



School of Humanities, Arts, and Design
English Department

English 255: Short Story & Novel

Online Course | Credits: 3 | Term: Fall 2026

Instructor Information



Instructor: Lisa L Chow

Email	lisa.chow@chaminade.edu
Virtual Office	Meeting ID: 779 840 3693 Passcode: 368321
Virtual Office Hours	By appointment

Communication

Course communication will take place through email and Canvas, with a standard response time of 24–48 hours, excluding weekends and holidays. Please write all messages clearly and professionally, and be sure to include your course number in the subject line or body for an efficient reply.

School & Department

School	School of Humanities
Location	LINK 

Course Description & Materials

Catalog Description

This introductory literature course surveys classical, modern, and contemporary short stories and novels from around the world. Introduces students to literary analysis, major themes, and creative narrative structures across prose fiction from a wide range of global authors.

Prerequisite: EN 102

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit-hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours on coursework and an additional 100 hours on discussion posts, papers, and projects.
Required Materials	1. <i>Written in the Sky</i>. Ka'ōpio, Matthew. 2. <i>Green Island: a novel</i> Shawna Yang Ryan 3. <i>The Alchemist, 25th Anniversary: A Fable About Following Your Dream</i> Paperback – by Paulo Coelho All books will be provided in class. Short Stories will be provided as downloadable PDFs *additional readings will be available via direct links on canvas
Recommended Items	Access to a computer and the internet
Canvas	Participation in class discussions via Canvas is mandatory. Students are expected to: ● Regularly check Canvas assignments and discussions. ● Participate and offer thoughtful contributions in threaded discussions, including replying to classmates' post . ● Complete all reading and writing assignments on the assigned dates <i>*Frequent late submission will adversely affect your grade</i> Please do not attempt to submit work that is not your own. Cheating/plagiarism will result in a grade “F” for the entire course;

instances of cheating will be reported to the University's Dean of Humanities. Please review the Academic Honesty and Plagiarism policies in Chaminade University's 2026-27 General Catalogue.

I am available for consultation by email. If you have any questions about an assignment or essay, please contact me before the assignment is due.

course is delivered through Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of EN 255, the student will be able to:

- 1. Literary Analysis & Critical Frameworks**
Identify formal characteristics across poetry, drama, and fiction, applying core literary terms and diverse critical/ideological frameworks to interpret texts.
- 2. Research, Argumentation & Academic Writing**
Develop clear, logically structured written arguments supported by library and digital research, properly formatted and documented using MLA style.
- 3. Global Perspective & Self-Reflection**
Examine diverse worldviews and points of view through literature to foster empathetic understanding and reflect on one's own relationship to the world.

Course Learning Outcomes (CLOs)

Upon completion of [course], the student will be able to:

- 1. Analyze Literary Craft & Form (Analysis)**
Identify and analyze the foundational elements of short stories and novels—such as structure, narrative perspective, characterization, motif, and theme—using standard literary terminology.
- 2. Evaluate Cultural & Historical Contexts (Evaluation)**
Critique prose fiction from diverse global traditions and historical periods to evaluate how social, cultural, and ideological contexts shape narrative perspective and meaning.
- 3. Synthesize Research & MLA Argumentation (Creation/Synthesize)**
Construct clear, evidence-based literary essays that integrate textual analysis with scholarly source material retrieved from library and digital resources, formatted correctly in MLA style.
- 4. Appraise Diverse Worldviews & Human Experience (Appraisal/Reflection)**
Examine complex narrative points of view to cultivate empathetic understanding of diverse

human experiences and articulate personal reflections on one's relationship to the global community.

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, and integrity of creation.
5. Educate for adaptation and change.

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:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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 (Āina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

ENG 255 embodies the Marianist tradition as well as Native Hawaiian Values by engaging students in critical reading and dialogue that foster an **integral, quality education** (*Na‘auao*) across diverse genres and cultures. Through collaborative discussions and shared inquiry, the course builds a **family spirit** (*‘Ohana*) that respects varied perspectives. Ultimately, students explore how literature serves as a vehicle for **service, justice, and peace** (*Aloha*), while developing the critical thinking needed to navigate **adaptation and change** (*Āina*) in a dynamic world.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values		X	X	
PLOs	X	X	X	X
Native Hawaiian Values	X	X	X	X
Gen Ed Outcomes(if applicable)	X	X		

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.

- Email inquiries: response within 24 to 48 hours (see Communication policy above)
- Weekly graded work (discussions, assignments): within three school days of the due date
- Major assessments/projects: within five school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	To ensure full engagement and meaningful interaction with class discussions, initial posts and replies should be made on time and according to the schedule. Late work is accepted subject to the following deductions: ● Discussion Posts: Late submissions will incur a 2-point deduction. ● Essays and Major Assignments: Late submissions will receive a 10% grade reduction. If you anticipate missing a deadline due to extenuating circumstances, please contact the instructor before the due date.
Extra Credit	Extra credit is offered on a case-by-case basis and will be connected to the course learning outcomes.
Incomplete Grade	Incomplete grades are given on a case-by-case basis.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grading	Assignment	%
Grading Scale A = 90-100 % B = 80-89 % C = 70--79 % D = 60--69 % F = 0--59 %	Discussion Posts	60%
	Quizzes	10%
	Assignments	30%
	Total	100%

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.

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' 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>.

Learn more at <https://chaminade.edu/career-services>.

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 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 Accessibility Services Sign up

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.	https://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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your	SafeSwords Webpage

Resource	Description	Contact / Website
	location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	