

English 200-001 and English 200-002: College Writing and Reading II – Global Emphasis Topic: International Women’s Issues

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Section 01: BR 281: MWF 9-9:50
Section 02: BR 281: MWF 10-10:50
***Both sections are service-learning.**
Office Hours: Mon, 2:00-4:00 and
Tues, 1:00-3:00 (& by appointment)

Course Overview

Catalogue Description

ENG 200: 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 composition 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 Description

Through a cross-cultural investigation primarily of international women’s issues, this course exposes us to global issues while enhancing not only our global awareness but also our writing, research, and critical thinking skills through sustained writing. We will read, evaluate, synthesize, and analyze a combination of critical essays and narratives primarily about and by women to construct deeper understandings of globalized issues in cultural, historical, social, and gendered contexts. We will explore different writing genres, analyzing and understanding various rhetorical situations and strategies to strengthen our arguments and argumentative writing. Ranging in subject and geographic areas, topics often link to international women’s issues. When engaging with our range of course topics, we should ask ourselves how gender, identity, and identity construction play roles in global issues. Furthermore, I ask that you participate actively and intellectually in class discussions, bringing your own insight and knowledge into our community of learning. We will not have all of the answers, but we can definitely discuss issues.

To add to our class experience, this course incorporates a service-learning project, where you are expected to make connections between local and global realms – in other words, engaging with our local community while developing our global perspectives. This required service-learning project will add to our writing experiences, as it also connects to enhancing your writing and communication skills. After all, this is a writing course, and you will be developing your writing and research skills through both informal and formal writing tasks throughout the semester.

Course Material

The following are required:

- Johnson’s *Global Issues, Local Arguments: Readings for Writing*, Second Edition (ISBN 10: 0-205-73992-X)
- Course Packet with Supplemental Reading– available for purchase in the bookstore. (Some supplemental material may, at times, be uploaded to Blackboard in the “Supplemental Reading” folder. *Because our analysis and discussion relies on the text, you must bring course packet or printed documents to class.
- Access to the Internet and to Blackboard (for supplemental readings, assignments, journals, etc.) Go to the following website: learn.uncw.edu. Please use your UNCW login and password to access Blackboard.
- A writing manual; Hacker’s *A Pocket Style Manual* (5th Ed.) is a good option.
- A means and funds to print out required material, paper drafts, etc.
- A mindful presence – with the material, with yourself, and with all course participants ☺
- A positive attitude, open mind, attentive ears, and respectful tongue ☺
- A willingness to grow as a reader, writer, critical thinker ☺

Bring texts and/or supplemental materials to class. We will refer to material(s) during discussions, or you may need material(s) for in-class writing assignments and in-class activities. If you do not have material(s) with you, then you are unprepared for that day, and I will count you as absent, possibly even asking you to leave. Please come prepared.

Course Objectives/Student Learning Outcomes

Generally speaking, this course builds upon writing, analysis, and research skills while enhancing global awareness and civic engagement. Student learning outcomes are outlined below:

Composition Objectives:

- 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]

Information Literacy Standards:

- Students will develop the ability to identify key issues/questions that require additional information. For each topic discussed, students will be able to answer the question "what's at stake here?" [IL1]
- Students will become proficient at identifying appropriate sources for various research questions. [IL2]
- Students will be able to discern reliable sources from unreliable ones. [IL3]
- Students will identify specific research topics and will develop a sound knowledge base through their own research to analyze and/or argue a chosen issue or position. [IL4]
- Students will learn and practice MLA documentation. Students will know what plagiarism is. [IL5]

Global Emphasis:

- 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]

Service-Learning Component:

- Students will reflect upon their experience while critically examining their own identity and worldviews in terms of categorical labels (i.e., gender, class) and assumptions about self and others [S-L component]
- Students will make connections between global and local issues, formulating sound and persuasive arguments and possible solutions while analyzing and considering rhetorical situations [S-L component]

Course Requirements and Method of Evaluation

Below are the basic course requirements with brief explanations of assignments and grading:

Assignments	Percentages	Space to Record Your Grades
Essay 1	15%	
Essay 2	15%	
Essay 3	20%	
Essay 4	15%	
Service-Learning Project	20%	
Journals, Informal Writing, Participation	15%	

Grading Scale:

