"Our survival as peoples has come from our knowledge of our contexts, our environment. We had to know to survive. We had to work out ways of knowing, we had to predict, to learn and reflect. We still have to do these things."

--Linda Tuhiwai Smith

**English 315 / Topics in Advanced Writing and Research**
The goal of this course is to develop high-level undergraduate critical thinking by focusing on specific content areas for in-depth reading, discussion, analysis, research, and writing.

**Course Objectives**

As one of the capstones of the university General Education program, this course promotes higher-level critical inquiry about a topic from a professor’s localized interests, expertise and research. Students are initiated into the critical processes in which their professors engage. Such focus allows the class to begin its inquiry at points of issue by assuming advanced preparation by students in the central tools of inquiry—reading, thinking, writing, research, speaking, and listening.

The facility to manipulate these tools to analyze, interpret, synthesize, and critique is perhaps the major hallmark of a liberal education. Through using these tools, this course guides students’ developing advanced critical thinking ability.
This specific section of 315 will study works written, for the most part, by contemporary Pacific writers about the geographic region we call the Pacific and the people therein. Pacific writers experience what W.E.B. DuBois termed “double consciousness”—in other words, Oceanic peoples are often caught in between the way they see themselves and the way others see them. Such a dynamic of identity is reflected in the readings for this course across cultures, geography, socio-politics and history. Our readings as well as our class discussions will focus on

- how images of the Pacific are constructed, circulated and consumed
- how Pacific texts often “speak back” to problematic images of the region
- how visitors and immigrants to the region comment upon the Pacific and shape it
- how colonial practices influence post-colonial Pacific practices
- how contemporary Pacific islanders navigate “rootedness” and “routedness”
- how Pacific Islanders negotiate indigenous and Western ways of knowing
- how contemporary rhetorics of the Pacific serve particular political and cultural purposes

**Required Materials**

- Barclay, Robert. *Melal.*
- Grace, Patricia. *Potiki.*
- Liliuokalani, *Hawaii’s Story* (selected chapters)
- Melville, Herman. *Typee.*
- Murayama, Milton. *All I Asking for is My Body.*
- Email account
- CES Web ID

**Assignments**

Readings: Of course the main activity outside of class will be reading the texts. I assume that all students have completed all readings the day they are due and plan class time accordingly. I may also give impromptu writing assignments in relation to the readings that have been assigned. These will be given during the first five minutes of class and cannot be made up.

Response papers: For each of the novels that we read as a class, students will write a one-page response (at least 400-500 words, whether double-spaced or single-spaced). The response should develop or explore one focus, theme, or idea that arose in the student’s reading of the work. Develop responses on the text of the novel itself. Do not discuss other works or use others’ comments about the novel. Each of the paragraphs in the response should, building on the previous ones, provide discussion, analysis, and evidence, examples, or explanation of that focus.

The responses, therefore, should not be

- A mere summary of what happened
- A presentation of several paragraphs discussing different ideas about the text
- Discussion of “personal relevance” or “how-this-applies-in-my-life”

Since such responses to reading are natural to us, we are trying to push our analysis to more disciplined responses, focusing on the text more than our own experiences. Certainly such disciplined responses will still allow for our personal responses, but they will also help us move outside of our “comfort zone” of thinking, of trying to force everything into our own world view.
I will evaluate response papers comparatively, according to the depth of thought and quality of presentation. This means that the strongest papers will most effectively fully develop an explicit, thoughtful focus or thesis with paragraphs that
   a. state a clear topic sentence at the beginning,
   b. build on each other to
   c. develop one aspect of the focus or theme, and
   d. provide evidence and examples from the text, and
   present the ideas in clear, engaging language.

Response papers are due right after class on the days assigned. No late response papers will be accepted.

Oral Presentation: You and your partners will be responsible for introducing one of the works we will be reading and discussing this semester. This presentation should be 15 minutes long and you need to introduce the author, provide any historical, social, economic, geographic, cultural information the class needs to understand the work and one discussion question to initiate our conversation. You are building the context for our discussion of the novel so your job here is serious. You are required to meet with me before your presentation. In your meeting with me, we will review what you plan to present to the class. Your oral presentation grade will take into account your actual presentation and the preparation you do for it.

Research Project: For your research this semester, you will choose a topic related to the theme of the course, address it thoroughly through research, and then present and support your research argument.

Research: inform yourself through careful reading of a text (or texts) and research of analysis and criticism relating to the text or issue.

Analysis: evaluate and interpret that information in order to present to your audience a conclusion—your best argument for your thesis.

