



Internationalizing the Curriculum Project

Maricopa Community Colleges
Office of International & Intercultural Education
2411 West 14th Street, Tempe, AZ 85281
1+480-731-8250

ENG 102 First-Year Composition—3 Credits

- Johnnie May
(623) 845-3538
- Glendale Community College
- Course Description: Continued development of standard English writing skills, introduction to research, note taking, organization, and documentation in the preparation and writing of a research paper.
- Required Text: See Resources

International Component Summary:

Content Areas Which Include International Material/Components

International/intercultural materials are integrated throughout the course in a variety of class discussions, presentations, research, service learning, etc., that is, the course is structured around the culture of Mexico and the local Mexican-American culture.

Description of Material and How Integrated In Course

The course focuses on three essays: a cultural awareness essay (which requires readings, keeping a log, an interview with someone who has lived in the culture, a portfolio and a class presentation); an international problem/solution essay (which requires readings, logs, interview, prospectus and annotated bibliography, and class presentation); and, an essay about improving our relations with Mexico (which requires all of the above and a service learning component).

Instructional/Supplemental Materials Required

Requires selection of current articles from newspapers and magazines, videotapes, contact with local service agency serving minority population and student access to Internet.

Special Assignments and Activities

Essays which require resources such as readings and interviews, etc. and ancillary materials such as logs, portfolio, prospectus, annotated bibliography, short story or poem, 20 hours of service learning with a journal, e-mail correspondence, internet searches, and classroom presentations. See detailed descriptions attached.

Tips/Suggestions to Instructor

The instructor advises that most students at this level know little about international affairs or cultures other than their own, but with patience and good source material, they are very appreciative of the experience to learn. She also advises to use issues as they arise, draw from local resources, and carefully prepare students for the service learning assignment. Students are concerned about this last aspect and need a lot of encouragement and confidence building. (See additional suggestions from instructor included in the syllabus.)

Syllabus

(see attached)

SYLLABUS: ENG 102 FIRST-YEAR COMPOSITION—3 CREDITS

Official Course Description:

Continued development of standard English writing skills, introduction to research, note taking, organization, and documentation in the preparation and writing of a research paper.

Description of Internationalized English 102:

This course focuses on three research-writing assignments: a Cultural Awareness Essay, an International Problem/Solution Essay, and a "Becoming Better Neighbors with Mexico" Essay. Students begin the semester by discussing what the terms "international," "culture," "global village," and "diversity" mean. Throughout the semester, students are encouraged to adopt an international perspective, to become more accepting of other cultures and ethnicities and thus, by so doing, to come to a greater understanding of the need for inclusivity and tolerance in our own culture.

Summary of Instructional Activities:

To prepare for the first short essay, students must read a series of articles, write reading logs on them, research an aspect of another country's culture, interview someone who has lived in that culture, and organize their information in a portfolio. After the essay is completed, students then present their findings to the entire class by giving a short discussion and/or preparing a poster that summarizes their findings.

The second and longer essay, which focuses on an international problem and possible solutions, is once again preceded by readings, reading logs, much research, an interview with an individual who is knowledgeable about the topic, and the preparation of a prospectus and annotated bibliography. After the essay is handed in as a portfolio, students once again present their findings, but this time by preparing a short poem or story that relates to their topic. A discussion then ensues.

In order to prepare for the third essay, students must complete twenty hours of service learning. For the pilot project, students went to Guadalupe Center in the town of Guadalupe, AZ to help tutor elementary and secondary students after school. Speakers came to the class to explain what the center was like, what the town of Guadalupe was like, and what students could do to help the children there. Students are also required to keep a journal of their service, and this is incorporated into the third essay, which attempts to answer the question, "What can we, as Americans, do to become better neighbors with Mexico?" During the preparation time for this essay, students also read articles on Mexico, on immigration, and on the relationship between Mexico and the United States and complete reading logs. In addition, students are required to correspond with students in Mexico via e-mail. A video on immigration is shown and students in the pilot project were encouraged to attend an event, which focused on Mexican-American women, or to view the videotape of that presentation. After their primary research and some library research is completed, students then write a short essay. During the class discussion that follows, they then present their findings to the class via a poster, a poem, a story, or an abstract of their essay.