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79;
C = 73-76; C- = 70-72, D+ = 68-69; D = 66-67; D- = 65; F = 64 and below

Essay Assignments:

Throughout the course, you will be expected to turn in four formal essays. If you neglect to turn in any of these, you automatically fail the course. * Papers are DUE at the start of that class! If you walk in late, then, unfortunately, your paper and you are both late.* Specifics: All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and at least the Assignment number. All essays should have a title, but please do not waste trees with a title page! ☺ Also, all work should be stapled. (Staples are our friends!) Also, use documentation when appropriate, following MLA format. Please note that exact essay assignments will be elaborated in detail throughout the course. Please do not email me your assignments (unless you have prior approval), and in these extreme situations, you should keep a receipt of your email for your records.

Journals, Informal Writing, Participation:

Informal writings should be typed (unless done in class) – and may include, but not limited to, in-class writing assignments, (pop) quizzes, short (one-page) writing assignments, outlines, annotated bibliographies, Blackboard writing assignments. These assignments will often be evaluated on a 10-point scale, either numerically or using a ✓+, ✓, ✓- system (which you may want to equate to a 10, 8, 6). However, (pop) quizzes are evaluated appropriately (i.e., 3/3 is a perfect score on a pop quiz with 3 questions). Sadly, any missed assignment in this category (due to an absence or due to coming to class unprepared or late) will be recorded as a 0. Please note that these assignments **cannot** be made up if you are absent. *Do not even ask.* Also, please note that you do receive credit for participating in peer-review sessions, and if you are not present (or do not participate or come to class unprepared), then you will receive a 0 for that assignment.

Journals, for this class, serve as a venue for you to engage critically with the readings, to develop your writing skills, to connect with your service-learning, and to assist with your writing stages. This will be online, accessible to the class, using Blackboard. Although you are only responsible for 10 journals (designated by writing prompts on your tentative daily plans), feel free to journal as much as you want! Please note journals are due before class begins the day that they are due. I do accept late journal entries for partial credit, up until a week after its original due date. Also, I encourage you to read and respond to your peers’ journal entries. (You simply do this by replying to the journal thread.) Your journals will be periodically assessed on a 10-point scale. Specifics: I will create individual journals for each of you on Blackboard, and you simply add to that forum, labeling your entries appropriately (including J1, J2, etc.) Entries should always be thoughtful, reflective, critical and should be (about) 350-500 words. If you quote any source, remember to cite.

Participation happens in various forms, including, but not limited to, discussing the readings, listening to your peers’ analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate! ☺ You will be periodically assessed using a 10-point scale.

Service-Learning Project:

There is a service-learning component with this course, and you are *required* to complete 10 hours of service-learning, linking global issues with local issues by volunteering with a community organization. A list of the organizations, with contacts and details, can be found on Blackboard. You should sign-up for your service-learning organization at the start of the semester; you are responsible for contacting and arranging a volunteer schedule. Also, it is your responsibility to fulfill the ten hours, and you should keep me informed. To aid, throughout the semester, I have check-points on the tentative schedule, where I ask that you complete X number of hours by X date. Essays, discussions, journals, and/or in-class assignments may link to the service-learning experience. Specifics: There are individual and group components. Individually, you are required to maintain a service-learning reflection log *immediately* after each volunteer experience, documenting and reflecting upon the experience, and you will submit your best three entries. You are each required to write and submit a final synthesis (with research). As a group, you will give an oral presentation at the end of the semester. Further details on project requirements will be provided, and projects will be assessed appropriately. Lastly, we will be participating in the English in Action showcase at the end of the semester, which will be worth up to two of the required ten volunteer hours.

Attendance and Assignment Policy

To expand upon the above, coming to class is required, and you are expected to do so. This course requires participation, and it is a lot easier to participate if you are here! ☺ Thus, your being absent will affect your grade. You are allowed three ‘free’ days (excused or unexcused). In the event that you are absent, it is your responsibility to obtain what you missed. However, **on your 4th absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. * AND on your 7th absence, you automatically fail the course. *** Also, very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

