



## Internationalizing the Curriculum Project

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### ENG 101 First-Year Composition, Honors—3 Credits

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- Course Description: Standard English writing skills. Emphasis on expository composition.
- Required Text: *Strategies of Successful Writing*, 4ed., Reinking et al.

#### International Component Summary

In addition to writing expository essays in all of the required rhetorical modes, students read and respond to writings by a group of culturally diverse authors and a short work of fiction or nonfiction from a list of culturally diverse authors, conduct an interview with an adult from another culture and critique a foreign film.

#### Description of Material and How Integrated In Course

The semester is comprised of sixteen weeks with two main objectives: teaching the various modes of written exposition and fostering knowledge of other cultures. International themes are woven throughout using guest speakers, handouts, Internet and film.

#### Instructional /Supplemental Materials Required

Guest speakers from the campus and community from France, Thailand, Japan and Saudi Arabia spoke to students--most communities and colleges have people who are from a variety of cultures who are willing to speak. The instructor also prepared handouts of poetry and a list of novels, films, videos and local community events for students to participate in to complete assignments.

#### Special Assignments and Activities

Assignments include an oral report, written book review, transcribed interview, film critique, six essays and a final based on the international materials cited above. Students also "volunteered" at a child's activity table at the college International Festival (see attached).

#### Tips/Suggestions to Instructor

Attached papers include detailed suggestions from the instructor, for example: better use of speakers, more experiences on computers so students are more adept at it, and reconsider the interview. Spend some time explaining rationale for the international approach in the course.

#### Syllabus

(see attached)

## SYLLABUS: ENG 101 - FIRST YEAR COMPOSITION, HONORS PROGRAM

Purpose: To include global awareness and international perspective in expository writing.

Text: *Strategies for Successful Writing*, Reinkint, et al, Prentice hall, 1996.

Competencies: In addition to the basic course work of writing expository essays in various rhetorical modes, students will read and respond to pieces written by a group of culturally diverse authors. An additional major component is to read a short work of fiction or non-fiction written by a non-American author. Students will also conduct an interview with an adult from another culture and critique a foreign film. Class discussion will include guest speakers from other cultures or experience in other cultures.

These activities will result in the student's ability to:

- Recognize the importance of the contributions of people from other cultures and countries.
- Dispel the notion that American ideals/norms are the only ones worthwhile.
- Welcome diversity as a cultural and social benefit, not simply economic one.
- Enjoy the benefits of an increased worldview to replace an often-provincial outlook.

Test Items: Oral report. Written book review, written interview, film critique, six essays including a midterm and final.

Time Required: Material is assigned over the 15-week semester.

Materials: Students must select a novel by a culturally diverse writer or about a diverse culture, e.g., *I Know Why the Caged Bird Sings*, *Woman Warrior*, *Snow Falling on Cedars*, *The Good Earth*; review a film (foreign or culturally diverse setting) such as *The Joy Luck Club*. Cinema Paradiso, *Seven Samurai*. *Ju Dou*, *Au Revoir Mes Enfants*, *Like Water for Chocolate*: and, attend the Honors Forum Lecture Series and other community or campus events as appropriate.

Mandatory assignments include a book report, interview, Netscape and WWW search, Honors Forum.

Suggestions: Two speakers were used the first semester in piloting the course. I would use more speakers and make better use of them by requiring students to take notes for an essay comparing the differing cultures.

## ASSIGNMENTS

### Classification/Division - Essay Assignment:

Classification means sorting people, objects, data, or ideas into various types or groups; this helps impose order in the world. Division means breaking a subject down into smaller units. Because they are closely related, writers often use them together indeed they are opposite sides of the same coin.

Whereas *classification* means placing an individual part into a category with other similar parts, *division* means separating a subject into divisible parts. Thus, *classification* has to do with an assortment of things, which have similarities; its purpose is to group these items systematically. For example, a record collection can be sorted into categories: jazz, rock, C&W, and pop. As a strategy for development, *classification* answers the question: in what groups do X, Y, and Z belong? Conversely, *division* deals with one thing; its purpose is to separate into parts, pieces, sections or categories. For example, an essay is divided into introduction, body, and conclusion paragraphs. As a strategy for development, *division* answers the question: what are its parts? What is it made up of?

Choose one topic and write a 600-word multi-paragraph essay.

1. Classify the major authorities in American society today. 2. Classify types of foreign music popular in the USA. 3. Create a profile of the ideal newcomer to America. 4. Classify types of television show families. 5. Create the ideal employee in your chosen career.

NB: Proofread carefully.

