

Prof. Sara Campbell	English Composition 16C.004
Office: H440; Hours T 2:45-4:00; F 12-2	MW 2:00-3:15; 3:15-4:50
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Global Visions: Global and Local Connections

Course Description

Welcome to English 16C, a composition course that will introduce you to key aspects of academic writing (inquiry, analysis, synthesis, and argument); critical thinking (abstract reasoning, evaluation, thesis development); information literacy and research skills (use of library resources, electronic databases, and MLA-style documentation); and various rhetorical elements and strategies (purpose, audience, voice) that help constitute effective writing. Throughout the course, you will develop reflective writing processes and knowledge of technical aspects of writing such as quoting, paraphrasing, summarizing, citing sources, and crafting good, cohesive sentences.

You have opted to register for a special section of English 16, which is part of a learning community called Global Visions. As part of Global Visions, you will also be taking Philosophy 61 and Orientation Seminar in the fall; during the spring, you will take Core Seminar 50, Philosophy 62, and Coop 1. These courses will be linked and you will participate in them throughout the year. We hope you will get to know one another over the next several months and that Global Visions will be a rich entrée for you into your college career.



In Global Visions this year, we will be exploring what it means to be a participating “citizen of the world.” While we all consider the world our rightful home, most of us don’t take much responsibility for either the planet or our neighbors who share it with us. We tend to focus our attention locally rather than globally, and while we know that the shoes we buy may affect the life of a child worker in Bangladesh, style and price drive our purchases. As developing world citizens, we will explore how our historical and present social, political and economic attitudes can affect the quality of life of a family in Brooklyn and in Zimbabwe alike. By questioning how our individual and collective behaviors shape others’ lives, we will concern ourselves with the words written by Dr. Martin Luther King, Jr., from the Birmingham jail; “an injustice anywhere is a threat to injustice everywhere.”

Required Texts & Materials

- Johnson, “Global Issues, Local Arguments, 3rd ed
- Photocopied & electronic essays to be supplied
- Webster’s Dictionary* or equivalent (see Blackboard home page)
- A class notebook, pens, a library bar code, and a flash drive.

Required Writing

- Rhetorical analysis – essay in response to one article (3-4 pages)
- Editorial, open letter or letter to editor – civic argument responding to a current issue which will also serve as your integrative assignment (2 pages)
- Research Proposal and Annotated Bibliography – exploratory essay with annotated bibliography of sources (2-3 pages)

- ❑ Researched argument (5-7 pages) supported by a minimum of four sources
- ❑ Informal self-assessment journal on meeting course goals & objectives
- ❑ Assigned blog posts in response to course readings and class activities
- ❑ At least one content-related in-class essay which will not be revised
- ❑ Reflective essay on integrating learning across disciplines which will not be revised
- ❑ Final **Portfolio**, to be drawn from the above list as follows: (rhetorical analysis paper, with one draft; in-class essay; research proposal + annotated bibliography; research essay, with 2 drafts attached; portfolio cover letter—*please submit portfolio cover letter to both Philosophy and ENG 16C instructors*)

Course Overview (see detailed calendar, pp. 5-7)

Unit 1: Focus on Trading Goods & Jobs

Unit 2: Focus on Immigration

Unit 3: Focus on Merging Cultures

Learning Outcomes

Reading

By the end of English 16/16X, students should be fluent, critical readers of academic and literary genres, with strategies for researching and learning new concepts as well as appropriating other discipline-specific discourses. On the continuum from English 13/13X to Core Seminar, English 16/16X students should be able to:

- re-read and mark a text to develop an interpretation with an emphasis on critical analysis;
- identify several genres, including fiction and various kinds of nonfiction, such as analytical, argumentative, and informative essays;
- use increasingly sophisticated texts both as source material and writing models;
- select appropriate information sources such as databases, and evaluate primary and secondary sources for their credibility and usefulness.

Writing

By the end of English 16/16X, students should be able to write college-level, clear, reasonably correct, critical-analytical essays, and use writing as a tool for thinking and learning. On the continuum from English 13/13X to Core Seminar, English 16/16X students should be able to:

- demonstrate knowledge of rhetoric—purpose, audience, context, and voice—across several genres;
- use writing for expression, inquiry, analysis, argumentation, research, and communication;
- demonstrate an understanding of writing as a multi-step process involving invention, drafting, revising, collaborating, editing, and proofreading;
- apply research skills to the development of a thesis, and integrate primary and secondary sources into an analysis or argument;
- apply appropriate formatting conventions and standard English usage;
- understand and take advantage of the differences between print and electronic composing processes.