Mandatory conferences will be held at least once during class time. Missing will result in TWO absences. Again, **I do not allow in-class assignments or quizzes to be made-up.** Sorry. You must be there to receive credit. And again, **I do not accept assignments via email**, unless you have prior approval and unless it's an extreme situation. Also, **late assignments** will also affect your grade (unless you have pre-arranged an extension due to personal *and severe* matter prior the deadline). Generally, **assignments will drop 10 points for each day they are late.** And again, I stress that assignments are due at the start of class. If you are late, then so is your assignment – to be fair to all. And again, **if you fail to submit any of the formal essays, you automatically fail the course.**

General Expectations

Honor Code and Policy on Plagiarism

All members of UNCW are expected to follow the university-wide **Honor Code**; review the policy by visiting the following link: http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf. Also, in accordance with the policy, this course will not tolerate any form of academic dishonesty. Let's hold ourselves to high standards!

You are expected to abide by UNCW's policy on **plagiarism**. Please review UNCW's position on plagiarism, outlined in the Student Handbook. As a basic and ethical rule to follow, **do not plagiarize ANY assignment, written or oral** – formal projects, drafts, journal posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.), and do your own original thinking, writing, responding. **This course cares what YOU think.** All plagiarism cases must be reported and will be handled appropriately. Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. Let's clarify more. Plagiarism is not JUST copy-and-paste. AND it does not JUST apply to words. If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face the appropriate consequences. Thus, cite! AND you should even cite when you write your drafts and journal entries! Improper documentation in any assignment may be considered plagiarism. If you have questions, ask. Also, it is always better to cite too much ☺

** Plagiarism, of any sort, will result in a zero on assignment at minimum, will be reported, and will receive any additional, appropriate consequence deemed necessary (i.e., failing the course, being removed from the university).*

Classroom Protocol

You are expected to arrive to class on time with all required materials and to participate intellectually, critically, and respectfully. Please note that this course relies largely on class discussions, peer evaluations, and constructive feedback, and **you are expected to participate and to be respectful at all times.** In addition, misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. Thus, think of your role as a student. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. However, you may have your laptop, if needed and if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. **The first inappropriate use of laptop/wireless will result in banning this privilege for ALL for the rest of the semester.** You do not want to be that person. (I am serious!) Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are ok if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

Campus Respect Compact and Statement on Diversity

You are expected to uphold UNCW's Respect Compact, which honors inclusivity and believes in an exchange of ideas from all, promoting mutual respect and sustaining a civil and diverse community with a willingness to learn from all: <http://www.uncw.edu/stuaff/pdc/documents/SeahawkRespectCompact.pdf>. UNCW supports policies, curricula, and co-curricular activities that encourage an understanding of and appreciation for all: <http://uncw.edu/diversity/>.

Religious Observance Policy

You are expected to attend class regularly and in accordance with the course attendance policy. However, you are also entitled to two excused absences for religious observances per academic year (per NC SL 2010-2011). You must inform me in writing the first week of class if you will be using any of these permissible absences, indicating the date(s). In addition, please inform the Registrar the first week of class, who will then confirm your intentions to miss

class with the impacted instructors. Please note that any absence for religious purposes that does not have a written request the first week of class, adhering to this procedure, will be counted as unexcused to be fair to all.

Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

UNCW has a **University Learning Center (ULC)**, which is good to know! This free Center is to assist with your academic skills. I encourage you to use it! Visit their website for complete details: <http://uncw.edu/ulc/about/index.html>.

There is a **Writing Center** with peer readers. For more info, and to make an appointment, visit the following website: <http://uncw.edu/ulc/writing/index.html>. When writing, be sure to plan ahead and utilize these resources. ☺

You can get help with their writing in three ways:

1. **The Writing Center** (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students develop specific revision plans.
2. You can also receive electronic response to your developing papers through the **Online Writing & Learning (OWL)** program and obtain writing resources: <http://uncw.edu/ulc/writing/owl.html>.
3. You can drop-in at the Writing Lab (DE 1003) for help with quick questions about your developing papers. The Writing Lab is staffed with a writing tutor and has a few computers and other writing resources.

The **Randall Library** and **Learning Commons** are also helpful resources for research, computers, group activities, etc.

UNCW is committed to equal educational opportunities and offers reasonable accommodations for students who have documented disabilities. Please work with **Disability Services** (962-7555) to make appropriate arrangements, providing me with documentation, within the first two weeks of the semester: <http://www.uncw.edu/stuaff/disability/>.

