

Internationalizing the Curriculum: Re-thinking Pedagogical Approaches to World Literature and English Composition

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Abstract

This study explores the pedagogical approaches to internationalizing World Literature and English Composition courses at Albany State University, a small HBCU in Albany, Georgia. This attempt to internationalize the World Literature curriculum introduces, adds, and (re)positions strategically multimedia texts, such as “My Mother the Crazy African,” “The Tale of Sinuhe,” “Egyptian Love Poems,” and Black Orpheus that simultaneously highlight and counter the Eurocentrism of the original design of the syllabus that structurally represented Europe as the genesis of civilization. A Eurocentric curriculum and pedagogy are discordant to a school in which a majority of students are of color. Therefore, this internationalized World Literature curriculum attempts to help students see themselves reflected in the assigned readings as well as to examine objectively the contributions countries and cultures of the world made and continue to make to the body of literature and to its study worldwide. English Composition II internationalized curriculum also ensures that students engage prevalent and relatable trends in international and cross-cultural discourses, based on the essays they write that require engagement with peoples and cultures of different countries in the world. The methodology deployed helps situate these students relationally in globally oriented discourses, to reveal that, as human beings, our lives are interconnected, despite our geographical and geopolitical locations, to ensure the socioemotional and intellectual uplift of all students, and to develop and fortify the teacher’s global awareness and competence.

Keywords: internationalization, internationalized curriculum, English composition, world literature, literature, international students, intercultural, cross-cultural, HBCU

As a professor at Albany State University, a small Historical Black College and University (HBCU) in Albany, Georgia, I have embarked on a

mission to internationalize my curriculum and to study the implications and benefits of using multimedia texts to create global awareness in my courses, using both my World Literature I and English Composition courses as starting points. The internationalized curriculum of both courses concentrates on course content and on teaching and learning approaches, which incorporate an intercultural and international perspective. This study of my courses proposes that, in attempts to internationalize the curriculum at a university such as ASU, curricular and pedagogical practices need to expand and evolve with global trends and discourses; and needs to account for other teaching and learning approaches (such as using multimedia texts) that will make them relatable to students who hail mostly from Albany, Georgia and its surrounding areas, and students who attend a small Southern HBCU.

Literature Review

Colleges and universities within the United States have recognized increasingly the need to internationalize their curriculum. According to Bremer and van der Wende (1995), in *Internationalizing the Curriculum in Higher Education*, internationalization of the curriculum can refer to such varied internationalization activities as study abroad programs, foreign language courses, interdisciplinary or area programs, or the provision of programs or courses with an international, intercultural, or comparative focus. Schuerholz-Lehr, Caws, Van Gyn and Preece (2007) define curricular internationalization as “a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented” (p.70). I am extending my course content, readings and assignments, and instructional methodologies to facilitate international learning approaches and discourses in my courses.

Regarding multimedia texts, this study joins the research of scholars and educators, such as Audeliz Matias, Sheila M. Aird, David F. Wolf II, Laura A. Wankel, and Patrick Blessinger, that examines the ways in which multimedia texts have the potential to foster a more interesting and engaging learning environment. In “Innovative Teaching Methods for Using Multimedia Maps to Engage Students at a Distance” (2013), Matias, Aird, and Wolf maintain that multimedia texts offer educational opportunities for students to link geographic and cultural understanding within the context of a

variety of disciplines. In their introduction, “Inventive Approaches in Higher Education: An Introduction to Using Multimedia Technologies” (2013), Wankel and Blessinger examine the ways multimedia texts create more coherent and integrated instructional messages and thus more fully engaged learners (p. 15). My research adds to these discourses by revealing the ways multimedia texts create effective means to internationalize the curriculum.

