

EN 102 02-1 Expository Writing
Chaminade Univ Fall 2026
Henry Hall 202
MWF 9:30-10:20AM/HYBRID



Chaminade
University
OF HONOLULU

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Course Description Texts & Required Assignments

Required Texts:

Axelrod, et. al

*Reading Critically; Writing Well: A Reader
and Guide*

Ray Bradbury

[Fahrenheit 451](#)

Ramin Bahrani

Fahrenheit 451 (2018; Film on HBO, or Library)
Handouts, Links & eFiles

Summary & Response Essay (2-4 pages)

Revisions

2 Peer Review Workshops

1 Research Project:

1 Research Proposal

1 Annotated Bibliography

1 Research Paper (2500-word count)

Personal Conferences & Quizzes

This **hybrid** course (both face-to-face and online), aims to perfect the writing skills you developed in EN 101, and to introduce you to literary analysis. It is designed to provide instruction and practice in writing short to medium length expository essays and in writing from sources. The course will emphasize skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. Writing improves with practice and by analyzing good prose models, like the ones we will read and discuss in this course.

This three-credit hour course requires a minimum of **135** clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about **37.5** hours in this **hybrid class** (includes reading lecture notes, quizzes, in-class discussions, and posting reflections and responses on Canvas) which averages about **2.5** hours per week. You will spend **15** hours writing and revising papers your summary & response essay, and **48** hours researching (which includes the proposal and bibliography), and writing the final research project. There will be an additional **34.5** hours of work required beyond what is listed here (course readings, homework assignments, peer reviews and personal conferences). This additional work will average about **2.3** hours per week.

Writing Skills

1. To correctly use, and edit a text with grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate paragraph and essay development in a written text.
 - To demonstrate thesis sentences.
 - To demonstrate topic sentences.
 - To demonstrate clear supporting examples for thesis sentence and topic sentences.
 - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
3. To demonstrate an organized paper.
 - To demonstrate an effective introductory paragraph.
 - To demonstrate an effective concluding paragraph.
 - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
4. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
5. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
 - To demonstrate logical structure utilizing the rhetorical techniques.
6. To demonstrate the correct use of MLA documentation while learning to research, draft, revise, and edit a research paper
 - To demonstrate an understanding of the difference between a bibliography and a works cited page.
 - To demonstrate an understanding of plagiarism.
 - To demonstrate the ability to cite sources within the body of a text.

Critical Thinking Skills

7. To demonstrate the ability to evaluate and synthesize research information.
 - To apply and integrate material from sources.
 - To evaluate the validity of source information.
 - To distinguish between reason and belief.
8. To be able to critically reflect on the writing process.
 - to develop a proficiency in writing, including a critical analysis of a literary work and the

Learning Outcomes

COURSE LEARNING OUTCOMES (CLOs) By the end of this course, students will:

2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

ENGLISH PROGRAM OUTCOMES

Students who complete this course will

PLO 3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.

PLO 5. Explain & interpret how literature and writing are vehicles for service, justice and peace.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for 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

Alignment of Course Learning Outcomes

English	CLO 2	CLO 3	CLO 5
Marianist Values	4	4	4
PLOs	3,5	3	5
Native Hawaiian Values	4	4	4

Attendance and In-class Participation

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

Quick Reference — Absence Thresholds:

Excused Absence	<i>Illness with documentation, family emergency, university-sponsored activity.</i>
Unexcused Absence	<i>Extending more than three missed classes (or discussions), will incur a grade penalty against the affected assignments.</i>
Warning Threshold	<i>Two or more unexcused absences.</i>
Grade Penalty	<i>More than 3 unexcused absences will incur a final grade penalty.</i>
Course Failure	<i>More than 6 unexcused absences will incur a failing grade.</i>
Late Arrival / Early Departure	<i>Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence.</i>

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.
- 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.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Essays and Research Papers

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts.

