

CHAMINADE UNIVERSITY OF HONOLULU

School of Humanities, Arts and Design

Department of English

EN-101: Introduction to Expository Writing

Learning Center, Halawa Correctional Facility — Virtual Synchronous | Credits: 3 | Section: 01 | Term: Spring 2027

Instructor Information

Instructor	Denise Dugan, Ph.D.
Email	denise.dugan@chaminade.edu (or via Canvas; questions may also be routed through the facility liaison)
Phone	Available upon request through the facility liaison
Office Location	Home-based (remote)
Office Hours	Before or after synchronous class sessions, by arrangement through the facility liaison
Virtual Office	Live video connection used for all scheduled class sessions (link/access managed by the facility)
Virtual Office Hours	By appointment, coordinated with the facility's scheduling office

Communication

Because students do not have individual access to computers, email, or the internet, most course communication happens face-to-face during our live video sessions and through printed materials distributed and collected by the facility education liaison. The instructor will respond to written questions submitted on assignments or through the liaison within 48 hours of the next scheduled class session. Students should route any urgent scheduling questions through the facility liaison.

School & Department

School	School of Humanities, Arts and Design
Location	Delivered on-site at the Learning Center, Halawa Correctional Facility; instructor connects via live synchronous video
Phone	(808) 735-4700 (Chaminade main line)
Questions?	Contact the instructor or the School of Humanities, Arts and Design

Course Description & Materials

Catalog 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. Offered every semester. Prerequisite: EN 100 or placement by exam.

Co-/Pre-Requisites: EN 100 or placement by exam.

Course Overview

This course provides instruction and practice in writing, editing, and revising a variety of short expository essays: narrative, profile, position, and comparative/rhetorical. Students will learn to organize their material and edit their writing to reflect Standard American English usage. Because this course is delivered as a virtual synchronous class

to students with limited technology access, all readings, drafting, workshopping, and feedback take place through live video-mediated instruction paired with printed handouts, the course text, and handwritten work — no student devices or internet access are required or used. In addition to four formal essays, students will keep a handwritten reading/reflection journal (assignments marked J) responding to readings and to their own experience.

Course Snapshot

Modality	Virtual Synchronous (instructor joins live by video from a remote location; students meet in person at the facility with a proctoring liaison; no individual student devices or internet access)
Meeting Location	Learning Center, Halawa Correctional Facility
Meeting Days/Times	Weekly, day/time to be confirmed with facility scheduling (approx. 90 minutes per session)
Time Allocation	This is a three-credit-hour course requiring approximately 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over 17 weeks, students will spend approximately 25.5 hours in live synchronous session, 17 hours on weekly handwritten journaling, 60 hours drafting and revising four formal essays by hand, and 32.5 hours reading assigned Norton Reader selections and completing paper-based exercises and portfolio preparation.
Required Materials	The Norton Reader (Shorter Edition), 16th ed., edited by Melissa A. Goldthwaite, Joseph Bizup, and Anne Fernald (W. W. Norton & Company). Notebook or composition book, pencils/pens (provided by the facility as permitted by institutional policy).
Recommended Items	None beyond required materials; all supplemental handouts are provided in print by the instructor via the facility liaison.
Canvas	Course planning, grade records, and instructor materials are maintained in Canvas (chaminade.instructure.com) for institutional record-keeping. Students do not access Canvas directly; all Canvas-posted content is converted to print handouts by the instructor for classroom use.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Read critically and analyze written texts.
2. Produce clear, well-organized written work appropriate to audience and purpose.
3. Apply revision and editing strategies to strengthen their own writing.
4. Engage thoughtfully and respectfully with diverse perspectives and experiences.
5. Reflect on their own learning and growth as writers and thinkers.

Course Learning Outcomes (CLOs)

Upon 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 (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).
4. Demonstrate correct use of grammar, punctuation, word choice, mechanics, sentence structure, paragraph and essay development, and organizational structure in a written text.

Marianist Values

This course reflects the Marianist commitment to Educate for Service, Justice, and Peace by meeting students where they are and affirming that access to a quality liberal arts education is a matter of human dignity, regardless of circumstance. Through weekly reflective journaling and formal essays grounded in students' own experience, the course also lives out Family Spirit — recognizing each student's voice, helping students help one another through paper-based peer response, and building a small writing community even without shared physical classroom technology. Students are encouraged to reflect on all five Marianist principles as they progress through the course.

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:

- Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
- 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.
- 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.
- 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.
- 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	CLO 4
Marianist Values	✓	✓	✓	✓
PLOs	✓	✓		✓
Native Hawaiian Values	✓		✓	✓
Gen Ed Outcomes	✓	✓	✓	

Attendance & In-Class Participation

Attendance Policy

Regular attendance at our live synchronous sessions is essential, but the instructor recognizes that facility operations (lockdowns, headcounts, transport, or security events) may cause sessions to be shortened, delayed, or canceled through no fault of the student. Students should notify the instructor of any anticipated absence through the facility liaison whenever possible.

