



Chaminade University

OF HONOLULU

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI
96816

Course Number: Introduction to Expository Writing

Course Title: EN-101-06-1

Department Name: English

College/School/Division Name: School of Humanities, Arts and Design

Course Credits: 3

Class Meeting Days: T/R

Location: Henry Hall Rm 104

Class Meeting Hours: 10am-11:20 am

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Kathryn Heath

Email: Kathryn.Heath@chaminade.edu

Phone: 808.783-6443

Office Location: home-based

Office Hours: before or after classes

University Course 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.

Course Overview

This course is designed to provide instruction and practice in writing, editing, and revising a variety of short expository essays: narrative; profile; position; rhetorical. The course will also provide instruction in how to organize your material and to edit your writing to reflect Standard American English usage. My outcome goals are that your ability to identify and examine rhetorical modes in expository essays will be significantly enhanced, and that you find greater ease in writing your own reflections and observations for schoolwork. Readings are from required text, any other pieces selected will be posted in Canvas Files. Writing and revising improves with practice; therefore, by studying good prose models, like the essays we will read and discuss in this course,

you will develop and strengthen your reading comprehension and written rhetorical skills.

In addition to the four formal papers, students should expect to respond to posted Canvas assignments and actively engage in journaling (these assignments are marked with a J). Perhaps you have kept some form of journal in the past, maybe this will be your first; regardless, my goal is that you write freely and reflectively on the assigned topics thus marked, which will relate to our readings and viewings, as well as relate to our world today and in the past. By nature personal, journaling is a form of experiential learning; to journal is to capture passing thoughts and spend some time reflecting on them.

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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God 2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Olelo 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 ('Olelo 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 kũ o ka no'eau ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

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).

Learning Outcomes

1. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
3. To demonstrate paragraph and essay development in a written text.
 - To demonstrate development of thesis sentences.
 - To demonstrate development of 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.
4. To demonstrate an organizational development in a written text.
 - 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.
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.

Alignment of Learning Outcomes

	CLO 1	CLO 2 & 3	CLO 4 & 5
Marianist Values	2, 5	2,4 & 5	2, 5
Program Learning Outcomes	1, 2,3 & 5	1,3	1,2,3,4 & 5

Course Prerequisites

You are placed by the University's assessment of your records, tests and skills into this course.

General Course Requirements:

- Computer Access & Active Canvas use
- 4 short (2-4 pages) essays MLA format
 - Drafts of each of these essays.
- Regular graded class/homework
- Regular short reflective journaling (on Canvas)
- Diagnostic essay & Final in class essay

Required Learning Materials

1. ***The Norton Reader 16th edition.*** Editors Goldthwaite et al **NO electronic texts will be permitted for in class use.**
2. You are expected to bring text to class unless otherwise directed before hand
3. You are expected to have a writing implement (pen or pencil) along with writing paper for each class period.

Course Website: <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Technical Assistance for Canvas Users:

If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

- 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
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735- 4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Preparedness & Participation 15%

- Attendance is 5% of P & P

10% Drafts for Workshop Short Essays (x 4)

50% Final drafts of Essays

25% Classwork & Homework

- Journaling is part of this group

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation & preparedness (diagnostic, essay drafts); final papers. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies

Grades of “Incomplete”

Incompletes are NOT encouraged; but life has lots of unexpected happenings, as COVID-times has taught us all. Therefore, should a situation arise where you need additional time, communicate the matter to me directly as soon as possible. I will make my decision and will note to my superiors. The timeline for the Incomplete will fall in line with Chaminade’s policies on this matter, one of those is **you cannot receive an A if you take an incomplete**. Note, if you have an incomplete in a required course such as this one, you will not be able to register for the next level, EN 102. A student dropping a course without officially withdrawing may receive a failing grade.

Writing Policy

You are expected to use MLA formatting for ALL of your essays and for your Canvas Assignments that are not noted as Journaling (J). I recommend you use the following site for full details on MLA. You should have available paper and pen for in-class work.

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

There are also multiple paper guides that cost as little as \$10. Just be sure you use MLA 9th edition.