Title documents properly: yourlastname.EN102.02.proposal

When requested, your papers will be turned in on time in class, or uploaded to our Canvas platform. The research paper is standardized using MLA formatting: 7-10 sources and 2500 words minimum, not counting a Works Cited page. Research papers must be completed by the due date. No Exceptions.

A well-written research paper is necessary to complete this course.

Be prepared to share copies of your essays during the workshop sessions. At least two of your papers will be revised in workshop. Good revisions will improve your grade. **Remember, all your work must be your own! Any plagiarized papers or assignments** (papers copied from someone else, a text, or the Internet), **and any continuous, unauthorized use of generative AI will receive an “F” grade and/or removal from this course!**

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.

Writing Standards [from General Catalog]

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.

4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

**Quality and merit of written work will take priority over percentages shown on Canvas.
Percentages on Canvas are incomplete projections of final grades**

**Please exercise confidentiality regarding honesty and integrity when posting
and replying in-person and online (See *Student Handbook*).**

Students must receive a C- or higher on their final paper to pass this course.

Student_____

Points/Grade_____

(10pts each;100pts possible)

Properly Executed**Needs Improvement****Clarity & Rhetoric**

1. Prospectus & Research Question_____ Not Completed/Late
2. Good command of topic_____ Factual or conceptual errors

Organizational Development

3. Has solid introduction _____Lacks strong opening
4. Thesis is well developed _____ Needs deeper analysis
5. Has a conclusion _____ Lacks solid conclusion
6. Includes analysis/argument _____ Missing cohesive arguments

Integration of Sources

7. Specific sources listed _____ Works Cited page incomplete
8. Well documented _____ Needs or missing in-text citations

Grammar & Mechanics

9. Well-structured and organized _____ Weak formatting/lacks structure
10. Clearly written _____ Grammar/punctuation errors [wordy; trans]

CUH: EN 102 Grading Rubric (Revision)

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Evaluation and integration of sources	There is no summary introduction of the texts, and the text is not integrated into the paper.	The summary introduction or the paraphrase of the source may be less than accurate.	Same as exceeds category, but the summary of the source is not as concise.	Accurate assessment of source information. The sources are introduced using a concise summary and are integrated logically and effectively into the paper. The validity of the source information has been tested and documented in the paper.
Design of research paper (organization and clarity)	The goal is not clear and the design of the paper is difficult to uncover.	The goal is somewhat clear, but the design of the paper does not support the goal and/or the support does not adequately develop the goal.	Same as exceeds category, and the design of the document is logical. However, more support to is needed to develop the goal effectively.	The goal (clarity) of the paper is clear and the design of the paper supports and develops the goal logically and effectively.
Grammar and Mechanics (MLA citation format)	The paper contains major errors in grammar and punctuation that reading. It may also contain major documentation errors that undermine the credibility of the paper.	The paper contains numerous errors in grammar and punctuation that do not hinder a general reading. It may also contain errors documentation that do not significantly undermine the credibility of the paper.	The paper may contain several errors in grammar, punctuation, and sentence structure. It may also contain very minor errors in MLA formatting and documentation.	The paper contains few errors in grammar, punctuation, and sentence structure. It uses correct MLA documentation and has a properly formatted works cited list.

Grading Scale: (*Student Handbook*)

A	90% and above
B	80-89%
C	70-79%
D	60-69%
F	59% and below, or failure to submit all graded work without pre-approved excuse

W Withdrawal before published deadlines

I The issuance of an 'I' grade is not automatic. At the discretion of the faculty member, a Grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

WITHDRAWALS/ INCOMPLETES

Chaminade students have the option of withdrawing from this, or any course, provided they do either before or by the deadline. Your professor is not responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course. According to Chaminade University’s general catalog, an incomplete is only issued if a student “Did not complete a small portion of the work or final examination due to circumstances beyond the student's control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course.” Incompletes are neither automatically rendered nor encouraged for minor issues.

