



School of Humanities, Arts and Design

English Department

EN 101-08-1: Introduction to Expository Writing

Henry Hall 202, T & Th 11:30-12:50 p.m. | Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Brenda Yun, PhD
Email	brenda.yun@chaminade.edu
Phone	808-354-4150 (cell)
Office Location	Henry Hall 208 Library
Office Hours	Tu & Th 12:50-1:20
Virtual Office	https://meet.google.com/otg-uerf-fbw
Virtual Office Hours	by appointment

Communication

Email or text is preferred. I respond to email within 48 hours and texts within 24 hours. Rough and final drafts will be graded within 1 week of being turned in.

School & Department

School	Humanities, Arts and Design
Location	Henry Hall 206
Phone	(808) 739-4633
Questions?	Contact your instructor or the English Department

Course Description & Materials

Catalog 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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Henry Hall 202
Meeting Days/Times	Tu & Th 11:30-12:50 p.m.
Time Allocation	This is a three-credit hour course requiring 135 hours of student engagement per the official CUH Credit hour policy of 45 hours per credit. Students in this course are expected to spend 38 hours in class +

	approximately 2 hours per week of reading and 3 hours per week of writing (including editing and revising).
Required Materials	1. <i>The Best American Food and Travel Writing 2025</i>, edited by Bryant Terry (hard copy required, available at bookstore) 2. <i>Crying in H Mart</i> by Michelle Zauner (hard copy required, available at bookstore)
Canvas	Course materials, announcements, and grades are posted to Canvas (https://chaminade.instructure.com)

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Explore and articulate reading and writing strategies
2. Produce written texts
3. Engage in diverse textual situations, so as to participate creatively, collaboratively, and critically in their local communities

Course Learning Outcomes (CLOs)

Upon completion of [course], the student will be able to:

1. Design and produce a successful written text by implementing pre-writing strategies, responding to feedback & revising a draft
2. Analyze textual situations and apply appropriate rhetorical strategies
3. Use writing to participate creatively, collaboratively, and critically in their local communities

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

EN 101 will focus on Marianist Values #2 and #5 by utilizing writing as **an integral educational tool**. Students will write personal essays that reflect on moments in their lives when they experienced **adaptation and change**.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

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 (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values		X	X
PLOs	X	X	X
Native Hawaiian Values		X	X

Attendance & In-Class Participation

Attendance Policy

Attendance is mandatory for all scheduled classes. Letter grade can be lowered if student has more than two unexcused absences (the equivalent of one week). In order for an absence to be excused, students must notify the instructor via email within 24 hours of the class time, preferably before the class session and no more than 24 hours following it.

You are expected to be in class on time. Tardiness on a regular basis may reduce letter grade. Your final grade will be affected for excessive (three or more) unexcused absences and/or for excessive tardiness (more than three times). 4 consecutive unexcused absences results in course failure.

Quick Reference — Absence Thresholds:

Excused Absence	Notification 24 hours in advance or illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	Any absence not pre-approved or documented
Warning Threshold	More than 2 unexcused absences
Grade Penalty	More than 3 unexcused absences, excessive tardiness
Course Failure	More than 4 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Arriving more than 10 minutes late counts as a tardy; 2 tardies = 1 absence

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Reading material (including books assigned) must be read from physical copies. No digital copies allowed
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

These guidelines are based on the principle for “Education and the Family Spirit.” This section of the tradition calls on members of the community to “encourage the personal development of each of its members” [through] “mutual respect.” At the minimum, each participant should support this learning community by

- i) arriving to class on time;

- ii) giving your attention to this community rather than to technology; and
- iii) sharing your opinions respectfully both in person and online.

Course Activities

In-Class Activities	Group activities, discussions, peer reviews, literature circles
Homework / Assignments	Reading, literature circle tasks, prewriting, outline, drafting
Quizzes / Exams	In-class reading quizzes, end of semester exam
Projects	Personal essays

Course Policies

Late Work	It is the discretion of the instructor to determine whether the due date can be deferred or whether to deduct 10% per calendar day for late work. Late work is not accepted beyond 3 days after the due date.
Make-Up Work	If circumstances occur that make it difficult for a student to submit work on time, the student must notify the instructor and explain the reason via email.
Extra Credit	Extra credit is not offered.
Incomplete Grade	Only with extenuating circumstances is a grade of Incomplete offered.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial*

Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

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

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 and 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- Kōkua '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>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations

Resource	Description	Contact / Website
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

I may modify this schedule. Changes will be announced in class and posted to Canvas.

Week of	Theme	Topics / Readings	Due Dates
Aug 17	Prewriting & Outlining	<i>Essay 1</i>	Essay 1 Prewriting & Outline
Aug 24	Narration & Illustration	<i>BAFTW</i>	Lit Circle #1
Aug 31	Drafting & Peer Review	<i>BAFTW</i>	Essay 1 Rough Draft & Peer Review
Sep 7	Description & Classification	<i>BAFTW</i>	Lit Circle #2
Sep 14	Revising & Editing	<i>BAFTW</i>	Lit Circle #3
Sep 21	Process Analysis & Definition	<i>BAFTW</i>	Essay 1 Final Draft
Sep 28	Comparison/Contrast & Cause/Effect	<i>Essay 2</i>	Essay 2 Prewriting & Outline
Oct 5	Persuasion	<i>BAFTW</i>	Group-led BAFTW discussions
Oct 12	Integrating Rhetorical Modes	<i>BAFTW</i>	Essay 2 Rough Draft & Peer Review
Oct 19	<i>CIHM</i>	<i>CIHM</i>	H Mart Field Trip

Week of	Theme	Topics / Readings	Due Dates
Oct 26	<i>CIHM</i>	<i>CIHM</i>	<i>Essay 2 Final Draft</i>
Nov 2	<i>CIHM</i>	Essay 3	Essay 3 Prewriting & Outline
Nov 9	<i>CIHM</i>	<i>CIHM</i>	Essay 3 Rough Draft & Peer Review
Nov 16	PEP	PEP	Personal Essay Project (PEP)
Nov 23	<i>PEP</i>	PEP	<i>Essay 3 Final Draft</i>
Nov 30	Semester review	PEP	PEP