Quick Reference — Absence Thresholds:

Excused Absence	Documented facility lockdown, transport cancellation, medical restriction, court appearance, or other institutional cause beyond the student's control, verified by the facility liaison.
Unexcused Absence	Any absence from a scheduled synchronous session not caused by facility restriction or documented emergency.
Warning Threshold	More than 2 unexcused absences — instructor will send a written check-in through the facility liaison.
Grade Penalty	More than 4 unexcused absences — final grade lowered by one letter.
Course Failure	More than 6 unexcused absences — student may receive a failing grade.

Facility-Caused Cancellations	Sessions canceled by the facility (lockdown, headcount, security event) do not count against student attendance; the instructor will provide a catch-up handout for the missed session.
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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 assigned readings and handwritten exercises before each session.
- Participate actively in live video discussions and paper-based group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives and life experiences.
- Handle the shared Norton Reader copy and all printed materials with care so they remain usable for future cohorts.
- Submit handwritten work by established deadlines, through the facility liaison, to support course pacing.

Participation is assessed through engagement in live discussion, completion of in-class handwritten exercises, and thoughtful contribution to paper-based peer review.

Course Activities

In-Class Activities	Live, video-mediated close reading and discussion of Norton Reader selections; guided annotation on printed handouts; handwritten freewriting and prewriting exercises; paper-based peer response facilitated by the on-site liaison.
Homework / Assignments	Weekly reading of assigned Norton Reader selections; handwritten reading/reflection journal entries (marked J); drafting and revising sections of formal essays between sessions using provided paper and writing utensils.
Quizzes / Exams	No timed, technology-based exams. Understanding of readings is assessed through in-class handwritten reading checks and discussion participation.
Projects	Four formal essays (narrative, profile, position, comparative/rhetorical) and a final portfolio containing revised work and a handwritten reflective letter on growth as a writer.

Course Policies

Late Work	Work submitted after the due date within one week receives written feedback but a maximum grade of 85%. Work more than one week late will be accepted only in cases of documented facility restriction, at the instructor's discretion.
Make-Up Work	Students who miss a session due to a facility-caused cancellation or documented excused absence will receive a catch-up handout and may complete missed in-class work at the next session.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	An "I" grade may be requested when a student has completed the majority of coursework with a passing average but is unable to finish due to a documented facility-related circumstance beyond the student's control. Requests are submitted in writing through the facility liaison.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced during a live session and documented on a printed addendum distributed by the facility liaison.

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.

Because students in this course complete all work by hand with printed materials and do not have access to devices or the internet, this policy is upheld structurally: every draft, journal entry, and essay is composed and revised on paper in the student's own handwriting. If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material, the instructor may require the student to provide additional evidence of authorship, such as drafts, notes, or an in-class discussion of the work. 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, the instructor is required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. Reports may be filed via the Campus Incident Report Form, routed through the facility liaison as needed.

Nondiscrimination Policy and Notice of Nondiscrimination

The University is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination, including on the basis of race, sex, gender identity and expression, age, religion, color, national origin, 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. The University's

Nondiscrimination Policy and Grievance Procedures can be located at chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

Students 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. Students seeking support should notify the instructor, who will coordinate with the Accessibility Services Coordinator and the facility liaison to arrange appropriate accommodations for this setting. Learn more at 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 support students in this course. Because students do not have direct internet or phone access, all resources are coordinated through the facility education liaison unless otherwise noted.

Resource	Description	Contact / Website
Facility Education Liaison	Primary on-site point of contact: distributes handouts and printed materials, proctors synchronous video sessions, collects and returns handwritten work and paper submissions.	Coordinated through the Learning Center, Halawa Correctional Facility
Instructor Contact	For questions about assignments, feedback, or course content, students may route written questions through the facility liaison; the instructor responds in writing at the next class session or via mailed comments.	denise.dugan@chaminade.edu (routed via liaison)
Accessibility Services (Kōkua ‘Ike)	Accommodations under Section 504 and ADA. The instructor will coordinate with the facility liaison to arrange appropriate accommodations for students who disclose a disability.	ada@chaminade.edu · chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua ‘Ike)	Paper-based supplemental writing support materials (grammar handouts, revision guides) are provided in place of online tutoring where direct access is not available.	chaminade.edu/tutoring-academic-coaching-services
Basic Needs / Reentry Resources	Information on continuing education and academic planning after release is available through the facility liaison and Chaminade's program coordinator.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence, coordinated through the facility liaison and University Title IX Coordinator.	chaminade.edu/titleix/resources-and-support/

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule to accommodate facility operations. Changes will be announced during a live session and documented on a printed addendum. All readings are drawn from The Norton Reader (Shorter Edition), 16th ed.; the instructor will select and provide specific essays within each genre unit, chosen for relevance and accessibility to the class.

