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## ENC3378 WRITING ACROSS BORDERS

Spring 2019

Section U01 Class time: MWF 10:00-10:50 Class Room:

**INSTRUCTOR: Dr. MING FANG**

**EMAIL: mifang@fiu.edu**

**OFFICE: DM**

**OFFICE HOURS: MW 1:00-3:00pm (Always email me to confirm)**

**PHONE: 305-348-4584**

### Course overview

In today's world, the 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 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, Lingua Franca English, etc. It will help students to develop a global perspective on rhetoric and writing studies and prepare student 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 large audience.

Major written assignments in the course include a critical response, a textual analysis, and a final research-based writing. Additionally, Students will also be engaged in a COIL project (collaborative online international learning) 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.

This is a Discipline Specific Global Learning course that counts toward your graduation requirement.

### 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.

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### **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 and second research
- Write in an effective style, clear, concise and appropriate to different rhetorical situations

### **Global Learning Course Outcomes**

This is a GL Foundations course that counts toward your GL graduation requirement. Upon completion of this course, students will be able

- To demonstrate an awareness of the ways in which interrelated local, global, international and intercultural issues, trends and systems influence how texts are 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**

All course materials are posted on canvas. Major course materials are from:

Connor U., Nagelhouse, F. & Rozycki, W. V. (Eds.). (2008). *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam/Philadelphia: John Benjamin (On FIU library reserve)

Li, Xiaohong. “Reading and Writing” in *Cross-Cultural Context*. Albany, NY: SUNY Press, 1996.

“Disciplinary dialogues on contrastive rhetoric” in *Journal of Second Language Writing* 2014, Volume 25

Thompson, B. (2012). *Intercultural rhetoric and professional communication*. Hershey, PA: IGI Global

Other reading materials (Posted on Canvas):

Hirose, K. (2003). Comparing L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students. *Journal of Second Language Writing*, 12 (2), 181.

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Liu, L. (2005). Rhetorical education through writing instruction across cultures: A comparative analysis of select online instructional materials on argumentative writing. *Journal of Second Language Writing*, 14 (1), 1-18.

Nisbett, Richard (2003). *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York, NY: Free Press.

Severino, C., Guerra, J. and Butler, J. (Eds.) (1997). *Writing in Multicultural Settings*. MLA: New York.

Wang, B. (2004). A Survey of Research in Asian Rhetoric. *Rhetoric Review*, 23 (2). 171-181.

Writing Across Borders (2005). Directed by Wayne Robertson. Oregon State University Center for Writing and Learning and Writing Intensive Curriculum Program. <http://cwl.oregonstate.edu/wab/>

## **Major Assignments**

### **Critical response (10%)**

Reading forms a foundation for our class discussion in this course. Throughout the semester students are required to read for each class meeting. Students will select one or a group of text from the assigned readings to do a critical response, in which students are responsible for summarizing the key points in the text(s), analyze the key points and critically evaluate the text(s). (Global Awareness)

### **Facilitation of class discussion (5%)**

Students are expected to take turns facilitating class discussions on each week's reading. Facilitators offer a brief summary of the key points of the readings and develop a few questions or use other interactive ways to facilitate the class discussion on the topic of the reading that week.

### **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 text with similar rhetorical context but produced by writers from different countries, for instance, songs, letters. Students will analyze the content, structure and language style of the texts using the concepts discussed in class. (Global Perspective)

### **COIL project (20%)**

Students will be introduced to a group of students in China and engage in some group online exchanges with that group of students on suggested topics. The purpose is to explore writing-related topics in different cultural contexts. Students will write a reflection at the end of the semester to report and reflect upon their COIL 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 under investigation. (Global Engagement)

### **Research synthesis (30%)**

Students will need to complete a research synthesis by the end of the semester. They will either investigate the rhetorical traditions of a certain country of their interests or investigate how writing in English is taught in schools or used in professional communication in a certain country. Students will make connections of the readings that the class has covered throughout the semester, as well as bring new sources on their chosen topics. (Annotated bib.: 5%. First draft: 5%. Final draft: 20%) (Global Awareness and Global Perspective)

### **Class presentation (5%)**

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

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Detailed assignment sheet and assessment rubric will be distributed for each major writing assignment.

### **Grading**

Critical response	100 points
Class discussion facilitation	50 points
Textual analysis	100 points
COIL project writings	200 points
Synthesis argument	300 points
Class presentation	50 points
Attendance and participation	100 points (25*4)
Homework/Online session work	100 points
Total:	1000 points

### **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

### **Hybrid format**

This hybrid course meets in the classroom on Mondays and Wednesday. Instead of meeting on Friday, you will complete an online session independently in Canvas course website— usually a combination of reading and writing assignments. On some Fridays, we will have individual tutorials in my office. [Studies](#) have shown that students routinely perform better in hybrid courses than in traditional classes or fully online classes. The hybrid format, however, is not for everyone. Students who do best in hybrids are those who can work independently and can manage their time with some guidance.

To succeed in this Hybrid course you will need intermediate computer skills and a computer with internet access. If you have concerns about either, please speak to me right away.