Administrators and faculty members at Albany State University acknowledge that it is not enough to recruit international students to study at an institution in the USA solely as an attempt to internationalize that institution’s programs. Indeed, recruiting international students is only one component of internationalization. The institution’s curricula and pedagogical approaches need to expand and evolve with global trends and discourses and need to account for other teaching and learning approaches that will make them relatable to both local and international students. As a professor at ASU, I am internationalizing my curriculum and studying the implications of and benefits of using multimedia texts to develop global awareness in my courses. I have decided to use both my World Literature I and English Composition 1102 courses as starting points. The internationalized curriculum of both courses concentrates on course content and on teaching and learning approaches that incorporate an intercultural and international perspective.

Objective

A goal of internationalizing the curriculum is to expose students to a world outside of the one in which they live and with which they are familiar. According to a recent American Council on Education report, “internationalizing the curriculum is the most important strategy institutions can use to ensure that all students acquire the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world” (Green & Shoenberg 2006, p. iii). According to the ASU Fact Book for 2016-2017, of the approximately 3,041 students enrolled at ASU, a little over one-third of them (1,204) come from Albany and surrounding regions (p. 49). Of the latter number, three-fourths of them have not traveled within the USA, and even fewer have traveled outside the USA.¹ The challenge, then, is to find relatable means through which students can address and discuss global issues. Undoubtedly, multimedia texts in English and

Literature courses are one of the means that effectively and directly expose students to other people’s cultures, societies, and histories. Both World Literature I and English Composition 1102 can make effective use of these printed and multimedia texts.

World Literature I: From an International Perspective

The constitutive components of World Literature lend themselves easily for an attempt to internationalize the curriculum. By definition, the course is already internationalized, as it exposes students to a broad background for understanding and evaluating globally and culturally diverse literary works. However, my approach to World Literature, as indicated in the units below, exposed students to some traditional texts selected by the English department, but also, and importantly, to more texts that are in accordance with their realities and that would address their socioemotional needs. These works allow students to better grasp and understand cross-cultural discourses, offer certain parallels between the past and present and assert the intrinsic value of the study of literature as a means of understanding the human experience, and gesture towards the contributions that certain countries make to World Literature.

The reading list for World literature I covered three units, which introduced students to different authors, historical periods, countries, and continents. Texts marked with an asterisk are those I added or relocated and placed earlier in the course to lessen the emphasis on a Eurocentric viewpoint. Also, students were only assigned selections from extensive texts as shown in Table 1 below, such as the Qu’ran, the Hebrew Bible, the Odyssey, the Divine Comedy, and the Canterbury Tales.

Table 1
Units of study in World Literature

<u>Unit I</u>	<u>Unit II</u>	<u>Unit III</u>
*Chimamanda Adichie’s “My Mother the Crazy African” *“The Tale of Sinuhe”	<i>The Qu’ran</i> Ovid, <i>Metamorphoses</i>	Tao Qian, <i>Li Bo</i> “Sunjata: A West African Epic of the Mande Peoples”

*Egyptian Love Poems	<i>Beowulf</i>	Machiavelli, <i>The Prince</i>
<i>The Epic of Gilgamesh</i>	Dante, <i>The Divine Comedy</i>	Marguerite de Navarre, <i>The Heptameron</i>
<i>The Hebrew Bible</i>	Chaucer, <i>The Canterbury Tales</i>	<i>Popul Vuh</i>
Homer, <i>The Odyssey</i>	Christine de Pizan, <i>The Book of The City of Ladies</i>	<i>The Huarochiri Manuscript</i>
Sophocles, <i>Antigone</i>	Visnusrman, <i>Pancatantra</i>	<i>Florentine Codex</i>
Euripedes, <i>Medea</i>	Somadeva, <i>Kathasaritsagara</i>	Cervantes, <i>Don Quixote</i>
Aristophanes, <i>Lysistrata</i> [2]*Movie, <i>Black Orpheus</i>	Movie, <i>The Lion in Winter</i>	Shakespeare, <i>Hamlet</i>

After each of the first two units, the students view a movie: *Black Orpheus* and *The Lion in Winter*, respectively. The purpose of the movies is to provide an opportunity for students to identify thematic connections between the texts they read and the films they view. As part of the work of the course, they write original oral presentations on several of the texts, write short analyses of the films, and submit an essay after each of the units. These are activities designed to allow students to demonstrate how well they are grasping the international elements of the curriculum and how well they are interpreting and analyzing the material, as I explain in the Results section.