Hybrid Structure: This course will transition from in-person to **hybrid during Week 5**. This means we will begin to meet in class on Mondays and Wednesdays. On most Fridays, you will take part in online discussions, or quizzes. On other Fridays, we will schedule personal conferences and library visits to conduct research. By **Week 8**, this course transitions to **online status**. These transitions are noted on your syllabus, and will be announced in class.

Weekly Discussions: **discussions are crucial to your class participation grade, and conducting peer reviews; therefore, in-person and online attendance is MANDATORY. Canvas monitors your online activity. Students are required to post at least TWICE** to each discussion when we move online. When we are fully online, remember to post most responses before Thursday, to allow for lively discussions on the various topics we will examine.

**Lack of attendance will affect your grade adversely.
Lack of participation also will affect your final grade.**

Peer Workshops: During workshops, fellow classmates will offer constructive criticism on your papers. You will meet in small groups and review each other’s essays. Workshops are designed to teach you how to revise and correct writing assignments. **Workshop attendance is mandatory. Missing one workshop will count as missing two classes.**

Personal Conferences: Personal conferences, whether face-to-face, or on Zoom, offer you an opportunity to discuss your progress in this course with me. Our first **MANDATORY** meeting will assess your course work and status (3-5 minutes). In the second, personal conference, we will address your research topic and focus on your thesis. Please feel free to schedule other conferences with me to discuss your status, assignments or any concerns that might arise.

Quizzes: Quizzes usually will be administered on alternate Fridays, and focus on grammar, punctuation and research methodology: thesis arguments, MLA research style guide, and research sources. **Quizzes are only available on the day they are assigned. If quizzes are administered online, they may be assigned from 7AM-11PM on a given day. Therefore, there are no make-ups if you miss a quiz.** Please review your quizzes to assist in constructing your papers.

**Please exercise confidentiality regarding honesty and integrity when posting
and replying in-person and online (See *Student Handbook*).**

EN 102.90 Schedule**(subject to changes)****Dr. Francis****Week****Assignment**

Wk 1—Aug 17	Orientation & Syllabus Reader: From <i>Reading Critically to Writing Well</i> (Ch 1); How to Read and Think Critically UC News, “9 Benefits of Artificial Intelligence (AI) in 2025” ABC News (Mark Guarino, 2025), “AI chatbot dangers: Are there enough guardrails to protect children and other vulnerable people?” In-Class: Ted/Talk, Tristan Harris (2025), “Why AI is Our Ultimate Test”
Wk 2—Aug 24	Title IX: Sports, Gender, Race Reader: From <i>Reading Critically to Writing Well</i> “Longing to Belong” (96-97) PBS News, Noreen Nasir (2024), “For women athletes of color, outsized scrutiny over gender is nothing new, historians say” <i>Pitt Journal</i>, Angell Westcott (2012), “Assumptions: Why Title IX is not to Blame for Changes in Men’s Athletics” Diagnostic Essay in-class
Wk 3—Aug 31	Banning Books: Pros & Cons Reader: “Reading Strategies: Summarizing & Paraphrasing” (Ch 2); “Paraphrasing Sources Carefully” (Ch 12) <i>American Libraries</i> (2025), “By the Numbers: Banned Books Week 2025” Daniel Buck, (Fordham Institute, 2023) “Stop Calling them book bans” Erin Kayata, (Northeastern Global News, 2026), “Does banning books really help kids? A childhood education expert weighs in” Summary/Response Essay due 4 Sept! Submit to peer review.
Wk 4—Sep 7 Labor Day Holiday Mon 7 Sept (no classes; offices closed)	Workshop Week: Peer Review of Summary/Response Essay Peer Work in class to revise and edit your first essay Troubleshooting and Grammar review Revision of Response Essay Due 11 Sept!

