

ENC3378 WRITING ACROSS BORDERS

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Course Overview

In today's world, geographic boundaries are constantly crossed, as well as all kinds of other boundaries. Writers often find themselves writing across borders of different racial, ethnic, class, cultural and linguistic zones. While classical Western rhetoric continues to offer theoretical guidance in studying written communication, in an increasingly multicultural society and an increasingly globalized world, no understanding of written communication or rhetoric is adequate without an enhanced awareness of non-western rhetorical traditions. In this course, students will be able to discuss the implications of both Western and Eastern rhetorical theories and practices for written communication in the age of globalization. This is a Global Learning discipline-specific course that counts towards your Global Learning graduation requirement.

This course, as a global learning course, will survey issues that have emerged in cross-cultural rhetorical studies, such as similarities and differences between east and west rhetorical traditions, cultural thought patterns, Lingual Franca English, etc. It will help students to develop a global perspective on rhetoric and writing studies and prepare students to write for culturally and linguistically diverse audiences for various purposes. Students will read scholarly discussions on intercultural and comparative rhetoric, as well as personal narratives of experienced writers who stride different rhetorical traditions. Students will investigate similarities and differences of rhetorical traditions, especially the East and Western rhetorical traditions, by reading texts that manifest these rhetorical traditions. Students will also learn how experienced writers navigate different rhetorical traditions and learn to write for the target audience.

Major assignments in the course include reading notes/talking points, a textual analysis, and a research paper. Additionally, students will also be engaged in online exchanges on suggested topics or topics of their own interest (at least four times) with a group of students in China. Students will have first-hand experience writing to and responding to an audience with a different rhetoric tradition.

Course Objectives

- Expand students' understanding of different rhetorical traditions across cultures
- Enhance students' cross-cultural awareness of different writing and thinking patterns
- Broaden students' perspectives on "Good English Writing"
- Develop students' ability to identify and analyze different rhetorical patterns and strategies in writing across cultures

- Offer opportunities for students to develop intercultural written communication skills with a real audience from a different rhetoric background
- Improve students' willingness and competence to engage in cross-cultural written communication
- Continue to enhance students' critical thinking, analytical, and argumentative writing skills beyond the first-year writing sequence.

Student Learning Outcomes

By the end of the semester, students will be able to

- Understand basic concepts of contrastive rhetoric and intercultural rhetoric
- Understand how intercultural variables structure/correspond to rhetorical practices in written communication around the world
- Identify and analyze different rhetorical patterns and strategies in writing across cultures
- Create rhetorical strategies that meet the needs of world audiences and develop effective strategies for adapting to meet the expectations of the "target" language community
- Assess the effectiveness of local and global written communication
- Develop appropriate written arguments on rhetoric and culture, supported by sound primary or second research
- Write in an effective style, clear, concise and appropriate to different rhetorical situations.

Global Learning Course Outcomes

Upon completion of this course you will be able

To demonstrate an awareness of the ways in which interrelated local, global, international and intercultural issues, trends and systems influence how text is written and interpreted. (Global Awareness)

To analyze local, global, international, and intercultural writing practices from multiple perspectives. (Global Perspective)

To be willing to engage with diverse others to analyze texts, exchange views on global topics, and other collaborative reading and writing activities, as well as engage in writing practices using global audience awareness and cultural rhetoric awareness discussed in class. (Global Engagement)

Course Materials

Kennedy, George A. *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*. New York: Oxford University Press, 1998.

Connor U., Nagelhout. E.& Rozycki. W. V. (Eds.). (2008). Contrastive rhetoric: Reaching to intercultural rhetoric. Amsterdam/Philadelphia: John Benjamin

Li, Xiaoming. "Good Writing" in Cross-Cultural Context. Albany, NY: SUNY Press, 1996.

2013 Special Issue on Comparative Rhetorics. RSQ Volume 43 No. 3 (Articles 1,4,6,7)

Other course readings will be available on Blackboard course website.

Major Assignments

Reading notes and talking points (30%)

Reading forms a foundation for our class discussion in this course. Students are required to make notes on our readings for each meeting. These should be meaningful notes for students' own reference, so they do not need to be especially formal. Notes can include questions, extensions, rebuttals, or any thoughts generated in the process of reading. Students are required to bring these notes to class, and be prepared to use these notes to guide their talking during class. Reading notes and talking points should be about one page in length. Notes can be sentence or paragraph length statements. Besides the individual reading notes, students are asked to create collaborative reading notes as the result of class discussions. After we start the collaborative reading notes from the second half of the semester, your grade of the reading notes will be a combination of your individual notes (40%) and the group notes (60%). (Global Awareness)

Textual analysis (10%)

A basic tool to see the different rhetorical tradition or different rhetorical patterns in writing is textual analysis. Students will be asked to do an analysis on texts with similar rhetorical context but produced by writers from different countries, for instance, newspaper editorials. Students will analyze the content, structure and language style of the texts using the concepts discussed in class. Detailed assignment instruction and assessment rubric will be distributed later on. (Global Perspective)