Minimum Guidelines for the Research Paper
   The paper is to be a minimum of 2500 words
   The paper should use at least 8 sources of three different types
   Papers must follow MLA documentation format as prescribed on the up-to-date stylebooks. If you would rather use APA format instead of MLA, please talk to me first.

Proposal with Annotated Bibliography
   These are to be typed, with bibliography single-spaced. The proposal should be one page, with paragraphs that introduce the research thesis and then describe how the thesis will be developed. The research thesis must be one sentence and should come at the end of the first paragraph of the proposal. List and annotate at least six sources (of at least three different kinds). Annotations should be no more than two summary sentences.

   Introduction, conclusion, and preliminary “Works Cited”: These are to be typed, double-spaced. The introduction typically would be about the first page or two of your paper while the conclusion would be the last page, but usually only a paragraph or two long.

   First five pages beyond the introduction: this means that you bring at least five typed, double-spaced body pages.

   First complete draft of research paper: this is to be complete and must be typed, be in correct format and must meet all criteria stated above.
Research Paper due on the day of the final exam.

Final Exam: Your final exam will be comprehensive. All students should be aware of the BYUH policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling office University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student’s major.

Less expensive fares, more convenient travel arrangements, and any other non-emergency reasons are not considered justification for early or late final exams. Students are responsible for making sure that family or friends who supply tickets or make travel arrangements for a student are aware of the student’s need to complete courses by taking the final examinations as scheduled.

**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (in-class writing, discussions, group presentations, workshops, etc.)</td>
<td>20%</td>
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<tr>
<td>Response papers (5 400-500 word, double-spaced papers)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Project (2500 words, will not be accepted without preliminary workshops and evaluations; project=20% &amp; proposal=10%)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Those not here for the exam)</td>
<td>20%</td>
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• All assignments are due at class time on the assigned date. We will need them for class discussion and activity. If you are absent on the day an assignment is due, you will not be able to turn it in.
• There will be no opportunity to make up in-class writing or other activities. Their purpose is to stimulate discussion or activity participation. If you miss a class period because of University business, let me know in advance so we can work out an advance assignment for you to complete.
• All assignments leading up to the research project must be submitted in order for the actual research paper to be accepted. I will not accept a paper for which I have not witnessed the developmental process of research, writing, and workshopping. The course is set up so that you cannot pass without fulfilling this requirement.

**Preventing Sexual Harassment**

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Service at 780-8875 (24 hours).

**Students With Disabilities**

Brigham Young Univ-Hawaii is committed to providing a working and learning atmosphere that reasonably accommodates qualified people with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Needs Counselor Leilani Auna at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may
seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

**Plagiarism**
Plagiarism, or the borrowing of someone else’s words or ideas without giving credit to the source, is a serious academic offense at BYUH. To make sure you understand what plagiarism is, I’m citing the university catalog which defines it as

- Submitting as one’s own any academic assignment that is the work of someone else.
- Claiming as one’s own the language, ideas, or structure of another, either by failing to cite the source of quoted or paraphrased passages or by failing to distinguish clearly between one’s own language and the language of a cited source through the proper use of quotation marks.
- Submitting the same paper or report in more than one course.

Just so we are clear on how plagiarism problems in your writing will affect your grade in this class:

- When a student writer plagiarizes more than two lines of text in a writing assignment in the course, the student will fail that assignment.
- When a student writer plagiarizes more than two lines of text in the final project/research paper due at the end of the course, the student will fail both that assignment as well as the course.
- Either one of the above problems with plagiarism is a violation of the Honor Code and is cause to report the student writer to that office on campus.

**Course Protocol**

- Do come to class having already completed the assigned reading for that day.
- Do take notes—important themes we discuss may show up again in later discussions and/or the final exam. Further, ideas we discuss in class may be useful when writing response papers and/or other formal writing for the course.
- Do turn in your assignments on time and follow procedure for the oral presentations.
- Do ask questions, as you have them, regarding both the context and the content of the course—it is possible that if you have a question others in the class may also be wondering about the same issue.
- Do talk to me in advance regarding any problems you may have regarding deadlines for the course so we can, when possible, work out a solution that least affects your progress or the progress of others in the class.
- Do remember that your education is subsidized by the Church and by your family—you have a responsibility to many to work hard in this course.
- Don’t have your cell phone on in class—it is incredibly distracting.
- Don’t wear sunglasses in class
- Don’t be tardy—important announcements are covered at the beginning of class and you distract others when you walk in late.
- Missing more than 6 days of class in a course meeting 3 days a week is cause for failing the course.