Attendance Policy

You are expected to attend class, and to be on time. Unless I excuse your absence you are unlikely to be allowed to make up assignment for that day. Attendance is part of your Preparedness & Preparation mark. You will not be allowed to make up Group work without a valid absence. You are expected to notify me in advance of class if you expect to be unable to attend. If you are ill you should provide me with a doctor or clinic note. However, I do tend to allow up to two unexcused absences per semester. Note that if you are a parent and have childcare issues you should let me know, these I am likely to excuse. **If you have more than two weeks unexcused absences you may well fail the course.**

Please do not schedule appointments, licensing appointments, travel et cetera during class time, this includes exam week. (St. Louis students are expected to follow CUH schedule or be marked absent.)

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Devices Policy

Given the distraction of phones and electronic devices you will be asked to put your phones away **throughout** class and you are expected to be off your computers unless otherwise directed. **Note e-texts are not allowed for in-class use.** If you leave class to respond to a call you may well be marked absent or tardy. Use discretion. This policy is in effect because of the entitled behaviors of prior students regarding appropriate place and time for device use. You cannot meet the in-class required hours properly if your mind and thoughts are engaged elsewhere on-line.

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. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

This instructor considers any use of AI for my course to be dishonest. The goal is to raise your personal ability to write, not your ability to obtain answers via AI.

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

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). 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](#).

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.

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

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to

that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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, or the 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.

For this course you should expect that these 135 hours will be filled/used: 40 in-class; 30 hours on your drafts and final essays; 30 hours on readings (note this varies depending on personal reading skills); and 35 hours preparing responses to Canvas assignments

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Tentative Course Schedule

Subject to Change at Teacher's discretion.

Dates	Readings; Canvas Assignments; Class Activities; Essays etc ..
Wk. 1 8/18 & 8/20 T/R	Syllabus Overview, Introductions, Diagnostic. Read for Next Week: - Nugyen, Viet Thanh from the <i>Displaced</i> p. 182 & N. Mairs "On Being a Cripple" p 312
Wk. 2 8/25 & 8/27 T/R	Assignments: Family (J) & Nugyen & Mairs Canvas work - Group / Class Work / Discussion - Sojourner Truth "Ain't I A Woman?" p 683 - Historical Perspective of Personal Tales Gender Roles discussion / videos Dax "To Be A Man" https://www.youtube.com/watch?v=tHxip2x-PLc " 48 Things a Woman Hears in Her Lifetime (that men Just Don't)" https://www.youtube.com/watch?v=9yMFw_vWboE First Essay Assigned (Personal Essay): Draft Due for Workshop Week 4, 9/10; Final Draft due 9/19.
Wk. 3 9/1 & 9/3 T/R	<u>Readings</u> - Joey Franklin, "Working at Wendy's" p 210 "On Going Home" Joan Didion p 2 "Always Knew I Was . ." p 40 Steingraber - Topic Sentences vs. Thesis Statements Canvas Assignments; Journaling; groupwork
Wk. 4 9/8 & 9/10 T/R	Writing Workshop on Draft Essay 1: 9/10 - In-person - Try to Bring a Hard Copy or be prepared to share your computer First Essay DUE by 9/19 <u>Readings & Work (profile writing)</u> - Colson Whitehead, "Rain" p 612 "Writing with Norton Reader" p xxxvii (<i>these are roman numerals and located at the opening of the text</i>) - HW Find and bring in to share a Profile Canvas Assignments; Journaling

