

ENG 100



Spring Term 2004
MWF 8-8:50, EKH 109
Registration Number: 73273

Professor Seri Luangphinit
Office: EKH 220
Office Hours: T & TR 10-12
Office Phone: ext. 7570
E-mail: seri@hawaii.edu

Introduction

Course Description: This course is designed to introduce you to the level of writing that is required at the college level. By emphasizing such skills as analytical thinking, critical reading, and research, this class will teach you how to approach a wide range of complex topics and how to formulate clear and coherent responses and arguments. I, as the instructor, will provide guidance, encouragement and constructive feedback to help each and every one of you address your own writing style and persona. However, it is your responsibility to do your best to (1) complete all readings and assignments in a timely manner, (2) to positively contribute to the classroom environment, and (3) to respect the variety of opinions within our discourse community.

Course Objectives

- A. Undertake readings and analyses of complex issues for which there are no right/wrong answers.
- B. Tackle readings which may be difficult to comprehend on initial reading.
- C. Master the concept of argumentation.
- D. Compare, contrast, and evaluate sources (including one's own assumptions) while considering merit, bias, accuracy, and currency.
- E. Distinguish and effectively use a variety of primary and secondary sources.
- F. Become familiar with the library and other research institutions.
- G. Learn to use citations within a well-structured essay.
- H. Learn and master documentation formats, such as the MLA.
- I. Learn about with specialty writing (i.e. literary analysis).

Required Texts

Colombo, Gary, et al., eds. Rereading America: Cultural Contexts for Critical Thinking and Writing. 5th ed. Boston: Bedford/St. Martin's, 2001. Henceforth, all references to this book will be marked by RA in the syllabus.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: MLA, 2001.

Along with the required reader, various articles/handouts will be passed out by the instructor. They include: "Ka Hānau 'ana o nā Mokupuni" (Hawaiian creation chant); Darrell H.Y. Lum's "Primo Don't Take Back Bottles Anymore" (short story); Jon Hall's Letter to The Honolulu Advertiser (10/9/94); Wai Chee Chun Yee's "A Lei For You" (play); "Shadows Under the Sunshine--Puna: Ireland case one symptom of crime, poverty, isolation" (article in The Honolulu Advertiser); Reginald Lockett's "Die Black Pervert" (poem); Mark A. LaBarre's "No talk stink" (poem); and "Incident at Kea'au"(article in the Honolulu Weekly).

Course Requirements

A prerequisite test is required for this course. All individuals who have not met this requirement will be automatically dropped.

Your performance in this class will depend upon attendance, participation, and the completion of assignments. Regular attendance and participation are essential. Six (6) unexcused absences will result in a full grade deduction. Beyond five, failure is likely. However, if there is a pressing emergency or if there are other matters that require your absence, please see me and bring the proper documentation (i.e. a signed doctor's note). Also, if you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related or sensory), please see me. Any student with a documented disability

who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V), 933-3334 (TTY), Campus Center Room 311, as early in the semester as possible.

There are ten reading responses (1-2 pages in length), three papers (various lengths), an annotated bibliography (20 sources), a portfolio and a library skills activity. Please check the syllabus for due dates and requirements.

Reading Responses are short essays that respond to specific questions. Since reading responses serve as the initial writing for your later papers, they should be typed and double-spaced. Responses will be graded upon technical mastery (i.e. thesis, topic sentences, paragraph support) and upon your ability to critically engage, rather than summarizing, the text. The minimum length is a half page for a passing grade. Late reading response will not be accepted. Reading responses are graded on a curve of 1 through 10, 10 being the highest.

To encourage timely reading, I will hand out pop quizzes. However, unlike other classes, which penalize you for bad test performance, this course will reward individuals. For every perfect quiz score, one point will be added to your overall reading response total (100).

The Annotated Bibliography will consist of 15 sources, and must contain each of the following types of material: (1) journal article, (2) magazine article, (3) newspaper article--actual paper source, (4) film, (5) entry from an anthology, (6) book, (7) online news article, and (8) website/homepage. The annotated bibliography will be constructed by adhering to MLA guidelines and will require a brief description of the contents of each item (that means 15 short summaries). I will cover the requirements at a later time. But for now, peruse the syllabus and start reading through the topics I have assigned for the class--of these, you will choose one to conduct further research for your bibliography.

A portfolio containing all of your work will be due at the end of the term. This portfolio should consist of a three-ring binder which separates the following: (1) table of contents, syllabus and other handouts; (2) class notes and reading responses; and (3) drafts with corresponding papers in separate sections.

For the Library Skills Activity, we will meet twice at the UHH Library, where you will receive further instruction by the librarian on the requirements of this assignment.