### **Canvas Login Instructions**

You are required to access the Canvas website at least once between each of our meetings to review announcements, course content, what's due (and what to bring) for the next meeting, and other supplemental materials. Every Fri. when you have online sessions, you should log into canvas. You can access the course at <https://canvas.msu.edu/> and log in using your My Accounts ID and Password. It is *crucial* that you check the canvas website regularly throughout the semester.

### **Turnitin**

We will use Turnitin assignment boxes for the submission of any major working and final drafts. My feedback will be posted there as well. You can submit your work to the embedded Turnitin on Canvas and check the Originality Report before the final draft of any major writing project is due. That way, you'll have time to fix any improper citations and reconsider how you integrated your sources. You should also be aware that the work you submit to Turnitin will be checked for plagiarism, and will remain in their database (they use it to check other students' papers for plagiarism).

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### Late Assignments

All assignments are due by the assigned due date and time. Many students procrastinate. (Well, sometimes, I do as well.) If you tend to procrastinate, do so BEFORE the due date/time, not after. Canvas website errors are not a valid excuse for late work. I reserve the right to provide minimal feedback on late work and to return it much later than timely work. If you anticipate needing an extension, talk to me BEFORE the due date. You are responsible for confirming every assignment online submission to ensure it went through. If you experience a technology error when submitting your online work, email the assignment to me as an attachment by the due date and time as evidence of timely completion to ensure you receive full credit. I encourage you to submit in advance of the deadline to minimize the chances of a technical issue at the last minute. Time-sensitive class-work or homework may **NOT** be made up.

### Attendance and participation

Attendance **is required** in this course. I will accommodate legitimate, verifiable cases of illness and emergencies, and religious holidays.

Student participation is essential because much of each class session will include discussion. Make sure you do the reading **before** class and come prepared to discuss. **Do not assume that these are automatic points. You must earn them by contributing in class.** Furthermore, disruptive behavior (e.g., unnecessary socializing in class, texting, being tardy, leaving early, listening to cell phones) will negatively affect your grade. Class attendance is important on three counts. First, I'd like to hear your voice in class. Everyone's voice is needed and valued in this small learning community. Second, you will get MORE from the class time beyond what is in the readings. Third, good attendance and participation will raise borderline grades (For example, strong participation could boost you to the higher of two borderline grades, such as an A instead of an A-).

### Important dates

**Mon. Jan. 14:** Last day to add or drop a course (without incurring financial liability)

**Mon. Jan. 21:** NO CLASS (Official Holiday: Martin Luther King Holiday)

**March 11-16:** Spring Break

**Mon. March 18:** Last day to drop a course with a DR grade

**Wed. April 17:** Last day of class meeting

### Grievances

I encourage you to communicate with me whenever you have any concerns or questions. In case that you feel your concerns and questions are not addressed to your satisfaction, you should contact Kimberly Harrison, the writing program director, [harrisok@fiu.edu](mailto:harrisok@fiu.edu), or one of the associate directors Robert Saba, [sabar@fiu.edu](mailto:sabar@fiu.edu), or Jordan Grant, [jgrant@fiu.edu](mailto:jgrant@fiu.edu).

### Other RESOURCE

Center for Excellence in Writing: <http://writingcenter.fiu.edu/>

FIU's web page about plagiarism (representing another's work, ideas, expressions, or materials as your own) and other academic misconduct: <http://undergrad.fiu.edu/academic-integrity/index.html>

A list of other writing resources:

[http://online.fiu.edu/app/webroot/html/blackboardlearn/resources/writing\\_resources/](http://online.fiu.edu/app/webroot/html/blackboardlearn/resources/writing_resources/)

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Disability Resource Center: <http://drc.fiu.edu> (Any student with a diagnosed disability has access to special accommodations through the DRC. You must register with the DRC in order to receive such accommodations.)

Counseling and Psychological Services (CAPS): <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/> provide mental health services to students that will facilitate and enhance their personal learning, emotional well-being and academic skills development.

\*This syllabus may be subject to change per need of class

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I have received the course syllabus for ENC3378 taught in the spring of 2019 by Ming Fang at FIU. I agree to adhere to all policies and procedures. I understand the importance of attending the weekly class meetings, as well as the guidelines for student conduct, academic dishonesty, and grading procedure. I agree to come to class prepared with a positive attitude to learn and engage in the ways that I am able and try in the ways I am not yet fully acquainted with.

Signature

Printed Name

Date

### Plagiarism Pledge

As a student of this university:

- I will be honest in my academic endeavors.
- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Signature

Printed Name

Date

### Work sharing agreement (Optional, but very much appreciated)

1. Anything you write for this class is subject to reading or discussion by other members of the class, but we will do so respectfully and with the understanding that working drafts are, by nature, not perfect.
2. You agree to allow me to share your written work with a wider FIU community or my research community. I will NEVER use your work for demeaning or derogatory purposes. All work will be shared without identifying information associated to it (i.e., anonymously or with pseudonyms attached). At any time, you may ask me not to use your work or share your work if you decide to withdraw your agreement here.

Signature

Printed Name

Date