Importantly, all the assignments, but especially the final longer essay that asks for a comparative analysis of two different authors and texts, allow students to see how authors and their texts may be both different and similar. Also, by engaging and examining literatures from different countries, cultures, and historical periods, students can evaluate how past events continue to influence contemporary societies, and how peoples and places are interconnected despite their differences. Students can then discern how the socio-cultural and political issues they face personally and the society in which they live immediately factor in these discourses.

Rationale

The initial problem I had with the original design of the curriculum is its concentration on European texts and its predominant Eurocentric approach to understanding World Literature. Not only is this Eurocentric approach monolithic, but it also limits students' understanding of the contributions other countries and their peoples and cultures have made to World Literature and continue to make to global discourses. Moreover, the original design of this course is at variance with the realities of many of these students at a small Southern HBCU. For at least 75% of the students at ASU, World Literature is their first college course that forces them to do in-depth study and analysis of literature, and it is also a course that teaches them more about European cultures than about their own. To deconstruct the notion that World Literature begins with Europe, I decided to begin the course with three Afrocentric texts, "My Mother the Crazy African," "The Tale of Sinuhe," and "Egyptian Love Poems."

Methodology

"My Mother the Crazy African" (2009) is an apt text with which to begin the course, since it allows students to understand the concept and structure of the class (through work with a text to which they can relate). The story is about a Nigerian family living in the USA, and a young girl, Ralindu or Lin, who must negotiate two different geopolitical spaces and a myriad of cultural spaces in defining her identity, finding love, and understanding her situations in a global context. Students attempt to better understand the text by addressing the following questions:

- a. What do Lin's and her mother's characterizations suggest about the immigrant experience in the USA?
- b. How must Lin negotiate the space between being Nigerian and American?
- c. With whom does the text ask us to identify and empathize?
- d. What else does the text say about or add to cross-cultural discourses?

These questions allow students to think more critically about the concerns the text articulates. Importantly, students can examine how the text engages dominant traditions and perspectives on internationalization and cross-cultural narratives.

Throughout the course of the semester, students encounter other texts with similar narrations and characterization, such as the Egyptian Love poems and Sophocles' *Antigone*, and they can see that a girl like Lin has many similarities with even the unnamed characters in the Egyptian Love poems that were written circa 3000 B.C.E.

As a way of transitioning from textual discussions to discourses on films, I deliberately assigned *Black Orpheus* (1959) after students had read *The Odyssey* and *Gilgamesh*. The latter two texts are European and Mesopotamian in origin respectively; meanwhile, *Black Orpheus* draws on the European tradition but reproduces it using African and Afro-Latina traditions of South America. For their assignment, students researched and read the Greek legend of Orpheus and Eurydice. After viewing the film adaptation, they did an in-class comparative analysis. Some of the questions that guided this analysis were as follows:

- a. What are some of the differences between the Greek legend of Orpheus and Eurydice and the 1959 movie adaptation?
- b. What aspects of the Brazilian culture does the film emphasize, address, and reveal?
- c. Does your approach to the text differ when the characters represent people of color and when you receive a visual of the milieu?

Of the 18 students in the course last semester, 14 students stated that the visual representation of the Brazilian culture, of carnival, and what they referred to as "the exotic people," captivated them and exposed them to the vitality of the Brazilian society that was hitherto unknown to them. They asked questions about the different spiritual practices in the film. Students agreed that the characters and setting made the storyline more relatable and less distant than the Greek texts. Importantly, they expressed appreciation for the film's ability to situate people of color within narratives of heroism,

bravery, tragedy, and romance, especially since the European texts they read prior excluded people of color, let alone situate them in any position of power and influence.

