

ENGLISH 2000: CULTURAL EXCHANGES
A Service-Learning Course
SPRING 2014

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Class: English 2000-17

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Office Hours: Please sign up for an appointment [here](#).

COURSE DESCRIPTION:

This section of English 2000 will ask you to investigate the ongoing phenomenon of globalization through both academic research/ writing and hands-on experience. You will not only read, discuss and write about issues of global concern, but you will also partner with international students in an ESL class to get firsthand experience of life in other cultures. During the second week of the semester, you will be assigned an ESL partner from LSU's ENGL 1051 course— a course designed to help international graduate students prepare for their roles as graduate teaching assistants (GTA's). After a beginning-of-the-semester group orientation, you and your partner will arrange a regular weekly meeting time of approximately one hour's duration to complete weekly tasks designed by me and the ENGL 1051 instructor (conduct an interview with each other, share and discuss an article, etc). As a native English speaker and LSU undergraduate, you will help your ESL partner practice his/her spoken English skills as well as grow more familiar with undergraduate culture (i.e. prepare them to understand the undergraduate students who will be taking their courses). As a second language speaker and citizen of another country, your ENGL 1051 partner will help you become familiar with a unique cultural perspective as well as sharpen your ability to discuss global issues in a manner that respects and values cultures different from your own.

Each week, you will write about your experiences in weekly reflection blogs. Through these reflections, you will think critically about the struggles and rewards of cross-cultural communication as well as how getting to know another culture informs your understanding of global issues. In addition to blog writing, you will compose formal essays where you engage in analytical thinking that seeks to understand and find common ground between multiple cultural parties.

Through course readings, lectures, and discussions, you will learn how to express ideas in precise and straightforward language, both in oral and written form. You will also learn basic rhetorical strategies and how to implement these strategies in the construction of logical, carefully-researched arguments. With practice, you will become comfortable using sources, practicing process writing, working collaboratively, and connecting ways of knowing from more than one discipline.

Through ESL partner meetings, reflection blogging, and class discussions, you will consider how actively engaging with various cultural perspectives improves a writer's ability to successfully appeal to a multicultural audience. In both writing and talking about issues of global concern, you will practice demonstrating cultural sensitivity and developing an authorial tone that is inclusive, not exclusive, of multiple cultural parties. You will contemplate the value of such efforts in public discourse and consider how they can help us all better navigate an increasingly globalized world.

TEXTS AND SUPPLIES

Required:

Globalization: A Reader for Writers by Maria Jerskey. Oxford Press ISBN: 9780199947522

Moodle 2

Back-up technology (flash/external drive or Google docs, Dropbox etc.)

SERVICE -LEARNING COMPONENT:

You will partner with an international student in English 1051 and meet with the international partner approximately an hour each week on campus, for a total of 10-15 hours.

After each meeting, your international partner will sign your Service-Learning Log as confirmation of your meeting.

Note: Falsifying your S-L Log is academic misconduct, for which you will be reported to the Dean of Students.

During the second week of the semester, I will join our service-learning partner, Ms. Elin Epperson—Instructor of ENGL 1051—in conducting an orientation session to cover the details of our service-learning partnership. We will clearly explain our expectations, rules and guidelines, and procedures for expressing concerns. During this orientation, you will meet your assigned 1051 partner and together you will sign an agreement that reviews these expectations, rules, and procedures of the course. By signing this written agreement, you and your partner will officially confirm your understanding of/commitment to the goals of the -learning partnership.

S-L Meeting Requirement: You should meet with your service-learning partner once per week at least 10 times throughout the semester. These meetings should be spread out evenly over the course. **You are not allowed to “double up” or meet your partner twice in one week.** You will have 13 weeks from the start of your service-learning meetings (Jan 27). Consequently, you may choose will have two “free” weeks throughout the semester (not including Spring Break). Each week, you will have your partner sign your service-learning log confirming the time and length of your meeting. You will turn this log into me twice—once in March to receive a mid-term grade and again at the end of the semester to receive a final grade.

S-L Meeting Content: Each week, I will provide you with a weekly meeting task to complete with your partner. These tasks will primarily include discussion questions on various topics (For details, see “Weekly Discussion Topics” at the end of the syllabus). Remember that the primary purpose of this service-learning partnership is to give your partner a chance to practice informal conversation skills and give you a chance to learn about a different culture. Consequently, the weekly meeting tasks will serve as opportunities to explore differences and similarities between your and your partner’s home countries. As I will discuss in more detail during orientation, I want these meeting to be **yours**. This means that it is ok if you veer off the assigned discussion topic. The most important objective is having a lively and productive conversation throughout the course of your meeting.

