Catalogue Description
ENG200: College Writing and Reading II Global Emphasis (3) Prerequisite: ENG100 or 101 and sophomore standing. College-level writing and reading, including continued practice in the composing process, with emphasis on argumentation and research in global diversity. Projects will employ a rhetorical approach to international issues and will identify, evaluate, analyze, synthesize, and document information from print and online sources.

Course Learning Outcomes
Students will identify the structural components, including thesis, supporting evidence, and various rhetorical strategies, for all essays read and written. Students will articulate in a variety of venues how audience expectation shapes purpose in their own writing and in the essays they read. [CMP1]

Through a variety of writing and speaking opportunities, students will demonstrate how multiple assigned readings are “in conversation” with one another. Students will conduct research based upon the questions that develop through their own analyses of assigned texts, thereby furthering their own learning processes and developing their own information literacies. [CMP2]

Students will conduct research, thereby familiarizing themselves with online databases, web-based materials, and print-based sources. Students will summarize an array of viewpoints they have read on a given topic. Students will synthesize these viewpoints as a means of “mapping” a field of perspectives. Students will analyze these viewpoints in order to assess how and where their own views and experiences relate to those they’ve encountered in their reading. [CMP3]

Students will demonstrate a familiarity with the stages of the composing process. Students will engage in rubric-guided peer review. Students will demonstrate through proofreading and editing an awareness of the difference between a working draft and a polished version of an essay. Students will enact a revision of their writing, thereby demonstrating an awareness of the ongoing nature of the writing process. [CMP4]

Students will identify not only the print or online source from which their readings are taken but will also identify the historical and geographical specificities of the author's writing situation. Such an emphasis on source specificity will familiarize students with issues of concern to writers from a variety of locations, and, as a result, students will be able to articulate what issues matter to whom, where, when, and why. [GS1]

Students will analyze and synthesize the globally-dispersed perspectives presented in course readings and research in order to address and complete specific writing prompts and exercises. [GS2]

Students will demonstrate an awareness of how their own views on given topics relate to those of writers from around the world. This awareness of relation introduces students to cultural difference and encourages students to tolerate cultural ambiguity. [GS3]

Students will define key issues/questions related to given topics. Students will identify the necessary sources required to develop their understanding of these issues/questions. [IL1]
Students will practice a variety of research strategies. Students will then conduct research via appropriate databases and other sources to develop their analysis or argument. [IL2]

Students will be able to discern reliable sources from unreliable ones. Students will recognize and question their own and other writers’ assumptions. [IL3]

Students will collect and organize research to further their analysis and/or argument of a chosen issue or position. [IL4]

Students will learn and practice MLA documentation and the skills, including summary, synthesis, and direct citation, necessary to incorporate references to outside sources. Students will know what plagiarism is. [IL5]

Course Materials (please bring your textbook to every class meeting)

Course Requirements/Grade Breakdown

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<td>Journals</td>
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<td>Participation</td>
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*All essays should conform to MLA guidelines. The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/resource/747/01/) should contain all the information you'll need in this respect.

**Essays will be assigned numerical and letter grades based on the ten-point scale (A=90-100, B=80-89, C=70-79, D=60-69, F=59 and below).

***All assignments, unless otherwise noted, should be submitted on Blackboard.

Journals
Students are required to submit journal entries for nearly every class meeting, before arriving to class. I will provide a specific prompt to which you are to respond. The content, format, and exhaustiveness of these entries will vary greatly depending on the material we'll be covering that day, and you will be expected to refer to and draw from your journal entries during class. But in general, the journal prompts are designed to encourage you to carefully examine the readings with particular writing strategies/goals in mind.

Participation
Tardiness and/or a lack of preparation are disrespectful to both me and your classmates, and I reserve the right to dismiss and count absent anyone who arrives unprepared. Please arrive to class on time and ready to work and participate. Everyone should expect to be called upon to answer questions about a given day's reading and/or journal assignment at least twice throughout the semester (see “Expectations for Preparedness, below). Other elements of participation include bringing your book to class, bringing
drafts to class on specified days, potential reading quizzes, and participation in workshops. With the exception of quizzes, each of these individual components will receive a Check Plus (100%), a Check (75%), or a Check Minus (50%). Failure to fulfill any of these requirements by the specified date means a zero (0%), no exceptions. At the end of the semester, individual scores will be averaged together to determine your overall participation grade.

