the framework and organization of your long essay, while having the option to ask your professor questions and receive direct feedback).	<u>Lit journal</u> <u>InQuizitive for Writers: Evaluating</u> sources
Wk 15 (12/2, 12/4)	Synthesizing ideas. Grammar Quiz. Integrating sources, avoiding plagiarism/ Citations/ MLA style In-class end of the semester celebration	<u>InQuizitive for Writers: Synthesizing</u> ideas & Avoiding plagiarism. <u>Final Research paper due</u>