Course Number: **English 102-01-1**  
Course Title: **Expository Writing**  
Department of English  
Division of the Humanities

Instructor Name: Brooke A. Carlson, Ph.D.  
Email: brooke.carlson@chaminade.edu  
Phone: 808-739-7439  
Office Location: Henry Hall 206 C  
Office Hours: M/W/F 2:30 – 4:30, T 11:30 – 1:30, and by appointment  
Term: Spring 2016  
Class Meeting Days: M/W/F  
Class Meeting Hours: **8:30 am - 9:20 am**  
Class Location: **Henry Hall 210**

“We don’t care, we’re driving Cadillacs  
in our dreams…  
We don’t care, we aren’t caught  
up in your love affair.”  
Lorde

**Syllabus**

**Course Description**  
“Expository Writing” is crafted to help students learn to write and think critically. In an effort to hone our critical minds and strengthen our writing, we will focus on the learned skills of summarizing, paraphrasing, quoting, evaluating, analyzing, and synthesizing. In addition to several short essays, you will also be writing a multi-source paper of greater length – the Research Paper.

Anything can be bought; but can *anyone* be bought? Are you selling? Or are you selling out? How do we live in the world today? Can we escape capitalism? Would we want to? While art is born out of the market, the two are nevertheless both at odds and in opposition to one another. In fact, success in the market is often understood to mean a decrease in artistic “value.” Conversely, a product high in “artistic” quality is frequently accepted as less profitable.
“Selling out” is a phrase used to describe the act of compromising one’s self with the expectation of some sort of gain. Think of all those bands you know that “sell out.” An important part of this equation is desire. Why do you want what you want? What makes something desirable? Have you ever “sold out” for love? For work? How then do we reconcile these seemingly conflicting forces – art, capitalism, and love?

Engaging with texts that challenge why we make art, why we love, and, at the same time, call these very notions into question, we will read novels, films, and songs as we explore the convergence of art, love, and money.

This is a student-centered course. You must participate to learn. I emphasize participation, including listening, thinking, lecture, Vining, group discussion, Instagramming, small group discussion, reflection, reading, writing, Tweeting, and work-shopping.

**Student Learning Outcomes**

Upon completion of this course, students will be able to...

1. generate pre-writing strategies and techniques
2. identify, create, and edit using the correct grammar, punctuation, word choice, mechanics, and sentence structure in a written text
3. write clear and effective claims, or thesis statements
4. demonstrate organizational development in a written text
5. identify and implement structured and effective rhetorical writing techniques
6. cite written works using MLA citation
7. understand the difference between a bibliography and a Works Cited page
8. research, draft, revise, and edit a research paper
9. write and present a poem as a creative process
10. demonstrate the connection between writing and social action

**Program Learning Outcomes**

1. Proficiency in writing through an analytical literary research paper
2. Proficiency in creative writing through an original production of poetry, fiction, or non-fiction
3. The ability to define various literary critical approaches and apply them to given texts

**Institutional Learning Outcomes**


**Marianist Values**

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<th>CLO</th>
<th>Knowledge</th>
<th>Skill</th>
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<th>Program LO</th>
<th>CUH LO</th>
<th>WASC Core Competency</th>
<th>Marianist Values</th>
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<td>Basic Skills</td>
<td>Written, Critical</td>
<td>Provide an integral quality education</td>
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<td>Critical, Written, Oral</td>
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<td>Basic Skills</td>
<td>Critical Thinking, Quantitative Reasoning, Written, Information Literacy</td>
<td>Provide an integral quality education; Educate for adaptation &amp; change</td>
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**Required Learning Materials**

**Reading:**
James, Henry. *The Aspern Papers.*
Kahakauwila, Kristina. *This Is Paradise: Stories*. New York: Hogarth, 2013. (excerpts from this text will be made available to you at no cost)

Trimble, John R. *Writing With Style: Conversations on the Art of Writing*. New Jersey: Prentice Hall, 2000. (excerpts from this text will be made available to you at no cost)


**Listening:**


**Supplementary Learning Materials**

Students will need a device to access the internet, and then the web applications (Twitter, Instagram, and Vine), as well as the platforms Google Drive and Canvas. Any brand of device is acceptable. It is also recommended that you bring a device to class - a phone, tablet, or laptop.

**Basis for Final Grade**

Your course grade is dependent upon: your contribution to class; the quality of your presentations, participation, and writing; your improvement; and your effort. I am looking for progress in your work. We are building on the introductory material offered in EN 101, and are consequently looking to develop a practice of writing. Moreover, we introduce the process of inquiry and research through the Research Paper.