UNCW does not tolerate any kind of violence or harassment. If you are experiencing emergencies of this nature, you should call 911 or UNCW CARE (962-2273). There are a number of available **Crisis resources** for individuals concerned with any violent or harassing situation; refer to the following link: <http://www.uncw.edu/wsrc/crisis.html>.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process. However, I *will not* look at a major paper the day before it is due – as you should have managed your time more wisely and should have been engaged in an *extended* writing process.) **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day ☺ To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. Also, you have my **cell**; use it during designated times and when necessary. Please be responsible and respectful. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by! ☺

**** If you have questions or suggestions throughout the course, please let me know. I invite any and all feedback. ****

Tentative Course Schedule of Assignments

A tentative schedule is below with the disclaimer that this is subject to change, in any way, as the course progresses. I will update you with changes, additions, deletions accordingly. It is your responsibility to be aware of any change.

W1	11-Jan	Intro to Class
	13-Jan	Read Ch. 1 (pgs.1-13); Review the questions on page 8 prior to class. You will be doing an in-class group activity; Review the Service-Learning “Main Document” on Blackboard. (Go to the organizations’ websites, and decide on your top two choices of where you would like to volunteer.) <u>Due:</u> Journal 1 (J1): What is your writing history/experience? Do you like research? How comfortable are you with citation and documentation? To you, what is argumentative writing?

Due by the end of class: In-Class Collaborative Writing: In groups of four, on one sheet of paper, first, answer all questions at the top of page 8, discussing each question in detail and coming up with one answer to write down. (Your discussion should be insightful and developed, which will enhance your written answers.) After your group answers all eight questions, you should, as a group, develop your definition of globalization. (Your answers and definition should be in complete sentences.) Once your group is done, submit your paper in the folder outside my office door.

W2

16-Jan MLK Day – NO CLASS. Enjoy the holiday!!

18-Jan Read chapter 3's opening (p.68-78); Chang's "My Six-Year-Old Son..." (p.92-96)
Reminder: Read the service-learning packet on BB; decide how you want to fulfill your service-learning requirement. **You MUST sign BY NOON on Jan 20th!** Form is on my office door.

20-Jan Read Jeffcoat's "Sweat, Fire and Ethics" (p.114-118); Read NYTimes article:
<http://www.nytimes.com/2010/07/18/business/global/18shirt.html?adxnnl=1&adxnnlx=1310682908-z9mlqbHCTq983W%20y%20x5Gg&pagewanted=1> (Please print out and bring to class☺)

W3

23-Jan Read info on Writing and Analyzing Arguments and Rhetorical Analysis (p.14-17; 29-51)
Due: Journal 2 (J2): What are your consumer habits? Do you think about the product (i.e., who made it, etc)? Why (not)? What is your role, globally and locally? Relate response to readings.
Note: For service-learning, be sure to contact your organization with a volunteer schedule by the end of this week!! There is no excuse for failing to do this. Also, you are working with THEIR schedule, so you do not want to wait until the last minute, assuming they can make time for you. They are a business with prior obligations; please respect their schedules.

25-Jan Read Harrop's "Low Prices..." (p.123-125); Student Voice (p.130-132)

27-Jan Read Sach's "Bangladesh: On the Ladder of Development" (p.108-113)
Due: Journal 3 (J3): You should have selected your service-learning project and initiated contact with the organization by today! Reflect on this process, and explain the project/service that you will be doing (if you know, or explain what you hope to do). Also, explain why you decided on this particular organization and project -- as well as your expectations, preconceived assumptions, and how you think it will relate to the course and (women's) global issues. (Note: Service-learning projects may not directly require writing, but how do you think your experience will aid your writing skills, or even your communication skills, etc.? Push your thinking...)

W4

30-Jan Read Hochschild and Ehrenreich's "Global Women" (supplemental reading on Blackboard; print)

01-Feb Ogasawara's "Office Ladies..." (supplemental reading on Blackboard; print); Student Sample
Due: Begin your writing process. Bring a typed outline of your first essay assignment to turn in to me at the start of today's class. After your outline, type your introduction paragraph, and be sure to indicate your thesis and the text you will be using for your rhetorical analysis. (You may ask me questions on this, etc. Use this to assist your writing process and essay development!)