All the above goals will be adapted with sensitivity toward students whose first language is not English.

Student and Teacher Responsibilities

Your responsibilities as students are:

- To attend each class, arrive punctually, and participate actively
- To participate in all required class trips
- To respect your classmates and me (e.g., do not talk when another person is talking, raise

- your hand, be courteous to everyone)
- To refrain from eating in class (drinks are allowed)
 - To turn off your cell phones and any other electronic devices at the door except when you are using them for class purposes
 - To bring all required texts to class
 - To be sure to have a library bar code in order to access electronic books and print copies of readings the day we are scheduled to discuss them
 - To bring a pen and notebook to every class
 - To complete and submit all reading and writing assignments on time
 - To be present and fully prepared to workshop your essay on scheduled dates
 - To notify me by email or phone if you are absent to find out what you missed

My responsibilities as your teacher are:

- To ensure a safe, supportive learning environment
- To respond to your writing regularly and in a timely fashion
- To discuss your writing or any other concern during office hours or by appointment

English 16C Lab

Because English 16C is an “accelerated” course, a lab follows directly after the class from 11:15 a.m. to 12:50 p.m. The lab is designed to continue the work we begin in class as well as to provide time for one-on-one instruction; to focus on particular areas in writing, reading, research, and the course theme that you are having difficulty with; and to complete some of your homework assignments.

LIU Blackboard Electronic Site

We will be using Blackboard for course materials, blogging, and posting work. All course materials and electronic readings will be posted on Blackboard. You will also keep a personal journal on Blackboard reflecting on your progress in meeting the course goals and objectives. Blogs will be posted on Blackboard as well. When a blog is assigned, you will post one initial response to the prompt within one week; you must then respond to at least two of your classmates. Initial posts should be between 250 and 300 words; responses may be shorter but should be reflective and analytical. Blog = “web” + “log” and is an online discussion. The more you engage in this web-based conversation with each other the livelier the blog will be!

Formatting and Submitting Formal Essays and Drafts

Final drafts **MUST BE TYPED and DOUBLE-SPACED** (12 pt. Times Roman font, one-inch margins all around. Indent paragraphs; do not skip extra lines between them; be sure to number pages). Write all drafts on a computer to make revising easier (although you may certainly start drafts with pen and paper if you prefer). First drafts should be as fully developed as possible and follow all formatting guidelines. All drafts and revisions must be submitted on Blackboard before class meets at noon the day they are due; late papers result in a half point deduction. If you are presenting an essay, you will need to submit your essay to me at least two days prior to the date of the workshop in order for me to circulate it to the class; everyone is responsible for printing drafts and bringing them or an electronic device on which they can be read to workshops.

WAC Statement

English 16 is a writing intensive course and fulfills part of LIU-Brooklyn’s writing-intensive requirement. For graduation, all students are required to take nine credits of writing-intensive courses: English 16, Core Seminar (COS 50) and one writing-intensive course in the major.

Plagiarism

The Council of Writing Program Administrators defines plagiarism thus: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (www.wpacouncil.org). This is a good definition, and you should keep it in mind as you write. *If the idea and/or the writing is not your own, you need to document it; if you are not sure and cannot ask me, document to be safe.*

Plagiarism is theft and can lead to failing the class and even to suspension. If I find that you have plagiarized writing in this course, the plagiarized paper will be graded F. If you do it again, you will fail the course, and I will submit a report to the Chair of the English Department, who will report your name to the Dean.

Grading

A/A-/B+/B/B-/C+/C-/D/F/UW/W/I. The "W" (Withdrawal) grade indicates that a student has officially withdrawn from the course, while a "WF" (Withdrawal Failing) indicates that a student has officially withdrawn with a failing grade. The "UW" (Unofficial Withdrawal) indicates that a student did not officially withdraw but stopped attending classes. The "I" (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that the Incomplete is reserved for students with good attendance records who have kept up with their work but experience an emergency that prohibits completion of the coursework.

