

Chaminade University of Honolulu

School of Arts, Sciences & Business

Department of English

EN 102 — English Composition II

[Location and Meeting Days/Times] | Credits: 3 | Section: [#] | Term: [Semester and Year]

Instructor Information

Instructor	Denise Dugan
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Communication

You can message me in the Canvas Messenger

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	[Building and room number]
Meeting Days/Times	Wednesdays 8:30-10:30 am

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 approximately 37.5 hours in class, 40 hours on the multi-source research paper (planning, research, drafting, and revision), 15 hours on shorter essays and writing exercises, 12 hours reading and annotating course materials including the Norton Reader, 10 hours on source evaluation, annotation, and bibliography work, and 20.5 additional hours on reading, homework, and preparation, averaging approximately 1.4 hours per week.

Required Materials

Required Text	Goldthwaite, Melissa A., et al., eds. The Norton Reader: An Anthology of Nonfiction, Shorter 16th Edition. W. W. Norton & Company. ISBN: 978-0-393-53697-0
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Recommended Items	Access to CUH library databases (provided); MLA Handbook 9th ed. or APA Publication Manual 7th ed. (as assigned); USB drive or cloud storage for drafts
Canvas	Course materials, announcements, assignment submissions, and grades are posted to Canvas (chaminade.instructure.com). Students are expected to check Canvas regularly.

Learning Outcomes

| Program Learning Outcomes (PLOs)

Upon completion of the English program, the student will be able to:

1. Build on their experience in EN 101 in order to write from sources.
2. Write critically and creatively as a process.
3. Define, identify, locate, evaluate, synthesize and present or demonstrate relevant information, especially as it relates to primary and secondary sources in the English discipline.
4. Produce a research paper that furthers the education of local issues and allows them to be critical and creative voices for adaptation and change.

| Course Learning Outcomes (CLOs)

Upon completion of EN 102, the student will be able to:

5. Locate, evaluate, and integrate sources into a research paper.
6. Design and produce a successful research paper using correct citation format.
7. Use writing as an integral educational tool (Marianist Value #2).
8. Be a critical and creative voice for adaptation and change (Marianist Value #5).

| Marianist Values

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

9. Education for formation in faith.
10. Provide an integral, quality education.
11. Educate in family spirit.
12. Educate for service, justice and peace, and integrity of creation.
13. Educate for adaptation and change.

EN 102 aligns most directly with Marianist Values #2 and #5. Value #2 — integral, quality education — is embedded in every stage of the research writing process: students do not simply find information, they evaluate it critically, synthesize multiple perspectives, and produce original academic arguments. This reflects the Marianist commitment to education that forms the whole person intellectually. Value #5 — adaptation and change — grounds the course's final research paper in a local or community issue. Students are invited to use research not as an academic exercise alone, but as a tool for understanding and contributing to the world they live in. Writing and research, in this course, are acts of citizenship.

| 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:

14. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
15. 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.
16. 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.
17. 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.
18. Educate for Adaptation and Change (‘Āina): ‘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	CLO 4
Marianist Values	MV 2, PLO 1,2,3	PLO 2, PLO 4	MV 2	MV 5, PLO 4
PLOs	PLO 1, 2, 3	PLO 2, 4	PLO 3	PLO 4
Native Hawaiian Values	Na‘auao	Na‘auao	Na‘auao	‘Āina
Gen Ed Outcomes (if applicable)	Written Comm.	Written Comm.	Information Lit.	Critical Thinking

Attendance & In-Class Participation

Attendance Policy

Regular attendance is essential in a writing course. Because EN 102 is built around in-class workshops, peer review, and collaborative research activities, missed class sessions cannot be fully replicated through independent study. Students are expected to attend all scheduled class meetings prepared and on time.

Quick Reference — Absence Thresholds:

Excused Absence	Illness with documentation, family emergency, or University-sponsored activity. Students must notify the instructor in advance or as soon as possible.
Unexcused Absence	Any absence not pre-approved or documented within 48 hours of the missed class.
Warning Threshold	More than 2 unexcused absences — instructor will notify student in writing.
Grade Penalty	More than 4 unexcused absences — final grade lowered by one letter grade.
Course Failure	More than 6 unexcused absences — student may receive a failing grade for the course.
Late Arrival / Early Departure	Arriving more than 15 minutes late or leaving more than 15 minutes early counts as a tardy. Two tardies equal one 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, source-finding tasks, and draft work before each session.

- Participate actively in discussions, peer workshops, and group research activities, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives, especially in discussions of local and community issues.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Participation will be assessed through in-class writing activities, peer workshop engagement, and attendance. Students who miss peer review sessions are responsible for finding an alternative reviewer and notifying the instructor.