Cultural exchange writings (15%)

Students will be introduced to a group of students in China and engage in some online exchanges (at least four times) with that group of students on suggested topics as well as topics of students' own interest. Students will write a reflection at the end of the semester to report and reflect upon their cultural exchange experience. For instance, they may compare and contrast different perspectives on the same topic. They may reflect upon how such exchange experience enriches their perspectives on global written communication and how they are guided to see the entirety of the topics. (Global Engagement)

Researched-based argument (35%)

Students will need to complete a researched argument by the end of the semester. They will first identify an interesting, significant, and problematic topic and write a proposal to explain and justify that topic. The course readings will provide some potential topics. Next, they will write a literature review to review published scholarship on that topic. In the final paper, they will need to synthesize the information in their literature review or information they obtain from field

research, and report their findings. Detailed assignment sheet and assessment rubric will be distributed.

Class presentation (5%)

The results of students' research projects will be reported in a poster form during our end-of-semester mini-conference.

Grading

Reading notes and talking points	300points
Textual analysis	100points
Cultural exchange writings	150points
Research paper	350 points
Class presentation	50points
Attendance and Class participation	50 points
Total:	1000points

Grading Scale

93-100	A	90-92	A-	87-89	B+
83-86	B	80-82	B-	77-79	C+
70-76	C	60-69	D	0-59	F

Active Learning Strategies

This is an active learning and discourse-oriented course. Your active participation is key to the success in this course. The following activities are arranged to ensure students' active participation and also hold students accountable for their active learning:

Class discussions: Throughout the course, students prepare talking points for each class meeting and share perspectives on the required reading.

Collaborative reading notes: Based on group discussion on the key discussion questions for each class meeting, students collaboratively write discussion notes in addition to their individual reading notes.

Peer-review activities: students conduct peer-reviews for the textual analysis writing and the research-based argument.

Cultural exchange writings: students are engaged in writing to their peers in another culture and share ideas.

Student mini-conference: students prepare and deliver a poster presentation in a mini-conference setting on his/her research.

Plagiarism

It is upon you to review FIU's web page about plagiarism (representing another's work, ideas, expressions, or materials as your own) and other academic misconduct, at <http://undergrad.fiu.edu/academic-integrity/misconducts.html> and to make yourself aware of the disciplinary sanctions resulting from academic misconduct.

Resources

Center for Excellence in Writing: tutors students in writing skills, including grammar, organization, style, idea-generation, etc.

<http://writingcenter.fiu.edu/>

Center for Academic Success: provides tutoring for homework assignments, ongoing class work, mid-terms and finals.

<https://ugrad.fiu.edu/cas/learning/index.html>

Course schedule

Please note: This schedule may change as per the needs of the class. Changes will be announced in class or via Blackboard (all students must have regular access to the Internet).

	Readings and in-class discussion topics	Major writing assignments due
Week 1	Introduction Kaplan-“Cultural Thought Patterns in Intercultural Education” Hubbard- “It Takes a Rhetorical Village” Nisbett, Richard. The geography of thought.	Reading notes
Week 2	Contrastive rhetoric Li-“Good” Writing in Cross-Cultural Context (1-36)	Reading notes
Week 3	Contrastive rhetoric Li-“Good” Writing in Cross-Cultural Context (37-58, 111-128)	Reading notes
Week 4	Comparative Rhetoric Kennedy--(Prologue, Chapter 1,2)	Reading notes
Week 5	Intercultural rhetoric Connor U., Nagelhout. E.& Rozycki. W. V. (Eds.). (Chapter 4,5)	Reading notes
Week 6	Intercultural rhetoric Connor U., Nagelhout. E.& Rozycki. W. V. (Eds.). (Chapter	Reading notes Cultural exchange Textual analysis

	6,7,8)	
Week 7	Conference on research proposal	Reading notes Research proposal
Week 8	Comparative Rhetoric Kennedy-(Chapter 5,9)	Reading notes
Week 9	From East to West: Shen, Fan. The classroom and the wider culture: identity as a key to learning English Composition. Ryuko Kubota, "My Experience of Learning to Read and Write in Japanese as L1 and English as L2". Jun Liu, "Writing from Chinese to English".	Reading notes Cultural exchange
Week 10	Asian rhetoric Jensen-"Values and practices in Asian argumentation" Wang-"A survey of Asian rhetoric"	Reading notes Literature review
Week 11	Kennedy-(Chapter 8) RSQ special issue, Lloyd-"Learning from India's Nyaya Rhetoric"	Reading notes
Week 12	Ashby-"Uchi/Soto in Japan: A global turn" Zhao-"Intersubjective rhetoric of empathy in intercultural communication"	Reading notes Cultural exchange
Week 13	RSQ Special issue Mao-"Beyond bias, binary and border" Swearingen-"Tao trek"	Reading note First draft of researched argument
Week 14	Conference on drafts of researched argument	
Week 15	Class presentation (Mini-conference)	Cultural exchange
Week 16	Final exam period	Final draft of researched argument Reflection of cultural exchange