All assignments must be turned in at the **beginning** of class on the day they are due (in other words, don't walk into class 20 minutes late and expect to turn work in). Be advised, I will accept late papers, but I will deduct one full letter grade (no late reading responses). Failure to bring required materials (such as rough drafts, textbook, etc.) will result in a failing grade for participation. All work, unless otherwise specified, must be typed, double-spaced with 1" margins, and completed upon submission. Assignments which utilize over-sized fonts (such as the one used above for "Course Requirements") and/or extra wide margins will be returned and considered late. Work which does not meet the minimum length requirement will also be rejected.

For students who do not own computers, the University maintains several computer labs across campus. Contact the Computing Center (ext. 7437) for locations and hours.

As far as grades are concerned:

Reading Responses	20%
Three Papers	45% (15% each)
Annotated Bibliography	20%
Portfolio	5%
Library Activity	5%
Attendance/participation	5%
Total	100%

DO NOT RESORT TO PLAGIARISM UNDER ANY CIRCUMSTANCE! All work submitted in this course must be your own and must be written exclusively for this class. Papers that have been downloaded off the Internet, prepared for other classes or borrowed from third parties are not acceptable. Because this course includes research, the use of outside sources (ideas, quotes, paraphrases, etc.) must be properly documented. Failure to do so may result in an automatic failing grade for either an assignment or for the entire class.

Finally, disorderly conduct will not be tolerated. Be aware that your actions can have a detrimental effect on everyone. Hostile attitudes, threatening body language, and inconsiderate behavior (i.e. cell phones, speaking out of turn during class, sleeping, etc.) can be a “real drag.” So let’s all do our part to make the most of our academic endeavors.

Schedule

(may be subject to change)



- 1/12 First Day of Class. Introduction. The importance of “community” in writing; what constitutes “audience.” Discussion of what constitutes plagiarism. Manuscript format for papers. Thesis and topic sentences, effective conclusions.

The Ideal Family--Myth or Reality?

- 1/14 Picture from The Donna Reed Show, RA 17; Rockwell’s “A Family Tree,” “Freedom from Want,” and “Freedom from Fear,” RA 22-24;

- Discussion—What are some of the political, social, and economic “motivations” for wanting the ideal family to be defined in a certain manner? MLA LECTURE: Apostrophes, Underline versus Quotation Marks (3.2.7, 3.2.8-3.2.9 & 3.6.1-3.7.1).
- 1/16 First Library Session--meet in the lobby of the UHH library.
- 1/19 HOLIDAY—MLK Jr. DAY
- 1/21* “Harmony at Home,” RA 18-20; Coontz’s “What We really Miss About the 1950s,” RA 52-68. Reading Response Due: Go and grab a couple of advertisements that feature pictures of families from any magazine. Do such advertisements support what Coontz sees as nostalgia for the 50s or are they more attentive to the “reality” of family life today?
- 1/23 “Ka Hānau ‘ana o nā Mokupuni” and excerpts from Bingham’s Twenty-One Years in the Sandwich Isles (handouts). MLA LECTURE: How to Effectively Use Citations in Paragraphs.
- 1/26* Campbell’s “Envy,” RA 98-110; and Lum’s “Primo Don’t Take Back Bottles Anymore” (handout). Reading Response Due: Do some research on serious juvenile crimes, such as the incident at Columbine or the Virginia sniper shootings. Briefly discuss what you see as the social/cultural issues behind such troubled youth and compare them to the “fictional” characters of Bebe and Rosa. Why this country have a problem when dealing with underage offenders? MLA LECTURE: Proper citation format (2.7.2-2.7.7 and 5.4.2)
- 1/28 Second Library Session--meet in the lobby of the UHH library.
- 1/30 PEER EDITING SESSION--You must bring a full working draft in order to receive full credit for the day. Lecture: How to construct effective topic sentences and how to expand arguments in a paragraph.
- 2/2 PAPER ONE DUE: Paper must have 2-3 pages, and include one short and one long citation from at least one piece we’ve covered in class (book or handout). MLA manuscript format ABSOLUTELY required. Turn in rough draft from peer editing session to receive full credit.
- 2/4 MANDATORY CONFERENCES--no class scheduled.
- 2/6 MANDATORY CONFERENCES--no class scheduled.

“We Don’t Need No Education” Reevaluating the Power of Education

- 2/9 “Learning Power,” RA 135-39; and Mann’s “Report of the Massachusetts Board of Education, 1848,” RA 141-50. MLA LECTURE: The Annotated Bibliography.
- 2/11* Gatto’s “The Seven-Lesson Schoolteacher,” RA 152-59. Reading Response Due: pg. 161, question #5.