Wk. 5 9/15 & 9/17 T/R	<u>Readings & Assignments (Profile writing)</u> • First Essay Due 9/19 • Second Essay Assigned: Draft Due 10/2; Final Due 10/14 • Barack Obama “Eulogy for Clementa Pinckney” video https://www.youtube.com/watch?v=x9IGyidtfGI • Paraphrasing & Basic in-text MLA citation • Everyday Examples Profiles see Files • Judith O. Cofer “More Room” p 47 Canvas Assignments; Journaling • What are arguments? What is ‘stance’ and ‘position?’ • Implicit vs. Explicit Appeal • Canvas Assignments Read for Next Week
Wk. 6 9/22 & 9/24 T/R	<u>Readings (Profile to Position) & Assignments</u> • “Take the F” Ian Frazier p 216 • “Blue Collar Brilliance” Rose p 516 • Using textual examples to show support • Binary arguments – partner work • Paraphrasing vs. quotes Canvas Assignments; journaling; Work on Binaries
Wk. 7 9/29 & 10/1 T/R	<u>Readings (Position) & Assignments</u> • Workshop 10/1 Profile Essay; Final Draft of Profile Essay Due 10/8 • Chief Seattle, “Letter to President Pierce, 1855” See Canvas Files • Adiche, Chimamanda, “Danger of a Single Story” TED talk https://www.youtube.com/watch?v=D9lhs241zeg • Langston Hughes “Duty is Not Snooty” (see Files) • “The Two Clashing Meanings of ‘Free Speech’,” T. Bejan, p 755-760 • Everyday examples of Position Arguments • Quoting, paraphrases and basic MLA citation Introduction • Third Essay Assigned – (Position Essay) Draft due for Workshop Week 9: 10/20; Final Due Canvas Assignments; journaling & MLA overview /review work
Wk. 8 10/6 & 10/8 TR	• Profile essay Due 10/8 • Continue “The Two Clashing Meanings of ‘Free Speech’” T. Bejan, p 755-760 • Ngugi, Wa Thinog’o “Decolonizing the Mind” p 360 • “The (Native) American Dream” Tate Walker p. 116 • Hypothetical Arguments and Emotional Appeal • Relative Wrong – the hypothetical idea of relativity

	Class discussion on Position Rubric details
10/12 to 10/16	October Wellness Week
Wk. 9 T/R 10/20 & 10/22	- Workshop Share of Position Essay Draft 10/20 https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?language=en Daniel Cohen on arguing. - Rebecca Skloot "The Woman in the Photograph" p 497 - Video Support https://www.youtube.com/watch?v=0gF8bCE4wqA - Journaling and related Canvas Work
Wk. 10 T/R 10/27 & 10/29	https://www.youtube.com/watch?v=autMHvj3exA&feature=youtu.be "This Concrete Dome Holds a Leaking Time Bomb" Runit Atoll "If Nature Had Rights" Cullian p 631 - What is Cliché https://www.youtube.com/watch?v=AeP7KvYhnfo - Words Can't Describe" David Shields p. 396 - Journaling and related Canvas Work.
Wk. 11 T/R 11/3 & 11/5	<u>Readings & Assignments for Week</u> Final Draft Position Essay Due 11/3 - Perspectives: What are the indicators (signals) in a piece of writing? - Eula Biss, "Time & Distance Overcome" p 410 - Rhetorical Essay Assigned. Draft Due Week 13 11/19; Final Due 12/3 - Transitions, phrases and signal words - Journaling & Canvas Assignments and discussion on human interest in the macabre and violent Canvas Posted Assignments/Discussion; journaling
Wk. 12 T/R 11/10 & 11/12	- Virginia Woolf on Words https://www.youtube.com/watch?v=E8czs8v6PuI "Black and Blue" by Garnette Cadongan, p 297-305. Canvas Posted Assignments/Discussion; journaling
Wk. 13 T/R 11/17 & 11/19	<u>Readings & Assignments</u> - Sharing of tales, proverbs, sayings in class - Video: "Akan Proverbs and Their Meaning" https://www.youtube.com/watch?v=wTf-nNTr1aA Draft Share of Rhetorical Essay 11/19 - What is 'pantheism'? - Aphorisms on Nature/Naturalism/

	• “Wind & Trees” Muir p. 606 Canvas Posted Assignments/Discussion; journaling
Wk.14 T/R 11/24 Thanks giving	Canvas Posted Assignments/Discussion; journaling • Thoreau p 720 • “Sex, Drugs, Disaster and the Extinction of Dinosaurs” S. Gould p 472-78
Wk. 15 T/R 12/1 & 12/3	• Rhetorical Essay due 12/3 • Maya Angelou “Graduation” p 74 Canvas Posted Assignments/Discussion; journaling

12/8- 12/10 Finals Week. We will Use our Exam Day 12/7 at 3:30 pm for in-class Final Essay. Do not make a Plane Ticket on or before our Date.