03-Feb **In-Class Peer Review Day**

Due: A complete draft of essay 1. Come to class with ONE copy printed out AND upload this same draft to Blackboard for me! *Also, you must print FOUR peer-review rubrics and bring them to class for today's peer review. Reminder: Do not forget to include your works cited page!

W5

06-Feb **Essay 1 Due;** Read Noor's "Muslim Riots..." (271-273)

08-Feb Read Qureshi's "This Carry-On..." (p.274-275); Read and print the following NPR article:
<http://www.npr.org/2011/04/21/135523680/lifting-the-veil-muslim-women-explain-their-choice> ;
Read Jacob's "My Brown Face" (supplemental on BB; print)
Due: Journal 4 (J4): Go to the below link; listen to the stories. Write a response journal on them:
<http://www.npr.org/2011/04/21/135413427/lifting-the-veil>

- W6
- 10-Feb Read Annan's "Lecture on..." (p.232-238); Read "A Call for Equality" (supplemental on BB; print)
- 13-Feb Mohanty's "On Being South Asian in North America" (supplemental course packet, p. 1-4)
Due: J5: Mohanty speaks about her identity. Explain her main claims. And write a journal response, reflecting upon your own identity, making connections to readings.
- 15-Feb Steele and Major's "China Chic" (supplemental reading on BB; print)
- 17-Feb Read "Plight of the Little Emperors" (supplemental on BB; print); Read and print the following link:
<http://www.un.org/womenwatch/daw/followup/session/presskit/fs2.htm>
Service-Learning Check Point: Complete your first three hours of service-learning by today.
- W7
- 20-Feb Read Viramma's "A Pariah's Life" (supplemental on BB; print); Dirie's "The Tragedy of Female Circumcision" (supplemental on BB; print)
- 22-Feb Rubenberg's "The Foundation of..." (supplemental course packet, p. 5-8)
Due: J6: Write an update about your service-learning experience. In this update, be sure to explain what the word "service-learning" means to you. Also, reflect on how this component, and your service-learning experience in particular, could add to a writing course.
- 24-Feb Read Staples's "Just Walk on By" (supplemental on BB; print)
Due: Instead of an outline, create (on one page) a visual diagram, which should indicate the two works you will be using in your next essay and any points that you have thus far. Think of this as the developing bones of your essay. *Also, on the back (with a pen, pencil, crayon, writing utensil), prewrite for about 5 minutes where you are going, what your argument is (or think it is), ask questions, brainstorm, etc. This is to start your writing process!
- W8
- 27-Feb **Mandatory Conferences** – If you miss, you will receive TWO absences.
Due: First page of your draft (typed). Be sure to bring any questions to your conference.
Note: Last day to withdraw from classes is Feb 28th.
- 29-Feb **Mandatory Conferences** – If you miss, you will receive TWO absences.
Due: First page of your draft (typed). Be sure to bring any questions to your conference.
- 02-Mar **In-Class Peer Review Day**
Due: A complete draft of essay 2. Come to class with ONE copy printed out AND upload this same draft to Blackboard for me! *Also, you must print FOUR peer-review rubrics and bring them to class for today's peer review. Reminder: Do not forget to include your works cited page!
- W9
- 05-Mar **Essay 2 Due** **with** your self-evaluation. (Please simply attach to back of your essay.)
AND Read Chapter 9 intro (p.471-481); Read UNICEF's "A World Fit for Us" (p. 490-2)
- 07-Mar Service-Learning in-class activity on research and interviewing!
- 09-Mar **Library Day – We will be having class in the library today!**
Due: A typed, one-page assignment (TBA). To be turned in AT THE LIBRARY.
- W10
- 12-Mar **Spring Break – NO CLASS – Be safe and have fun!**
- 14-Mar **Spring Break – NO CLASS – Be safe and have fun!**
- 16-Mar **Spring Break – NO CLASS – Be safe and have fun!**
- W11
- 19-Mar Feingold's "Human Trafficking" (p.481-487); Kristoff's "Put Your Money Where..." (p.488-490);
Read and print the following New York Times article on trafficking:
http://www.nytimes.com/2011/08/17/world/asia/17vietnam.html?_r=1
Due: J7: Respond to one of today's reading. How is the issue/argument related explained? How does the writer present and support his/her arguments? What is in/effective? Consider the assumed audience, author's (means of establishing) credibility, purpose, etc.
- 21-Mar Busza, Castle, Diarra's "Trafficking and Health" (p.494-501); Read Writing an Argument (p.52-67)