You will be evaluated on the basis of formal writing, informal writing, class participation, and attendance. The portfolio constitutes 50% of your final grade. Your final grade will be calculated as follows: portfolio = 50%; editorial, blog posts and journal reflections (all of which **are not** submitted in the portfolio) = 30%; attendance and class participation = 20%. Your portfolio will be evaluated by me and two or three other English Department faculty.

Your final grade may be affected by failure to meet your responsibilities as follows:

- Every two times you are late to class will count as one absence.
- More than the equivalent of two weeks' absences may result in failing the course.
- Repeated violations of any of your responsibilities, such as using a cell phone or texting in class, may affect your final grade.
- Coming to class without required texts or other materials will result in being marked unprepared and may affect your final grade.
- For every day an assignment is late, a half point will be deducted from your grade.

Computer Connections

We will be using the course management system, Blackboard, which will allow us to communicate electronically. You must use your LIU email address in order to access Blackboard. It is the only email address with which you may communicate to your classmates or me. If you do not have access to the Internet at home, please see me about using L.I.U. account and using computers on campus. **You must check Blackboard for this class on a daily basis. All class correspondence will be through Blackboard and many resources will be posted there.**

L.I.U. Writing Center

The L.I.U. Writing Center is located in H218C (next to the cafeteria). I urge all of you to utilize the Writing Center's resources, which include *free* weekly tutoring sessions, drop-in appointments, small groups, and workshops.

Student Support Services

If you have a documented disability/impairment and require accommodations, please provide me with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04; (718) 488-1044.
Hours of operation: Monday-Thursday 9-6, & Friday 9-5.
Email address: studentsupportservices@brooklyn.liu.edu

Tentative Schedule:* S. Campbell, English 16C.004 Global Visions, fall 2013, H 214

Date	In Class	In Lab	Reading Due*	Writing Due
Unit 1: Focus on Trading Goods and Jobs				
WEEK 1 W 9/4	Introductions Early Assessment	Ways of Learning questionnaire and discussion		
M 9/9	Introduction to Blackboard <i>The Flag</i> : handouts and exercise <i>Laptop cart</i>	Review early assessment Discuss Le Guin	Gordon, "The Flag" (photo essay); Groening, "Life in Hell" (cartoon), Wallace "Wednesday" (handouts)** Le Guin, "The Ones Who Walk Away from Omelas" (handout)	Write an alternate ending to Le Guin
WEEK 2 W 9/11	Syllabus Exploration One: How Wide is Your Global View?	Challenging terms: "sweatshop," "free trade & fair trade," "rhetoric" Group work on "The e-Waste Crisis"	Read and annotate syllabus Basel Action Network, "The e-Waste Crisis" (17-21)**	Develop three questions concerning the syllabus for class discussion Develop three questions concerning "The e-Waste Crisis" for class discussion
M 9/16	Discuss readings; Group led discussions Global Exploration Two: Your Global Positioning Profile	Summary (38-41)	Finn, "Harnessing Our Power as Consumers" (29); Anderson, "Thinking Beyond My American Consumerism" (79-80)	Prepare closet & cabinet search list Blog Post #1: Personal Narrative as a Consumer
WEEK 3 W 9/18	Discuss Readings; Group led discussions	Rhetorical analysis (31-51)	Jeffcott, "Sweat, Fire & Ethics" (82); Sachs, "Bangladesh: on the Ladder of Development" (86)	Rhetorical analysis: respond to reading questions as assigned

