

Chaminade University
Caroline College and Pastoral Institute (CCPI)

Fall 2026 Course Syllabus
EN 104 Critical Reading for College Success

Instructor: Katherine P. Mersai, M.Ed.
Class/Room: CCPI Building, Lab 3
Office Hours: Monday - Friday (1 hour after class or By appointment)
Email: katherine.mersai@chaminade.edu
Class Time: MWF 10:30 am-11:40 am

COURSE DESCRIPTION:

This college-level reading course introduces students to critical reading practices necessary for academic success. Through engagement with essays, short literary works, and other college-level readings, the course helps students to identify key arguments in critical texts as well as main themes and ideas in creative works. Through guided practice and the application of reading strategies such as annotating, predicting and questioning, students will strengthen reading fluency and comprehension skills. By the end of the course, students will be equipped with transferable reading strategies that support inquiry and critical thinking. A passing grade of a 'C' or higher is required for matriculation into the next course.

REQUIRED TEXT and MATERIALS:

- [*Becoming a Confident Reader*](#)

Supplementary Materials:

- Various resources (handouts or online sites) will be provided by the instructor.

PROGRAM LEARNING OUTCOMES (PLOs):

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

- Write an essay that demonstrates critical and creative thinking based upon relevant evidence and analytical reasoning.
- Appropriately and effectively deploy research methods, terminology, and citation style from their disciplinary focus area(s).
- Demonstrate information literacy appropriate to relevant academic disciplines.
- Apply interdisciplinary methodologies to evaluate and articulate the social, environmental and ethical dimensions of service, justice, and peace in the context of the Liberal Arts.

COURSE LEARNING OUTCOMES:

Upon completion of EN104, the student will be able to:

1. Summarize key elements in a written text (e.g. supporting details, explaining an author's purpose or point of view).
2. Apply reading strategies—such as annotating, predicting, and questioning—to monitor comprehension.

3. Analyze multiple texts through various reading strategies (e.g. comparing ideas, making inferences, and drawing conclusions supported by textual evidence.)
4. Evaluate themes of service, justice, and peace and the integrity of creation.

Marianist Values

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

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

This course will examine readings from the Characteristics of Marianist University, specifically Educate for Service, Justice, Peace and the Integrity of Creation. Students will be asked to link Chuukese values with these values and provide examples of community engagement that reflects the CMU.

COURSE SCHEDULE & REQUIREMENTS:

See Activity Schedule.

METHOD OF EVALUATION & GRADING:

Reading Assignments (interactive reading, annotating, summary writing, responses) 70 points

One assignment per week at 5 points per assignment: 14 x 5 = 70

Homework and Reading Assignments 20 points

Students read outside of class and verbally provide their understanding

Projects/Discussion 10 points

Students do ONE project to submit at the end of Week 12.

Total 100 points

CATEGORY	WEIGHT	TOTAL POINT/LETTER GRADE
ASSIGNMENTS (interactive reading, annotating, summary writing, responses)	70 POINTS	90 - 100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D 59% & BELOW = F
HOMEWORK & READING ASSIGNMENTS	20 POINTS	
PROJECT	10 POINTS	

COURSE POLICIES:

Late Work	<i>A ten percent deduction after each week past the original deadline will be deducted.</i>
Make-Up Work	<i>No make up work</i>
Extra Credit	<i>No extra credit is available in this course.</i>

Incomplete Grade	The “I” or Incomplete Grade may be awarded at the instructor’s discretion, subject to approval by the Department Director, to students engaged in passing work who due to reasons beyond their control, have yet to complete a small but essential part of the course work. This portion of the course work may consist of a final exam, a final research paper, and/or a final project. The unfinished work should be completed and submitted to the instructor as soon as practical, but no later than the middle of the following term. If there are extenuating circumstances that the instructor and Department Director agree are valid reasons for postponing completion of the course work from the end of the term for a maximum of 6 months. If the course work is not completed and submitted by the established deadline, the “I” will automatically be changed to an “F” grade in the student’s official academic record.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

ATTENDANCE

Students are highly encouraged to attend face to face meetings of their classes, not only because they are responsible for material discussed therein, but because active class participation by every student is essential to ensure maximum benefit for all members of the class. Students who miss a class should report to their instructor upon their return to inquire about making up the work missed. Students who know that they will miss class should inform their instructor in advance in order to obtain upcoming assignments. All assignments will be uploaded on Canvas for accessibility. Students are responsible for ensuring that assignments are submitted on time.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual

orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

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

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>