**Expectations for Preparedness**

Upon arriving to class on any given day, students are, at minimum, expected to have made the following considerations as they pertain to that day's reading:

1. Consider the relationship between the title of the reading and the reading itself. Does the title tell us the topic? The issue? The thesis? Is the title playful? If so, what purpose does this playfulness seem to serve? What alternate title would you suggest? (Have fun with this one.)

2. Do the journal, and do it thoughtfully. This is a gimme since you should be doing your journal anyway. Having completed a given journal entry, you should, if called upon in class, be prepared to point to examples of a particular strategy as it appears in a given reading or readings, and you should have an informed opinion about the effectiveness of that strategy as it appears in the relevant reading or readings.

3. You should have read the textbook's intro to the reading, located the reading on the Timeline (pages xxi-xxvi of our textbook), and checked the pronunciation (when available) of the author's name (pages xxvii-xxviii of our textbook).

4. Look up the meaning and pronunciation of any words you don't know.

**Late Work**

I do not accept late work.

**Attendance**

Please note that *attendance* means “being in class.” *Absent* means “not being in class.” You are allowed to be absent three (3) times this semester. With one exception,** I do not differentiate between excused and unexcused absences. Your final grade for the course will be reduced by one third (1/3) of a letter grade for each absence after three. If you earn a B+ in the course but you are absent five times, your final grade will be a B-.

**University Statement on Religious Observance Absence**

In accordance with NC SL 2010-211, students are entitled to two excused absences for religious observances per academic year. Students must inform the instructor in writing the first week of class if they will be miss any classes due to religious observance. Additionally, students should inform the Registrar the first week of class who will then coordinate with the corresponding course instructors. Any absence for religious purposes will be considered unexcused unless a student submit the request in writing the first week to me and the Registrar.

**Academic Honesty and the Code of Student Life**

You are expected to be familiar with and abide by the UNCW Academic Honor Code and the Code of Student Life. See [http://uncw.edu/odos/honorcode/](http://uncw.edu/odos/honorcode/) and [http://uncw.edu/studentconduct/code.html](http://uncw.edu/studentconduct/code.html), respectively.

**University Statement Regarding Violence and Harassment**

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. Students who experience an emergency of this type should contact the police at 911 or UNCW CARE at 910-962-2273. Resources for students concerned with a violent or harassing situation can be located at the
UNCW Crisis Resources page (http://www.uncw.edu/wsrc/crisis.html). Students should be aware that all university employees, including instructors, are legally obligated to communicate any report of alleged sexual misconduct, on or off-campus, to the Dean of Students. Three university entities are confidential resources exempt from this obligation. They are CARE, the Counseling Center, and the Abrons Student Health Center.

For Students with Learning Disabilities
Students with learning disabilities should inform me about any accommodations they might need by the end of the first week and contact disability services if they haven’t already done so. See http://www.uncw.edu/stuaff/disability/ for more information.

The Writing Center
The Writing Center in DePaolo Hall offers one-on-one and online help with any school-related writing assignment you might be working on. Call 962-7857 or e-mail ulc@uncw.edu to set up an appt. For a complete list of services, visit http://uncw.edu/ulc/writing/.

Technology
Please, no cell phones. Laptops and tablets are fine on Essay Workshop days and Essay Workshop days only.

Course Calendar
*Subject to change. Please refer to Blackboard for an updated version of the calendar.
**Items in bold are due on the day they are listed, which means that reading should be completed and assignments should be posted to Blackboard before you arrive to class that day.
***All reading assignments can be found, unless otherwise noted, in our textbook.
****Please review “Expectations for Preparedness,” above.