M 9/23	Discuss Readings: Group led discussions on rhetorical elements Introduce rhetorical analysis essay	Define terms (68-77); Summary: read and summarize Tanny (126)	Chang, "My Six-Year-Old Son Should Get a Job: Is Free Trade Always the Answer" (100); Markheim, "Buy American Hurts America" (115)	Rhetorical analysis: respond to readings as assigned
Week 4 W9/25	Rhetorical analysis of essay that is not an option for student rhetorical analysis essay <i>Laptop cart</i>	Group work on chosen article for rhetorical analysis essay	Rattner, "Let's Admit It: Globalization Has Its Losers" (104); Roberts, "Watching Greed Murder the Economy" (107)	Respond to Blog #1 Summarize chosen article for rhetorical essay
M 9/30	Class meets for lecture: <i>Social Policy and Social Work in Cuba: Challenges in a Changing Cuban Society</i> 1:00 – 3:30, LLC 124	Discussion and in-class reflection on lecture		Draft #1: Rhetorical Analysis Essay Post journal reflection #1 on learning outcomes
Unit 2: Focus on Immigration				
Week 5 W 10/2	Compare and contrast Annan and Hanson; Hanson and Garcia or Myers Game: Believing and Doubting	In-class writing: How has immigration affected you or your community?	Ch. 4 Introduction (135-142); Annan, "Lecture on International Flows of Humanity (147); Hanson, "Illegal Immigration is Immoral" (154); Breen, "Help Wanted—Stop Illegal Immigration (cartoon) (159)	Blog Post # 2: Personal narrative: reflect upon your own immigration stories or your families' and friends' stories in light of a chapter reading of your choice
M 10/7	Emma Lazarus, "The New Colossus" Documentary film <i>New World Border</i>	Writing an Argument	Ch. 2: Writing an Argument (51-65); Garcia, Student Voice (183); and Myers, "The Next Immigration Challenge (188)	Blog Post #3: Letter to the Editor or Editorial on an immigration issue found in NYT Respond to Blog Post # 2
Week 6 W 10/9	Discuss research Documentary film <i>The Dream is Now</i>	Group work: Rhetorical analysis of pairs of today's readings	Mexico's Ministry of Foreign Relations, Huntingdon, MALDEF and LULAC (169); Altheide, "The Arizona Syndrome: Propaganda and the Politics of Fear" (180)	Research current or recent news items concerning immigration on the U.S.-Mexico border

M 10/14	Identify issue and different stakeholders' positions; choose a thesis and audience for presentation	Summarize selected readings	Carlsen, "Why Mexico's Drug War Is Unwinnable" (160); Kahn, "Let's Fashion a Made-in-Canada Approach to the Burka" (191) "Laurence, "How to Integrate Europe's Muslims" (193)	Draft # 2: Rhetorical Analysis Essay
Week 7 W 10/16	Discuss "Cosmopolitanism" and concepts of Xenophobia in class readings	Peer review: summaries	Mother Jones, "Cosmopolitanism" (handout)	Respond to Blog Post #3
M 10/21	Assign Research Essay	Discuss cultural representations	Introduction to Chapter 6, "Merging and Clashing Cultures" (264)	Blog Post #4: tba
Unit 3: Focus on Merging Cultures				
Week 8 W 10/23	Creativity and cultural representation	Share possible research topics Vocabulary: "Glocalization," "Cultural Fusion," "Monoculture"	Kiai, "Is Graffiti Art or Vandalism" (276); Fairey, Photo of Street Art (279); Pernar, "Graffiti Taggers Are Just a Pain in the Arts" (281)	Respond to Question #3 on page 317; bring hard copy to class
M 10/28	Annotated Bibliography	Library Session #1	Caster blog and photos (283-290)	Bring hard copy of Library Assignment to Class Respond to Blog #4
Week 9 W 10/30	Believing and Doubting: #3 page 318-319	Targeting research question	Comic Books: Adesnik, "Marvel Comics and Manifest Destiny" (291); Kang, Image from Spider Man : India (294); Truitt, "The 99 Aspires to Teach Muslim Principles" (295)	Research question and primary source(s) due Page 317 # 5 (bring hard copy to class)

M 11/4	Group work: page 318, #7	Secondary sources In-class work on research paper	Hip-Hop: Saknussem, "The Secret Virus of Hip-Hop" (304); Aidi, "Leveraging Hip-Hop in US Foreign Policy" (309); Fernandes, "The Mixtape of the Revolution" (314)	Revised research question and secondary sources
Week 10 W 11/6	Group Presentations on cultural activity			Proposal and Annotated Bibliography
M 11/11	Drafting workshop	Library Session #2		
Week 11 W 11/13		Workshop Research Essays		Draft #1 Research Essay
M 11/18		Workshop Research Essays		
Week 12 W 11/20	Conference			
M 11/25		Workshop Research Essays		
W 11/27	Thanksgiving	Break	No	Class
Week 13 M 12/2		In-class Essay		Draft #2 Research Essay
W 12/4	Work on Portfolio Cover Letter	Group work on presentations		
Week 14 M 12/9	Presentations			
W 12/11	Presentations			Portfolio including Cover Letter

*This schedule is subject to change; check your LIU mail and Blackboard daily for updates

**In this class, it is understood that "reading" involves annotating each assigned text

***Readings followed by page numbers can be located in our course text: Johnson, *Global Issues, Local Arguments*, 3rd Ed.