Writing Component

Although World Literature is a reading-intensive course, students also formulate a series of in-class presentations, two short essays, and a final paper. For each of these assignments, students must provide the historical, social, and cultural context for the piece of literature they intend to analyze. In their class presentations, students chose a text and introduced the class to the people, culture, society, and history from which the text emerges. They provided visual aids and references to make the text more accessible and easier to understand. Their final paper required them to use one text as a lens with which to read another text from a different country. For instance, they could read selections from Niccolo Machiavelli's *The Prince* and analyze Shakespeare's prince Hamlet according to the criteria Machiavelli advances to measure a prince.

Results

For her essay, one student began by outlining the qualities and characteristics Machiavelli suggests the prince must possess. She then analyzed which of the aforementioned characteristics and qualities Hamlet possesses and lacks and explained the qualities and characteristics he should develop or obtain to be a more effective prince/king. This approach enabled her, and other students, to examine the socio-cultural and historical contexts that give shape to an understanding of manhood and leadership in both England and Italy. Not only did students become aware of different countries' expectations of gender and leadership, but they also saw how the literatures of these countries represented and reflected these expectations.

Discussion

One of the difficulties I encountered was ensuring that students committed to the ambitious reading load. The course demands that students read intensive texts, such as *Gilgamesh*, *The Odyssey*, *Beowulf*, *Sunjata*, *Antigone*, and so forth, within very short time frames. Some of these texts

are well over four hundred pages in length. Not only is the reading load extensive, but the prose of these texts is usually opaque and complicated. Some students even remarked that the storyline, say in *Beowulf*, was unfamiliar to them. I therefore had to utilize innovative ways to make the literature germane and accessible to every student. I observed, however, that students' presentations on these texts helped the class tremendously in making the texts engaging and relatable. Students became agents in their own learning by incorporating in their presentations learning aids, such as links, images, and videos. For instance, after analyzing *The Odyssey*, one student showed clips from the 1997 movie adaptation of the text. These movie clips helped to clarify parts of the text that were not so clear to a first-time reader. While the presenter deconstructed the text for the audience, the class offered constructive criticism during question segments. Other concerns the students had were outlined in the essays they submitted, which were graded according to the rubric included in Appendix A of this article. Importantly, these essays gave me the opportunity to offer further instructions and textual criticism to students.

English Composition 1102: From an International Perspective

Rationale

English 1102 course is a writing intensive course, designed to expose students further to the conventions of academic writing than they covered in College English 1101. The course helps students develop critical thinking, improve their writing and analytical skills, and use rhetorical devices and well-constructed arguments to communicate ideas on paper. The emphasis in English 1102, however, has always been on the improvement of writing skills and less on thematic concerns or on the promotion of international and cross-cultural discourses. Even when students addressed, explicated, or wrote on socio-cultural and political issues, these issues were mostly pertinent to the USA.

For this reason, I have decided to internationalize the English 1102 curriculum by ensuring that students engage global perspectives and trends through the multimedia texts they cover and discuss. Invariably, the assignments require students to research peoples and ideas from different regions of the world. Some sites from which and mediums through which

they gather information included websites, journals, news outlets, published literature, and mass media. Students in this course completed a total of eight assignments: five short papers, a research proposal, an annotated bibliography, and a research paper. The types of short essays they wrote included Cause/Effect, Definition, Classification, Argumentation, and Analysis. The guidelines for the respective assignments were specific and urged students to approach their analyses from internationalized, cross-cultural perspectives.

Methodology

Essays, such as definition, classification, and research, encourage students to exercise critical thinking and develop their cultural competencies by exploring ideas and issues that are currently informing global discourses. For their definition essay, for instance, students had the topic of terrorism. The prompt required students to do the following:

Write a two-page paper that provides an extended definition of terrorism. Begin by providing the denotative meaning (or dictionary definition) of the term. Then, state how the paper (your paper) will extend the definition. What major points should the definition include? Are there different categories of terrorism? What are some examples? These are questions that should help students organize and present their ideas clearly. They then need to provide evidence to support their claims.