Week #1 (UNIT 1: Education)
T 1/14: Introductions (syllabus, etc.)
R 1/16: Review syllabus; read Dewey (on Blackboard, or here: http://etext.lib.virginia.edu/etcbin/toccer-new2?id=DewDemo.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=3&division=div2); reintroductions; review syllabus; how to submit assignments; topics and issues

Week #2
T 1/21: Read Newman (53 or Blackboard); Essay 1; workshop groups; the grading rubric, part 1: focus and thesis
R 1/23: Read the selection and corresponding thesis statement assigned to your workshop group and Chapter 10 (578-86); the grading rubric, part 1 (cont.): thesis statements (cont.); introductions

Week #3
T 1/28: Read Hsün Tzu (8) and Chapter 11 (594-6); the grading rubric, part 1 (cont.): supporting claims w/evidence
R 1/30: Bring a copy of Essay 1 to class; read Al-Ghazālī (24) and Chapter 14 (649-50 and 652); the grading rubric (cont.): supporting claims w/evidence, MLA style, and the “major” errors; Essay 1, Workshop 1

Week #4
T 2/4: Read Freire (62), Feynman (68), and Chapter 11 (597-604 and 608-11); the grading rubric,
part 2: Reasoning and Development, Audience Awareness
R 2/6: Bring a copy of Essay 1 to class; read Okakok (76), Chapter 13 (632-7), and Chapter 14 (651-2 and 653-4); the grading rubric, part 2 (cont.); Essay 1, Workshop 2

Week #5 (UNIT 2: War and Peace)
T 2/11: Essay 1 due; read Mo Tzu (253) and Chapter 11 (606-11); review Chapter 11 (594-604); Essay 2; logos (review); pathos and ethos
R 2/13: Read Sun Tzu (256) and Chapter 11 (604-6); logical fallacies

Week #6
T 2/18: Read Aquinas (260); context and kairos
R 2/20: Read Oe (288); Essay 2, Workshop 1

Week #7
T 2/25: Read Elshtain (293) and Chapter 12 (613-5); synthesizing ideas: synthesizing multiple sources
R 2/27: Read Chapter 12 (615-21) and Chapter 13 (632-41); synthesizing ideas: comparing and contrasting, finding themes and patterns; quoting, paraphrasing, and summarizing; MLA-style citations; Essay 2, Workshop 2
F 2/28: Essay 2 due; Last day to Withdraw with a “W”

Week #8 (Spring Break)
T 3/4: No class (Spring Break)
R 3/6: No class (Spring Break)

Week #9 (UNIT 3: Wealth, Poverty, and Social Class)
T 3/11: Read Aristotle (489-95) and Chapter 13 (642-3); rhetoric; documenting sources: Works Cited
R 3/13: Read Tzu (308-14) and The New Testament (315-9); Chapter 9 (566-74); Generating ideas: considering expectations, exploring your topic

Week #10
T 3/18: Read Chapter 13 (627-32); Incorporating ideas: finding and evaluating sources (LIBRARY DAY???)
R 3/20: Read Gandhi (332-40), Lameck (352-6), and Chapter 9 (574-77); Generating ideas: achieving subtlety; Essay 3, Workshop 1

Week #11
T 3/25: CONFERENCES
R 3/27: CONFERENCES

Week #12 (UNIT 4: Science and Nature)
T 4/1: Essay 3 due; read Averroës (391-6); joining the conversation; the annotated bibliography
R 4/3: Read Maimonides (397-401), Chapter 8 (553-8 and 561-2), and Chapter 12 (621-6); Reading ideas: annotating and identifying patterns; synthesizing ideas to form your own argument

Week #13
T 4/8: Read Suzuki (427-34) and Chapter 8 (562-5); Reading ideas: reading with a critical eye
R 4/10: Read Ricard and Trinh Xuan Thuan (435-50); Essay 4 Workshop
Week #14 (UNIT 5: Human Nature)
T 4/15: Essay 4 due; read Plato (89-93);
R 4/17: No classes (Good Friday Holiday)

Week #15
T 4/22: Read Mencius (94-9), Tzu (100-9), and Nāgārjuna (110-5);
R 4/24: Read Benedict (132-43);

Week #16
T 12/2: Last day of class.

T 12/6: Exam day; Essay 5 due at midnight