- 2/13 Anyon's "Social Class and the Hidden Curriculum of Work," RA 174-89; Hall's Letter to The Honolulu Advertiser (handout).
- 2/16 HOLIDAY—PRESIDENT'S DAY
- 2/18* Rodriguez's "The Achievement of Desire," RA 194-206; and Malcolm X's "Learning to Read," RA 223-31. Reading Response Due: pg. 231, question #5, or pg. 232, question #9.
- 2/20 DRAFT OF ANNOTATED BIBLIOGRAPHY DUE. Draft must have at least five entries with completed summaries.
- 2/23 Yee's "A Lei For You" (handout).
- 2/25 FILM--STAND AND DELIVER.
- 2/27 FILM--continued.
- 3/1* PEER EDITING SESSION--You must bring a full working draft in order to receive full credit for the day. Lecture: Effective introductions and conclusions.
- 3/3* PAPER TWO DUE: Paper must be 4-5 pages, include one long and one short citation, a works cited page. Paper must make use of at least two pieces we've covered in class from this second section of readings. Turn in rough draft from peer editing session to receive full credit.

Created (Un)equal: Race and Class in America



- 3/5 Alger's "Ragged Dick," RA 298-304; and Dalton's "Horatio Alger," RA 311-16.
- 3/8* Mantsios's "Class in America: Myths and Realities," RA 318-33; "Shadows Under the Sunshine" (handout). Reading Response Due: Answer the following question--
How do Alger and Mantsios

challenge the American concept of success and how can their arguments apply to the situation of places like Puna?

- 3/10 RESEARCH SESSION--no class scheduled.
- 3/12 RESEARCH SESSION--no class scheduled.

- 3/15 RESEARCH SESSION--no class scheduled.
- 3/17* Takaki's "Race at the End of History," RA 383-93; and Terkel's "Stephen Cruz," RA 335-39. Reading Response Due: Central to this selection of reading is the concept of the model minority. According to Takaki and Cruz, how do these myths operate? And can you relate this to what you have personally seen or experienced? **MLA LECTURE:** What is literary analysis? How to properly cite poetry. Poetry citation exercise.
- 3/19* Hughes's "Let America Be America Again," RA 545-46; Morales's "Child of the Americas," RA 673-74; Lockett's "Die Black Pervert" (handout); LaBarre's "No talk stink" (handout). Reading Response Due: Answer the following questions by analyzing the poetry assigned for this date--Can poetry be an effective form of political/social action? Does political consciousness make for "good" poetry and visa versa?
- 3/22-27 SPRING BREAK. Use the time wisely to finish Annotated Bibliography.

"I Came, I Saw, I Conquered" **Rereading the West**



For other pictures of the Battle at Wounded Knee, please go to the [Wounded Knee Photo Collection](#).
Warning: collection contains material of a graphic nature.

- 3/29* "Westward Ho!" RA 677-81; and Turner's "The Significance of the Frontier in American History," RA 683-90. **ANNOTATED BIBLIOGRAPHY DUE.**
- 3/31* Limerick's "The Adventures of the Frontier in the Twentieth Century," RA 755-76.
Reading Response due: pg. 776, question #3 or #4.
- 4/2 Hogan's "Department of the Interior," RA 826-834;
- 4/5 "Incident at Kea'au" (handout). VIDEO—"I Dream of Jeannie" (Progress and the State of Hawai'i).
- 4/7 FILM--POCHAHANTAS (Disney) Be sure to take notes for the reading response that will be due on 4/19. Write down specific examples from the films that will help you to support your claims.
- 4/9 HOLIDAY—GOOD FRIDAY
- 4/12 FILM--continued

4/14 FILM—LILO & STICH (Disney)
4/16 *FILM--continued.



- 4/19* Reading Response Due: Consider the images of “Indians” and “Native Hawaiians” in Disney’s films. Would you agree with Hogan that these native images “have come to represent spirit, heart, an earth-based way of living, all things they [white Americans] have felt missing from their lives [. . .]” ? Would you agree with Limerick and with what she sees as the implicit assumptions of “innocence”? Or are these depictions simply a new form of stereotyping and cultural exploitation? (NO CLASS SCHEDULED--TAKE READING RESPONSES TO HUMANITIES OFFICE, HAVE THE ASSIGNMENT TIME STAMPED, AND TURN THE RR INTO MY MAIL BOX. ANY PAPERS THAT ARE STAMPED AFTER 8:50 AM WILL BE CONSIDERED LATE)
- 4/21* Rose’s “Three Thousand Dollar Death Song,” RA 691-93; Erdrich’s “Dear John Wayne,” RA 705-07; and Momaday’s “The American West and the Burden of Belief,” RA 734-48. Reading response due: How do these three Native American Writers (Rose, Erdrich and Momaday) respond to popular images of Native Americans?
- 4/23 TBA
- 4/26 PEER EDITING SESSION-- FULL DRAFT OF PAPER THREE DUE.
- 4/28 CONFERENCES--no class scheduled.
- 4/30 CONFERENCES--no class scheduled.
- 5/3 CONFERENCES--no class scheduled.
- 5/5 Final Day of Instruction. PORTFOLIOS DUE.
- 5/12 7:30 AM. FINAL DRAFT OF THIRD PAPER DUE: Paper must be 6-7 full pages, include short and long citations (3 each), demonstrate proper use of five to eight sources, and a works cited page.