In defining terrorism, students in this past semester's course used global examples. After I prompted them to watch the news, students discussed the abduction of the Nigerian school girls by Boko Haram. They discussed the threats of ISIS in places such as England, Belgium, and France. Importantly, students also addressed the issues of internal terrorism in the USA. They discussed the USA's "War on Terror" following the attacks on the Twin Towers on September 11, 2001, the effects of the Boston Marathon bombing, and even the effects of what they termed smaller-scale acts of terror by law enforcement officers against civilians.

For their classification essay, students classified influential people. At least half of the twenty students in the class chose to classify people according to their journey to success, their philanthropic engagements, and the effects they have on the lives of others. Based on the categories, some students discussed Nelson Mandela, Oprah Winfrey, and Bob Marley as

influential people. This assignment allowed them to better understand other people's background, their respective world views, and their contributions to humanity.

The research essay built on all their other essays conceptually. Since it was an eight-page paper, students had to engage and analyze several primary and secondary sources. Their primary sources were Haunani Kay-Trask's "Tourist, Stay Home!" and an excerpt from Jamaica Kincaid's *A Small Place*. The assignment asked students to choose two to three travel agencies' representation of Antigua and Hawaii and compare their representations of these countries to Kincaid's representation of Antigua in *A Small Place* and Trask's representation of Hawaii in "Tourist, Stay Home!" To accomplish this, they had to narrow their inquiry to a particular historical period. For example, they might consider travel agencies from the 1980s to 1990s; in any event, their reason for choosing a time frame needed to be clear. They had to determine to what degree Kincaid and Trask support or make problematic the travel agencies' representation of their respective country; what Kincaid and Trask highlight that the travel agencies ignore; and what the implications of such revelations are. Ultimately, students had to show how their analysis extended, complicated, or challenged primary and secondary readings on their subject.

Results

As do the other assignments, this assignment requires students to research the history and the cultural and social developments of both Hawaii and Antigua. Students learned that Hawaii was ruled by a monarchy before it was overthrown by the United States of America. They learned to what extent the local government and tourist agencies exploit the culture and resources of Hawaii for tourism. They also acknowledged that a country like Antigua faces similar issues with tourism, and even though it only recently became an independent country in 1982, Antigua now must combat various forms of neocolonialism. Tourism, as Kincaid points out, creates as many cultural and political problems as it does economic rewards.

In her essay, one student argued that "Trask and Kincaid respectively reveal that in Hawaii and Antigua, the government is corrupt, and because of tourism, the land, resources, and culture have been exploited and the cultural traditions of the natives have been altered, while tourist videos only display

the scenic beauty, modern growth, and the benefits of tourism.” Although the statement could be reworded for clarity, the student indicated the ways in which she was planning to juxtapose Trask’s and Kincaid’s texts with “adformercials” from tourist agencies and her purpose for doing so.

Discussion

Students expressed how overwhelmed they were by the writing requirements in this class. Students found writing eight assignments during the semester too challenging. Two-thirds of them were particularly resistant to the research process, which included the research proposal, annotated bibliography, and then the research paper. They even explained that they were taken aback by some of the texts they read. For instance, students found Trask’s and Kincaid’s critiques of their country and government revealing. Approximately one-third of the students even said that they had never thought Hawaii and Antigua had such issues and that they would not have known about it if they had not analyzed these readings. While some students claimed that they would never travel to Hawaii (which I reiterated was not the objective of the assignment!), the overwhelming majority asserted that they now think about traveling differently, and they understand why people must be responsible travelers.

The primary challenge I faced was to keep students engaged and focused on writing. However, I realized early in the semester that choosing relatable topics would allow them to concentrate more on the type and structure of the essay and the writing conventions. For instance, writing about influential people for their classification essay allowed students to discuss personalities that fascinated them, while their exercise remained centered on the expectations of a classification essay. While students still had to function within certain parameters for the research paper, they had more liberty with respect to the visual texts they incorporated. They had to include Trask’s and Kincaid’s texts in their list of primary texts; however, they could choose to read these texts alongside adformercials, brochures, or YouTube videos. Again, this flexibility enabled students to make their research a little more fun, even as they remained vigilant about and committed to the tenets of research and focused on the analysis of global discourses.

