

EN 101-10-1: Introduction to Expository Writing

Fall 2026 MWF, 11:30-12:20 p.m.

Henry Hall 223

Chaminade University of Honolulu

Instructor

Prof. Liset Takahashi

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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 ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. 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 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 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. 2 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.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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 - Kokua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

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 evaluations	%	
1.	Attendance	10	
2.	Weekly Preparation & Active Participation	20	
3.	Literature Journal	15	
4 . (a)	Narrative/Personal essay (2-3 pages)	10	
(b)	Descriptive essay (2-3 pages)	10	
(c)	Comparative essay (2-3 pages)	10	
(d)	Cause & Effect essay (3-4 pages)	10	
5.	Final Research paper - Argumentative essay (5 pages)	15	
	Total	100	

Grade Equivalents
90 - 100 = A
80 - 89 = B
70 79 = C
60 - 69 = D
Below 60 = F

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 (3) 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 absences	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.

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.

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 half 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). 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.

Finally, if you wish to revise **one** of your essays, 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.

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 / Assignments	Readings
Week 1 (8/17, 8/19, 8/21)	8/17-Syllabus Review 8/19 -Rhetorical Modes /Discuss first writing assignment/Personal Narrative Lit Journals/Discussion Circles	Readings: Gloria Anzaldua: <i>How to Tame a Wild Tongue</i> 221
Week 2 (8/24, 8/26, 8/28)	Lit Journals/Discussion Circles 8/26 - In Class Writing /Personal Narrative 8/26 - No Class (Fall Spiritual Convocation 11:30am - 1:30pm) 8/26 - Personal Narrative draft due - share google doc	Readings: Stephen King: <i>On Writing</i> 353
Week 3 (8/31, 9/2, 9/4)	Lit Journals/Discussion Circles 9/2 -In-class writing for personal narrative. Peer editing session. *Each student will need to print 3 copies of their drafts 9/4 - Final Draft Due - Personal Narrative	Readings: Frederick Douglass: <i>Learning to Read</i> 365
Week 4 (9/7, 9/9, 9/11)	Lit Journals/Discussion Circles 9/7 - No Class (Labor Day) 9/9 - Discuss second writing assignment/Descriptive Essay	Readings: Margaret Atwood: <i>The Female Body</i> 162

	Grammar exercises 9/11 - TBA	
Week 5 (9/14, 9/16, 9/18)	Lit Journals/Discussion Circles 9/14 - In Class Writing/Descriptive Essay 9/16 - Grammar exercises 9/18 - Descriptive Essay draft due - share google doc	Readings: TBA
Week 6 (9/21, 9/23, 9/25)	Lit Journals 9/23 - In-class writing for Descriptive essay. Peer editing session. *Each student will need to print 3 copies of their drafts 9/25 - Final Draft Due - Descriptive Essay	Reading: TBA
Week 7 (9/28, 9/30, 10/2)	Lit Journals 9/28 - Discuss third writing assignment/Comparative Essay 10/2 - Grammar Exercise	Readings: George Orwell: <i>Politics and the English Language</i> 211
Week 8 (10/5, 10/7, 10/9)	Lit Journals 10/5 - In class writing/Comparative Essay 10/9 - Comparative Essay draft due - share google doc	Readings: Rhea Ewing: <i>Language</i> 166
Week 9 (10/12, 10/14, 10/16)	Fall Wellness Week 10/12 - No Class (Indigenous People's Day) 10/14 - TBA 10/16 - Final Draft Due - Comparative Essay	TBA

Week 10 (10/19, 10/21, 10/23)	10/19 - Discuss fourth writing assignment/Cause and Effect Essay 10/21 - Guest Speaker (Kokua Ike -Tutoring Center Presentation) 10/23 - In class writing/Cause and Effect Essay	Readings: Molly McCully Brown: <i>Something's Wrong with Me</i> 250
Week 11 (10/26, 10/28. 10/30)	*No Class (10/26 - 10/30) 10/26 or 10/28 - Tutoring appointment 10/30 - Cause and Effect draft due - share google doc	
Week 12 (11/2, 11/4, 11/6)	11/2 - No Class Lit Journals 11/4 - In-class writing for Cause and Effect. Peer editing session. *Each student will need to print 3 copies of their drafts 11/6 - Final Draft Due - Cause and Effect Essay	Readings: TBA
Week 13 (11/9, 11/11, 11/13)	Lit Journals 11/9 - Discuss Research Paper - TBA 11/11 - No Class (Veteran's Day) 11/13 - Library Visit	
Week 14 (11/16, 11/18, 11/20)	Lit Journals 11/16 - In class writing/Research Paper 11/20 - Research Paper draft due	
Week 15 (11/23, 11/25, 11/27)	11/23 - In-class writing for Research Paper. Peer editing session. *Each student will need to print	

	3 copies of their drafts 11/26/11/27 (Thanksgiving Holiday - No Class)	
Week 16 (11/30, 12/2, 12/4)	11/30 - TBA 12/2 - Final Draft Due - Research Paper	

December 7, 2026 - December 10, 2026 - Finals Week