Instructional Materials:

The enclosed materials include a syllabus, a wide variety of reading materials, (not, all of which were used during the pilot project) class discussion activities and model essays. Two videos used include a 30 minute "Nightline" segment on immigration moderated by Ted Koppel and a 45 minute presentation by Tucson oral historian, Patricia Preciado Martin, on Mexican-American women's history in Arizona.

Suggestions to Instructor:

I. In general: I have utilized this curriculum for English 102 for two semesters now. I have learned a great deal. First, I have learned that students know very little about international affairs; I had strongly suspected that, but now I know it as a certainty. That knowledge has made me even more committed to the Internationalization of the Curriculum project. Secondly, I have learned that students appreciate learning about other cultures and ways of seeing the world. They are surprisingly tolerant and concerned about global issues, once they are made aware of them. Having stated that, I need to assert that students are, as reflections of our society, very frightened about the future. They need reassurances and they need to be treated with tolerance and respect when their fears color what they think and what they say. Acceptance of others and the adoption of a global view takes time and a mature outlook. As teachers, we must be patient with those who need more time and more growth before they can become the global thinkers we would like them to become.

II. A Few Tips:

First, use issues as they arise. I did not include every magazine and news article in the notebook as part of my bibliography because I know I will be substituting new articles as New World events unfold.

Secondly, make use of local resources. Use speakers in the community to help explain and comment on world events. For example, I asked my students to attend a campus-wide panel discussion led by international students, a panel on immigration led by two faculty who have immigrated and a local immigration attorney, a speaker from CAMBIO, who discussed why people from Central and South America immigrate to the U.S., a talk given by an intercultural communications instructor on cultural awareness, a play in Scottsdale on the Zapatista movement, and the films *El Norte* and *La Familia*.

Thirdly, beware that some students will have concerns about the Service Learning component. They need lots of encouragement and they need to know that the instructor thinks it is important. I regularly tutor a young man in Guadalupe and talk to my students about my experiences there. They appreciate that I am participating in the service experience. Also, be flexible. If a student is having a problem with the service, try to be as helpful as possible without actually excusing her from it.

Finally, talk to students about your own travels and experiences in an international milieu. They will appreciate honesty and the fact that you are actually living the curriculum you teach.

III. In the future: I am considering requiring students to write more of a report than a problem-solution essay for the major assignment. They know so little about the world--the United Nations, the World Health Organization, the Peace Corps, UNESCO, various treaties and pacts, etc.--that I feel they need to learn about the topics before they can venture into solving problems! But this is still a thought, not yet a decision on my part. Otherwise I am happy about the curriculum I am using.

Resources:

Brandon, Lee, ed. *Celebrating Diversity: A Multicultural Reader*. Lexington, MA: D.C. Heath, 1995.

Bunting, Eve. *A Day's Work*. New York: Clarion, 1994.

---. *Going Home*. New York: Harper-Collins, 1996.

Cleary, Catherine, Joanne Okagaki, and Sharon Roberson. "Intercultural Communication Tests." University of Minnesota Rhetoric Department URL: <http://rhetoric.agri.umn.edu/rhet8210/GEN.HTML>. February 21, 1996.

Gillespie, Sheena and Robert Singleton. *Across Cultures: A Reader for Writers*, 3rd ed. Boston: Allyn & Bacon, 1996.

Hirschberg, Stuart, ed. *One World, Many Cultures*. Boston: Allyn & Bacon, 1995.

Itzkowitz, Martin, ed. *Concepts and Cultures: A Reader for Writers*. Boston: Allyn & Bacon, 1995.

Linthwaite, Illona, ed. *Ain't I a Woman: A Book of Women's Poetry from around the World*. New York: Wing's Books: 1993