Importantly, the essays students produced exposed their weaknesses and vulnerabilities and enabled me to offer more detailed instructions on

how to improve their writing. I graded students' essays in this class based on the rubric included in Appendix B of this article. Since this is a writing intensive course, I based the final assessment of a student's performance and assignment of grades on the following: Drafts of papers accounted for 30% of their grade and compositions including the research paper accounted for 70%.

Demonstrated writing skills determine seventy percent (70%) of a student's grade. The composition evaluation included writing skills, such as grammar and mechanics, style, and content. Importantly, the latter had to follow my rubrics and guidelines for the respective assignments closely and produced clearly constructed arguments that articulate students' perspectives on global and cross-cultural discourses.

Conclusion

The objective of internationalizing the curriculum was to allow the students to gain an understanding that they do not dwell in a box. The assignments in these two courses exposed students to the world outside of Albany. The texts they read and the topics they addressed took students to various parts of Africa, Europe, Asia, and the Americas. Students learned to understand that some of the issues they face and the ideas with which they grapple are not unique to them, but have baffled others too in societies across the globe way before the Christian Era. Importantly, the international perspective in these courses helped students understand their position in the world in relation to other people. This helps them conceive of how the thoughts they have and the decisions they make may affect others in much the same way that decisions made historically continue to affect our present world.

This effort to internationalize the curriculum has helped my own pedagogy by forcing me to think critically and creatively about the development of students and about creating engaging and suitable learning environments for them. My first accomplishment was acknowledging the needs of these students and the source of these needs; an overwhelming number of students lack a global perspective. Several of the students had no idea where to locate Antigua on the map. Some of them did not know the history of Hawaii, even though it is one of the states of the USA. Two-thirds of them knew nothing about countries such as Antigua and Brazil. Through

the reading materials I provided in English 1102, however, students learned that Hawaii, a state within their own country, faces many postcolonial, socio-cultural, and political issues much like countries such as Antigua. The readings also enabled me to show students how to produce more informed response to what they represent as the “effects” of tourism, traveling, and even the struggle for social justice.

Ultimately, my students and I encountered diverse cultures from various countries around the world and discussed them in meaningful, informative, and dignified ways. I witnessed how students became agents in their own learning and became more insightful about their own cultures. As the courses expanded and evolved with international trends and discourses, they allowed me to reflect on the development of my own pedagogical approaches.

My research for both World Literature and English 1102 has led me surely to other resources and teaching aids which I can incorporate in my curriculum. For instance, I discovered the movie *Rabbit Proof Fence* (2002), which is an Australian- based movie that addresses socio-cultural and political issues that parallel those Kincaid and Trask address, and which I can now allow my English 1102 students to examine. I can also use this source in my World Literature course and introduce students to Australia, one of the continents not accounted for by the original curriculum. I imagine that my global awareness will expand even more as I continue to teach these courses and internationalize my curriculum.

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Appendix A

World Literature Essay Rubric:

Criteria	Exemplary (9-10 pts)	Proficient (6-8 pts)	Developing (3-5 pts)	Deficient (0-2 pts)	Total
Assignment's Requirements	Student effectively fulfills requirements -Type of writing: arg. -2 pages of double spaced, typed content. Format Correct: margins, headers, etc. - Refs/Works Cited incl.	Student adequately fulfills assignment requirements .	Student partially fulfills assignment requirements.	Student does not fulfill requirements.	__10pts
Thesis	Student's thesis is effective: a clear, arguable, well developed, and definitive statement of position.	Student's thesis is adequate and meets the requirements .	Student's thesis just barely meets requirements.	Student's thesis is not an arguable position, or no thesis is present.	__10pts
Development and Organization	Student's paper has a logical and thorough development of points that support the thesis; effective transitions; a clear argumentati	Student's paper Somewhat supports the thesis: effective transitions: clear argumentative strategy and organization.	Student's paper barely supports the development of the thesis; lacks effective transition and clear argument and organization.	Student's paper presents superficial development; offers little support to the thesis; lacks effective transition and clear argument and organization	__20pts