### **Additional Lessons/Activities**

Comparison/Contrast Mode:

Record a half-hour segment of World News from the BBC (91.5, KJAZZ); tape a major network half-hour world news report. Using this material for support, students write an essay of 500-600 words in the comparison mode.

Classification Mode:

Collect a number of multi-cultural poems authored by men and women of varying ethnicity's/cultures/religions. Try Celebrating Diversity: A Multicultural Reader, edited by Lee Brandon, published by D.C. Heath or Concert of Voices: An Anthology of World Writing English. Edited by Victor J Ramraj, published by Broadview Press. Copy six to ten poems and distribute to students. Using this group, students write an essay of 500 words classifying the poems according to theme, images, language, etc.

If your campus has an intercultural festival have students volunteer to work for one hour in preparation or during the event. For example, at GCC, I ask students to give up one class period (they never object!) for a Service Learning component. I then ask them to "donate" one additional hour of their own time. This is the only opportunity some students have to interact with others of different backgrounds. This spring, 1997, the class worked at outdoor tables helping grade school children make hats, masks or sand paintings for our week-long Intercultural Festival in April.

Finally, I must address the negative criticism of a few students. Several students objected to a focus on other cultures, saying they signed up for English, not a Multi-Cultural Studies course; others responded negatively to their own inferences that they are to blame for many of the past injustices to Afro-Americans, Asian-Americans, and Native-Americans. Perhaps this was a fault of my selections and/or presentations. I'm anxious to see how the next group of students reacts.

### **The Non-Traditional Book Report:**

After completing the reading of your book, write one paragraph of personal response and a one page critique of what was valuable or not about your selection. In addition select one of the following tasks and prepare to present it orally to the class, as well as submit it for a grade.

Armchair Travel: If your book treats the socio-economic or socio-political situation of another country, write a two page paper on why you are wiser, more knowledgeable and better trained as a world citizen as a result of reading your book.

Prizewinner All: Imagine that your book has won a Pulitzer Prize or National Book Award (it may have!). Write a two-page paper supporting the judges' choice and giving reasons the judges may have used in reaching their decision. That is, what makes this book superior? If an older book, is the book now dated or old-fashioned? If a current title, will it become so for the next generation or two?

Literary Criticism: Write a two-page essay of literary criticism using one of the following statements as the subject:

- Protest is the battle cry of social reform
- Some fiction writers are sociologists
- New worlds of understanding through books

Negatively Speaking: Fill in the blank and write a two-page paper on "Why \_\_\_\_\_ should not read this book."

Dear Diary: Take on the identity of one of the major characters and write three entries of at least 150 words in the diary of that person. These should be representative of a complete diary and reflect your personal reactions to his/her involvement with the major plot episodes, relationships with other characters, and an empathy with the moods and manners of the period of the novel. The writing style should typify the character or reproduce the language of the time and locale of the novel.

### **Additional Material for Eng. 101 Honors:**

#### **Prewriting Activity for Cause and Effect (Analysis) Mode**

Write a 600-word Cause/Effect essay on one of these choices:

- Owing to large increases in population Phoenix and its surrounding communities are becoming increasingly culturally diverse. Write an essay exploring the effects of this diversity.
- Write an essay enumerating the causes of the modern movement toward non-sexist language in printed material.
- Write an essay that explores the effects of incorporating multicultural studies in a college curriculum.

Texts to consider for additional readings:

A WORLD OF DIVERSITY: MULTICULTURAL READINGS IN THE NEWS. Faun Bernbach Evans. Lincolnwood IL. NTC Publishing Group, 1997.

CHINESE FOLKTALES: Howard Giskin, Lincolnwood IL. NTC Publishing Group, 1997.

DIVERSE IDENTIFIES CLASSIC MULTICULTURAL ESSAYS. James D. Lester, Lincolnwood IL. NTC Publishing Group. 1996.

IN A NEW LAND: AN ANTHOLOGY OF IMMIGRANT LITERATURE. Sari Grossman and Jane Brodsky Schur. Lincolnwood IL. National Textbook Company. 1994

WORLD FOLKTALES: AN ANTHOLOGY OF MULTICULTURAL FOLK LITERATURE. Anita Stern. Lincolnwood IL. National Textbook Company. 1994.

#### **Paired Activity with an ESL class:**

ESL instructor assigned a Comparison Essay, students' compared/contrasted their homeland with the USA. Eng101 students read the essay and responded to what they learned about the particular country/culture compared to their preconceptions/perceptions. Students read several of these to expand the benefit.

Countries represented: Vietnam, Romania, Italy, Mexico, China, and Japan.