Course Activities

In-Class Activities	Weekly writing exercises, source evaluation workshops, peer review sessions, in-class drafting, and discussion of readings from The Norton Reader. Participation in all in-class activities contributes to the participation grade.
Homework / Assignments	Short writing assignments including summaries, paraphrases, source evaluations, and annotated bibliography entries. Each is graded on accuracy, clarity, and demonstrated application of course skills.
Quizzes / Exams	Short in-class comprehension checks on assigned readings and citation format. No final exam; the final research paper and presentation serve as the culminating assessment.
Projects	Annotated bibliography (6 sources, 15%); Multi-source research paper (8–10 pages, 35%); Research presentation (10%); Short essays and exercises (20%); Participation (10%); Final reflection essay (10%).

Course Policies

Late Work	Assignments submitted after the due date will lose 10% per day late, up to 50% of the total points. Work submitted more than 5 days late will not be accepted without prior instructor approval. Contact the instructor before a deadline whenever possible.
Make-Up Work	In-class activities missed due to an excused absence may be made up within one week. Make-up peer review must be arranged with a classmate and documented. Unexcused absences do not qualify for make-up work.
Extra Credit	Limited extra credit opportunities may be offered at the instructor's discretion, such as attending a CUH writing event or submitting work to a campus publication. Details will be announced in class.
Incomplete Grade	An Incomplete (I) grade may be requested only in cases of serious documented circumstances beyond the student's control. The student must be passing the course at the time of the request. Arrangements must be made before the final week of the semester.
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. 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.

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
1	Introduction to Research Writing	Course overview; syllabus review; what is research? Introduction to Norton Reader — reading nonfiction as a model for academic writing. Discuss: what makes a source credible?	
2	Reading & Summarizing Sources	Annotation techniques; summary vs. paraphrase vs. quotation. Norton Reader: selected essays on education and society. Practice summarizing two sources.	<i>Summary exercise #1</i>
3	Evaluating Sources	Primary vs. secondary sources; peer-reviewed vs. popular; evaluating credibility and bias. Introduction to library databases and CUH library resources.	<i>Source evaluation worksheet</i>

Wk of	Theme	Topics / Readings	Due Dates
4	Paraphrasing & Quoting	Paraphrasing without plagiarism; integrating quotations (signal phrases, block quotes). Norton Reader: essays on language and identity as models. Practice exercises.	<i>Paraphrase/quotation practice #1</i>
5	Finding Your Research Question	Moving from topic to focused research question; developing a working thesis. Workshop: narrowing and refining questions. Research question peer review.	<i>Research question draft due</i>
6	Building an Annotated Bibliography	What is an annotated bibliography? Locating and evaluating at least 5 sources. Citation format: MLA or APA (as assigned). Workshop: writing annotations.	<i>Annotated bibliography (3 sources)</i>
7	Synthesis: Putting Sources in Conversation	What is synthesis? Moving beyond summary to analysis and argument. Norton Reader: reading how essayists synthesize multiple perspectives. Synthesis exercise.	<i>Annotated bibliography (final, 6 sources)</i>
8	Argument & Thesis Development	Building an arguable thesis from multiple sources; structuring an evidence-based argument. Counterargument and concession. Thesis workshop.	<i>Working thesis + outline due</i>
9	Research Paper: Introduction & Body	Writing introductions that orient and argue; body paragraph structure with integrated sources. Topic sentences and transitions. In-class drafting.	<i>Draft: introduction + 2 body paragraphs</i>
10	Research Paper: Drafting Continues	Continuing body section; evidence, analysis, and the 'so what?'; avoiding over-quoting. Peer workshop on draft paragraphs.	<i>Revised body draft (4 paragraphs)</i>
11	Counterargument & Conclusion	Writing effective counterarguments and refutations; conclusions that extend rather than restate. Full draft workshop: peer review with structured feedback.	<i>Full paper draft due for peer review</i>
12	Citation, Documentation & Academic Integrity	MLA/APA citation format in depth; in-text citations; Works Cited / References page. Avoiding plagiarism. AI use policy discussion.	<i>Works Cited page draft</i>
13	Revision Workshop	Strategies for substantive revision (not just proofreading); reading your paper as a reader; instructor and peer conferences. Using the revision checklist.	<i>Revised draft due for instructor conference</i>
14	Local Issues & Research for Change	Norton Reader: essays on justice, place, and community. Research as a tool for advocacy. Connect final paper to local Hawaiian/Pacific context. Presentations prep.	<i>Final research paper due</i>
15	Presentations & Course Reflection	Student research presentations (5–7 min each). Course reflection essay: what did I learn about research and writing? Final portfolio or submission.	<i>Presentations + Reflection essay due</i>