	ve strategy of organization is followed				
Evidence: Analysis Synthesis:	Student effectively presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student applies/synthesizes textual evidence to his/her position and points back to thesis Statement.	Student adequately presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student applies/synthesizes textual evidence to his/her position and points back to thesis statement.	Student barely presents relevant and analyzed textual evidence to support the thesis following the evidence formula; student barely applies /synthesizes textual evidence to his/her position and points back to thesis statement.	Student's textual evidence is irrelevant and is not analyzed; student shows no attempt at synthesis	__20pts
Opposition/ Refutation:	Student clearly and fully explains opposition and persuasively refutes it.	Student explains opposition and gives refutation .	Student explains opposition and gives refutation.	Student does not include opposition and refutation in paper.	__10pts
Citations:	Student follows citation format with meticulous care. Incl: proper in-text and referencing citations using either MLA or APA style	Student follows citation format with care, with some errors	Student barely follows citation format; displays many errors.	Student does not follow citation format. Does not include proper or any references.	__10pts

Grammar, Structure, Usage	Student has little or no grammatical mistakes, etc.	Student includes few grammatical and syntactical errors, which do not interfere with an understanding of the essay.	Student makes many grammatical and syntactical errors, which affect the clarity of the essay.	Student has too many grammatical, structural and word use mistakes, which interfere with flow, meaning, etc	___/20pts
TOTAL: 100 points divided by 10 = 10 %					___/100 ps

Appendix B

Research Paper Rubric:

Criteria	Strong Paper	Average Paper	Weak Paper	Other Comments
Introduction 10%	-Presents a lead in or opening that introduces the essay topic and grabs the reader's attention	-Presents a lead-in or opening, but it does not introduce the topic, or the topic is not particularly enticing	-Fails to present a lead-in, or presents one that is not enticing or that doesn't clearly indicate the essay topic	
	-Started the thesis in clear, specific terms	-States the thesis but in a somewhat vague manner and has an essay map that is fairly effective	-States the thesis but in very vague terms, or the thesis and essay map are missing altogether	
	-Contains effective essay map			
Content The body of the Essay 50%	-Presents at least three main points, and each point is fully supported by relevant details that fully convince the reader	-Presents at least two or three main points, but these points aren't fully supported or are not the most relevant and convincing	-Presents only one or two points, or points that are very weak and unconvincing	
	-Cites at least three relevant, credible sources per paragraph, and source materials are blended into the essay in a smooth and effective manner	-Cites at least three relevant sources, and the information is blended in somewhat smoothly	-Cites no source or only one or two irrelevant sources, and the information is mostly dropped in	

Organization 10% earned	-Organizes ideas into well-structured paragraphs that move the reader smoothly through the essay	-Organizes ideas into paragraphs that move the reader somewhat smoothly through the essay	-Fails to organize ideas into well-defined paragraphs that move the reader smoothly through the essay
	-Presents ideas that are logically sequenced, and uses effective transitions between and within paragraphs		-Often presents ideas out of sequence
Language Formatting Proofreading Overall Presentation 30%	-Has clear sentences that are easy to follow	-Presents ideas that are generally sequenced in a logical manner, but not always	Has many confusing or poorly structured sentences
	-Contains very few or no grammar or mechanical errors and demonstrates careful proofreading	-Uses some transitions between and within paragraphs	-Contains many grammar, spelling and mechanical errors and
	-Follows MLA rules very closely	-Has clear, well-structured sentences in most cases	-Uses only a few transitions or none at all
	-Contains all required components	-Contains relatively few grammar or mechanical errors -Follows MLA conventions in most cases	-follows MLA conventions only minimally or none at all

¹ We gathered this number through the University President's initiative to ensure that all ASU students obtain and use their passports. When the President asked the over 1000 students present at his meeting how many of them owned a passport and how many traveled outside of the state of Georgia, only over 200 of them raised their hands.

² *Texts marked with an asterisk are those I added or relocated and placed earlier in the course to lessen the emphasis on a Eurocentric viewpoint.