Wk 5—Sep 14 HYBRID BEGINS! Deadline to Withdraw without Record/WNR: 18 Sept	Interpreting Fiction Read: Ray Bradbury's <i>Fahrenheit 451</i> Read Mon: (Part I); Wed: (Part II); Fri: (Part III) Complete reading <i>Fahrenheit 451</i> Take quiz on novel Friday!
Wk 6—Sep 21	Film Adaptations of Fiction Monday: “A Brief history of the fire service: From ancient equipment to modern technology” Explore Topics from Ray Bradbury's novel Wednesday & Friday: View <i>Fahrenheit 451</i> (2022) in class!
Wk 7—Sep 28 Personal Conferences on Friday!	Choosing a Research Topic & Conducting Research Reader: “Planning a Research Project” (Ch 12); Choosing Research topics Review Sample student MLA research papers Personal Conference on research topics
Wk 8—Oct 5 ONLINE BEGINS! Research Proposal Due on Friday! Annotated Bibliography Due on Sunday!	Using MLA Style Documentation & Research Proposals Works Cited v. Annotated Bibliography <i>Reader:</i> “A Guide to Writing Proposals” (Ch 10); <i>Reader:</i> “Developing a Working Bibliography” (Ch 8); “Creating a Working Bibliography”; “Creating a List of Works Cited” (End of Ch 12) Research proposal due 9 Oct! Annotated Bibliography due 11 Oct!
Wk 9—Oct 12 Indigenous People's Day Mon, 12 Oct (no classes; offices closed)	FALL WELLNESS WEEK: 13-16 OCTOBER Special Zoom Session on Research Papers Day/Time TBA!
Wk 10—Oct 19 Deadline to Withdraw from course: Fri, 23 Oct Research Papers Due!	Research Paper Project The Writing Process: Integrating Proposal, Annotations, and Research into final paper; Using In-Text or Block Quotations” (Ch 12) Reader: “Using Information from Sources”; Review research paper drafts! Research Paper Due Friday! No Late Papers accepted!

Wk 11—Oct 26	Research Paper REVISION Review I <i>Reader Review: “Citing and Documenting Sources in MLA Style”</i>
Wk 12—Nov 2 Sign up for Personal Conferences	Research Paper REVISION Review II MLA Review & Resource Sharing Monday: Personal Conferences via Zoom Wednesday: Personal Conferences via Zoom
Wk 13—Nov 9 Veteran’s Day: Wed, 11 Nov (no classes; offices closed)	Final Workshop—Peer Review of Final Revision Final review of MLA guidelines
Wk 14—Nov 16	Final Workshop—Peer Review of Final Revision Final review of MLA guidelines
Wk 15—Nov 23 Thanksgiving holiday: 26-27 Nov (no classes, offices closed)	Revision Conferences Final review of MLA guidelines Mon—Wed: Optional Personal Zoom Conferences
Wk 16—Nov 30 Fall Semester last day of instruction: 4 Dec	WRAP UP: MLA Review & Resource Sharing There is no Final Exam for this course Revised Research Papers Due Last Day of Classes!

Assessed Work for EN 102:

Class Discussion/Participation/Quizzes:	10%
Summary & Response Essay	10%
Essay Revision:	10%
Peer Review Workshop	20%
Research Proposal & Annotated Bibliography:	10%
Final Research Paper:	40% (Passing grade of C or higher required)

The passing grade for this class is a “C.”

Quality and merit of written work will be prioritized over percentages

****Percentages on Canvas are incomplete projections of final grades****

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 an 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.

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.

Nondiscrimination 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' 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>

Campus Resources and Support Services

These resources are available to all Chaminade students. Reach out early; these services 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
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/athletic-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

Sullivan Family Library (*SFL) (www.chaminade.edu/library).

Email: For all correspondence with your professor, please use the Chaminade email address:

Allison.francis@chaminade.edu **Do Not Use Canvas email to contact Dr. Francis.**