	23-Mar	Butcher's "Confusion between Prostitution and Sex Trafficking" (p.502-505); Leuchtag's "Human Rights: Sex Trafficking and Prostitution" (supplemental on BB; print)
W12	26-Mar	Read Sev'er and Yurdakul's "Culture of Honor" (supplemental in course packet, p. 9-18) Service-Learning Check Point: Complete your second three hours of service-learning by today.
	28-Mar	Valdez's "Deaths that Cry Out" (supplemental on BB); Read up on the Genocide; come to class with one potential research question regarding war/genocides (to practice developing research Qs) <u>Due:</u> J8: Read three stories from the following link, and write a journal response. Be sure to highlight issues in your response: http://www.un.org/preventgenocide/rwanda/testimonies.shtml
	30-Mar	Read the student sample of an argumentative paper (titled "Why the US Should Adopt Nuclear Power"); Bring a copy to class (or your laptop); Bring your working thesis to class, too! <u>Due:</u> Keep researching!! And begin synthesizing your information!! <u>Due:</u> J9: Post your working thesis. AND post a substantial summary and evaluation of one of your sources/articles. Be sure to include how you intend to use your source in your essay as well as the correct citation of that source. (This portion of your journal can be copy-and-pasted into your annotated bibliography, so be sure it has these three components! ☺)
W13	02-Apr	In-Class Peer Review Day <u>Due:</u> A complete draft of essay 3. Come to class with ONE copy printed out AND upload this same draft to Blackboard for me! *Also, you must print FOUR peer-review rubrics and bring them to class for today's peer review. Reminder: Do not forget to include your works cited page! <u>Note:</u> You may want to think about your service-learning project over the break. You do not want this to sneak up on you! Make sure your logs are up-to-date, and you may want to begin the final synthesis or touch base with your group regarding those five questions.)
	04-Apr	No Class – Replaced with Mandatory Writing Center Visit before you submit Essay 3!
	06-Apr	Easter Holiday – NO CLASS – Enjoy the holiday!
W14	09-Apr	Essay 3 Due. (We will be doing an in-class activity related to your Service-Learning Project.) <u>Note:</u> You want at least one person in your group to bring a charged laptop to today's class!!
	11-Apr	Shiva's "Gift of Food..." (p.376-382); Before class, reflect on what makes a good website. <u>Due:</u> J10: 1) Analyze the website affiliated with your service-learning organization. 2) Find and post four good points regarding the global issue connected to your local service-learning project.
	13-Apr	<u>Due:</u> One PwrPt Slide per Service-Learning Group in preparation for English in Action showcase. Have this slide in your email or on a flash-drive. AND be prepared to present your group's slide and to offer constructive criticism on others' slides. (We will select our ENG in Action presenters!)
W15	15-Apr	No reading for today. We will go over oral communication skills in preparation for presentations. <u>ENG in ACTION:</u> Finalize and submit your PwrPt slide to CSURF by today.
	16-Apr	In-Class Peer Review Day of Final Synthesis <u>Due:</u> A complete draft of final synthesis, printed out. (You want to make sure your logs are complete, too, since you want to be a dedicated group member, assisting with the group project!)
	20-Apr	Saadawi's "Women and the Poor" (supplemental reading in course packet, p. 19-23) Service-Learning Check Point: Complete final four hours of volunteer service-learning by today.
W16	23-Apr	In-Class Oral Presentations of Service-Learning projects, connecting global and local issues <u>DUE:</u> Service-Learning Project when you present
	25-Apr	In-Class Oral Presentations of Service-Learning projects, connecting global and local issues <u>DUE:</u> Service-Learning Project when you present
	27-Apr	Review the flyer from FoodRoutes in your text (p.385-387); English in Action Showcase (TBA) <u>Note:</u> You should be thinking about your final assignment/exam. Do you want to create a brochure, a letter to the editor? What argument will you make in this document? What resources from your organization are available to assist you with these efforts?
W17	30-Apr	In-Class Peer Review of Essay 4
	TBA	Exam: Essay 4 Due at start of class – with an in-class writing assignment as part of exam.