Wk of	Theme	Topics / Readings	Activities (paper-based / synchronous video)	Due Dates
1	Orientation & Course Launch	Syllabus; Marianist & Native Hawaiian Values; Norton Reader introduction ("To the Student")	Live video session: instructor introductions and course walk-through, read aloud together. Handwritten diagnostic writing sample (in-class, paper). On-site liaison distributes Norton Reader copies and folders.	Diagnostic writing (in class)

Wk of	Theme	Topics / Readings	Activities (paper-based / synchronous video)	Due Dates
2	The Writing Process	Norton Reader introduction to the writing process; sample student essay	Video-mediated mini-lesson on prewriting, drafting, revising, editing. Paper-based prewriting exercises (listing, freewriting) completed by hand and collected by liaison for feedback.	Journal 1 (J)
3	Narrative Genre I	Norton Reader, Narrative selections (memoir & personal essay)	Guided close reading of a printed narrative essay; live discussion via video of scene, voice, and detail. Annotation practice directly on handout.	Journal 2 (J); Reading annotations
4	Narrative Genre II & Essay 1 Drafting	Additional Narrative selection; instructor-prepared handout on narrative structure	Live workshop on choosing a narrative topic and organizing scene-by-scene. Students handwrite an outline and opening paragraph in class.	Essay 1 outline & opening draft
5	Narrative Essay Workshop & Peer Response	Peer response handout/checklist	Paper-based peer exchange (proctored by facility liaison) using a printed response guide; students revise by hand using colored pen for visible edits.	Essay 1 (Narrative) due
6	Description & Profile Genre I	Norton Reader, Description/Profile selections	Video discussion of sensory detail and objective/subjective description. In-class handwritten description exercise (describe a person or place from memory).	Journal 3 (J)
7	Description & Profile Genre II — Essay 2 Drafting	Additional Profile selection; interview-question handout	Live mini-lesson on profile writing and organizing interview-style material (adapted for in-facility interviews or remembered subjects). Draft body paragraphs by hand.	Essay 2 outline & body paragraph draft
8	Profile Essay Workshop, Peer Response & Midterm Check-In	Peer response handout/checklist; grammar/mechanics reference sheet	Paper-based peer review; live video Q&A on individual conference concerns relayed through liaison. Midterm progress reflection (handwritten, 1 page).	Essay 2 (Profile) due; Midterm reflection
9	Argument & Persuasion Genre I	Norton Reader, Argument/Persuasion selections	Live discussion of claim, evidence, and counterargument using a printed essay; students mark claims and evidence directly on the handout.	Journal 4 (J)
10	Thesis & Evidence Workshop	Instructor-prepared thesis-statement worksheet; note-taking/evidence-log handout	Video-mediated workshop drafting and revising thesis statements as a group; students build a handwritten evidence log from Norton Reader and personal experience.	Position essay thesis & evidence log
11	Position Essay Drafting	Additional Argument selection (counterargument focus)	Live discussion of addressing counterarguments fairly. In-class handwritten drafting of body paragraphs with topic sentences.	Essay 3 full draft (handwritten)
12	Position Essay Workshop & Peer Response	Peer response handout/checklist	Paper-based peer review focused on logic and evidence; live video debrief of common issues observed across drafts (identities kept confidential).	Essay 3 (Position) due
13	Comparison/Contrast & Cause-Effect Genre	Norton Reader, Comparison/Contrast and Cause-and-Effect selections	Live close reading comparing two printed essays; students complete a handwritten Venn diagram / cause-effect chart handout.	Journal 5 (J)

Wk of	Theme	Topics / Readings	Activities (paper-based / synchronous video)	Due Dates
14	Rhetorical/Comparative Essay Drafting	Instructor-prepared rhetorical-analysis organizer	Video mini-lesson on analyzing how a text achieves its purpose; students draft a comparative or rhetorical analysis essay by hand using the organizer.	Essay 4 outline & draft paragraphs
15	Rhetorical/Comparative Essay Workshop & Peer Response	Peer response handout/checklist	Paper-based peer review; live video conferencing for individual revision questions relayed through the liaison.	Essay 4 (Comparative/Rhetorical) due
16	Revision Workshop & Portfolio Preparation	Portfolio checklist handout; revision guide	Live session reviewing revision strategies across all four essays. Students select and hand-revise their strongest piece for the portfolio; assemble portfolio materials with liaison support.	Portfolio draft materials
17	Final Portfolio & Course Reflection	Final reflective letter prompt handout	Live closing session: students read final reflective letters aloud (optional) and discuss growth as writers. Collection of complete portfolio by liaison for grading.	Final Portfolio (4 essays + reflective letter) due