The goal of quizzes will be to introduce material, as well as to address lower level skills like summarization, and help the student to learn various components of research, bibliographic record, grammar and punctuation. The major course assignments will all be assessed using a rubric, which will be provided to each student prior to the assignment. Grading guidelines, rubrics, and procedures that will be used to assess the key course assignments will be provided. All items must be digitized, spell checked, and edited.

**Assessment**

<table>
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<th>Item</th>
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<tr>
<td>Papers (4):</td>
<td>22.5%</td>
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<tr>
<td>Research Paper (1):</td>
<td>22.5%</td>
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<tr>
<td>Final:</td>
<td>22.5%</td>
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<tr>
<td>Service-Learning:</td>
<td>22.5%</td>
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<td>Attendance:</td>
<td>5%</td>
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<tr>
<td>Presentations and Participation:</td>
<td>5%</td>
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</table>
*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).
**You must earn at least a C, or 70%, to pass the course.
***The research paper is standardized (10 sources and 2500 words min.)

**Grading Scale**

90 – 100%  A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89%  B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79%  C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69%  D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59%  F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well a lack of critical thought and focus, render comprehension unlikely, if not impossible.

**Course Policies**

In conjunction with English 102 and Chaminade University’s Service-Learning, students are required to collaborate with students in the English Department at Kaimuki High School. Incorporating pedagogical models from English 102, students will be leading vocabulary, writing, reading, and analyzing workshops in select 10th and 12th grade KHS classrooms. Mentoring in small groups, students will volunteer as mentors five times over the semester, once a week, or once every other week. Again, over the course of the spring semester, students are required to participate five times in the KHS classroom. Sign-up for mentoring sessions will be done online, and students will be notified of the sign-up link in the next week or two, by email. First come, first serve. In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the final exam.

**Reflection Prompt**

Reflection allows you a time to think, pause, wonder, and writer. Once you have completed your six Service-Learning mentor sessions, look over these questions, write down some thoughts, and let it sit for a while. Then, come back and write a zero draft. A little while later, use that to expand into a rough draft. Let it sit. Then, as your final approaches, finalize that rough draft, and print. Your two- to three- page reflection paper is due on the day of your class final. To take the final, you must first turn in the paper.

*What was your Service-Learning experience at Kaimuki High school like? What happened? Is there a story to be told? How were you able to help? In what way did you feel like you were best able to be of service? How did it feel to be a mentor? Were you to do it again, what would better prepare you for this experience?

*Taking a step back, how does English matter? Or, what does it mean to be able to succeed in English? How does better preparation offered by you at Kaimuki High School better prepare our youth for the future? And perhaps another step back, is our public education system working?
How do you feel as a part of this community? What is your part in public education? What is our part in public education? And again, how does the study of English help us? Finally, coming back to you, the student, how has this Service-Learning experience helped you to learn about English?

Late Work Policy
There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade for every class session late. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit on time, so that we can all progress through this learning experience together.

Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished within 90 days, or the “I” will automatically be recorded as an “F” on your transcript.

Rewrite Policy
Rewrites are entirely optional; however, only the four papers may be rewritten for a revised grade (not the Research Paper). Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made. Revisions must include the original, with my comments and the rubric, underneath the revised effort. No revisions will be accepted in the last two weeks of the semester.

Group Work Policy
Everyone must take part in a group project. Should a grade be assigned, all members of a group will receive the same score. Collaboration is an essential skill in the twenty-first century, and we will practice collaborating and working in groups regularly. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology

Email
I will normally respond within one to three days via email, and email is the best way to communicate, outside of face to face contact, both in class and during office hours. Weekend emails are most likely not to be read until Monday, so schedule accordingly. Email is a dialogic process requiring form and content. Context is important.

Mobile Devices
(laptop/tablet/smartphone) I encourage the use of mobile devices during lecture, discussion, group work, etc., so as to maximize the educational experience. You know when your employment of and leap into the web is on task, or off. Be responsible and be active.
Other Electronic Information Sites
(Google Drive, Canvas, Twitter, Instagram, and Vine) Your participation grade depends upon your communication in class sessions and online. In addition to email and discussion boards, you may also communicate via “comments” on the course micro-blog, podcasts, and/or Instagram account, or wherever I post news items and provocative questions related to our content.

Student Expectations
To improve your writing, you must write. This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You will be writing every day. I will evaluate four of your papers over the course of the semester, but to improve your writing, you will need to do much more.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be double-spaced and aligned left, including:

Your Name
English 102-01-1
1/13/16
Assignment Title

Your own creative title should appear one line below your heading, centered. Papers are to be stapled, and the student’s last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email. Sample papers can be perused on Purdue’s Online Writing Lab. Papers without the proper heading will earn a D, regardless of content.

You will spend a great deal of time over the course of the semester discussing ideas and writing about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. To that end, I ask you to write a paragraph in your Reading Journal summarizing each essay you read this semester. Each week, I will also ask you to write in response to a specific question in what I call the Reading Response. Both your Reading Response and your Reading Journals will be maintained online, via our learning platform, Canvas. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning. The ability to rationally discuss topics with others is a necessary skill for living in the twenty-first century, both in person and in social media (Twitter, Facebook, micro-blogs, comments, texts, etc.). Indeed, we will be working with Twitter, Instagram, and Vine as a way to think critically across various tools and platforms. I recommend you create a new account on each of these apps for this class.

Disability Access
The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need
accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent me from making the necessary accommodates. Please refer any questions to the Dean of Students.

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

• Chaminade Counseling Center 808-735-4845.
• Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy
Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your semester grade by 10%. Students who miss two consecutive weeks of class will be withdrawn.

Professionalism Policy
Promptness, punctual attendance, participation, and responsible behavior will influence the instructor’s (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

i. How do I know when I know something? What is the evidence and how reliable is it?
ii. How are things, events, theories, models or people connected? What is the cause and effect?
iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
iv. So what? Why does it matter? What does it all mean?

Academic Conduct Policy
The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:
• Giving or receiving information from another student during an examination
• Using unauthorized sources for answers during an examination
• Illegally obtained test questions before the test
• Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own
• The destruction and/or confiscation of school and/or personal property

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs.

Violations of Academic Integrity
Violations of the principle include, but are not limited to:

• Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
• Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
• Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
• Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
• Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
• Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

• Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
• Copying of someone else’s exam or paper.
• Allowing someone to turn in your work as his or her own.
• Not providing adequate references for cited work.
• Copying and pasting large quotes or passages without properly citing them.
• The unacknowledged and inappropriate use of the ideas or words of another writer.
• Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).
**Tutorial and Writing Assistance**

The University Student Services is a free resource, where professionals will work individually with you. Appointments are recommended, but not required. For more information or to make an appointment, visit their website. Please refer to the Student Handbook for more information.

***Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is University policy.***

***Dates and assignments may change.***

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Coppola’s “Lost in Translation” should be viewed before we meet again on Wednesday, January 13. Similarly, assignments are due on the date indicated. If students are poorly prepared, quizzes will be administered to demonstrate your knowledge of the material.

**Week One**

M 1/11: Introduction


F 1/15: *Lost in Translation*.

**Week Two**

M 1/18: ***Martin Luther King, Jr. Day - No Class Meeting.***


F 1/22: Cather, Part One.

**Week Three**


W 1/27: Cather, Part Two.

F 1/29: Cather in closing

**Week Four**


W 2/3: West, Chapters 1 – 11.

F 2/5: ***WASC Assessment 201 – No Class Meeting***

**Week Five**


W 2/10: West, Chapters 12 – 18.

F 2/12: West, Chapters 12 – 18.
Week Six
M 2/15: ***Presidents’ Day - No Class Meeting.***
F 2/19: West, Chapters 23 – 27.

Week Seven
W 2/24: *Fight Club.*
F 2/26: *Fight Club.* Topics for Research Papers

Week Eight
M 2/29: James, Henry. *The Aspern Papers,* chapters I through III.
W 3/2: Library Research Instruction
F 3/4: James, chapters I through III.

Week Nine
M 3/7: James, Henry. *The Aspern Papers,* chapters IV through VI.
W 3/9: Library Research Instruction
F 3/11: James, chapters IV through VI.

Week Ten
M 3/14: James, Henry. *The Aspern Papers,* chapters VII through IX.
W 3/16: James, chapters VII through IX.
F 3/18: James, chapters VII through IX.

***Spring Break 3/21 - 27***

Week Eleven
M 3/28: Rough Drafts and Peer Review
W 3/30: “”
F 4/1: “”

Week Twelve
M 4/4: Research Paper is Due – Final Drafts
F 4/8: *Adaptation.*
Week Thirteen
F 4/15: Kahakauwila. “This Is Paradise.”

Week Fourteen
W 4/20: The Descendants.

Week Fifteen
M 4/25: The Descendants.
W 4/27: Final Study Guide
F 4/29: Class Evaluations

Week Sixteen
Final Exam  Monday, May 2nd, 3:30 – 5:30 pm