S-L Meeting Grade: As long as you meet with your partner for at least an hour per meeting, you will receive full credit (100). While it is ok to go about 10 minutes under an hour, each 10 minutes below thereafter will result in a 10-point reduction to your meeting grade for that week.

This course has received a service-learning designation by LSU's Center for Community Engagement, Learning, and Leadership (CCELL). For more information about CCELL, please visit their website: www.lsu.edu/ccell

Access CCELL to find out more about:

1. **Service-Learning** Program
2. **Service-Learning Student Trip Insurance:** <http://bit.ly/11xx8BB>

CCELL is dedicated to protecting the safety and dignity of its students, faculty, community partners, and anyone who has contact with the program. The LSU and CCELL risk management policy requires that every student participating in a service-learning class has field trip insurance secured for every off-campus visit they make to a community partner site (to read LSU's full policy see [PM-4](#)).

COURSE OUTCOMES

Unit I: Research (*January 20 – February 11*)

- Sharpen ability to conduct research on popular and academic search engines
- Develop strategies for assessing the credibility of print and online sources
- Learn how to use the resources of the LSU library
- Integrate and document sources into formal writing

- Cultivate habit of suspending judgment until finding evidence to support claims
- Allow personal opinions to develop and mature through careful research and interaction with ESL partner
- Foster intellectual curiosity about different cultures and ways of life

Unit II: Audience (*February 13 – March 25*)

- Adopt appropriate voice, tone, and level of formality that is inclusive, not exclusive, of multiple cultural parties
- Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various cultural audiences
- Increase awareness of how organization, phrasing, paragraphing, and mechanics shapes how readers perceive an author and his/her ideas
- Develop capacity to imagine/anticipate multiple reader responses
- Value the importance of demonstrating empathy and seeking common ground in written/spoken argument

Unit III: Formal Argument (*March 27 – May 1*)

- Learn and apply various rhetorical strategies for introducing, developing, and concluding an argument
- Use sound research and audience awareness to increase the effectiveness of formal written argument
- Construct arguments that demonstrate a global mindset and respect for cultural differences

ASSIGNMENTS AND GRADING

Students will write a minimum of three essays (approximately 1500 words). The third essay, a researched argument, will be used as an assessment. A more detailed description of each assignment will be made available on Moodle one week before drafting begins.

Due Dates and Grade Weights

Exploratory Research Essay (1500 words, **Due: Feb. 20**)15%

Drafting Schedule: Pre-write (350 words, Due Feb 11)

Draft 1 (900 words, Due Feb 13)

Peer Review Draft (1200 words, Due Feb 18)

Final Draft (1500 words, Due Feb 20 @ MIDNIGHT)

Rogierian Argument (1500 words, **Due Mar. 25**)..... 20 %

Drafting Schedule: Pre-write (350 words, Due Mar 13)

Draft 1 (900 words, Due Mar 18)

Peer Review Draft (1200 words, Due Mar 20)

Final Draft (1500 words, Due Mar 25 @ MIDNIGHT)

Researched Argument (1500 words, **Due: April 27**).....30%*

Drafting Schedule: Bibliography (Due April 3)

Outline (Due April 8)

Pre-write (400 words, Due April 10)

Draft 1 (1000 words, Due April 22)

Peer Review Draft (1300 words, Due April 24)

Final Draft (1500 words, Due April 27 @ MIDNIGHT)

Service-Learning Reflection/Research Blog.....10%

Drafting and Peer Review.....10%

Service-Learning Hours.....10%

Quizzes and Journal Posts.....5%

***Assessed Document**

Formal Writing: In this class, you will write a total of three academic essays. Together, they will comprise 65% of your grade.

Service-Learning Blogs: Each of you will create a blog on wordpress.com that you will use as your virtual service-learning log throughout the semester. Once you create your blog, you will set it to “private” to ensure confidentiality (I will lead you through this process in class). Each week, you will post a 250 word response that reflects upon your weekly meeting with your ESL partner. These posts should be completed within 48 hours of your meeting. If you choose to use one of your “free” weeks, please make a short post alerting me to the fact. I will read and respond to and assign a grade to your blogs each week on Sundays. Reading your blogs will give me an opportunity to track the progress of your partnership and address any concerns you may have, so it is very important that you keep up with them. If I check your blog on Sunday and see that you have not posted, you will receive an e-mail reminder to keep up with your posts. If you delay posting for a second time at any point in the semester, I will detract five points from your final blog grade. Your service-learning blogs are due the day you turn in your final essay (April 27th).

Drafting and Peer Review: Because good writing evolves over time and improves with feedback from peers, a drafting/peer review process is built into each essay assignment. Drafts and peer reviews will make up 10% of your final grade. Be forewarned—I’ve seen 10% make a letter grade difference at the end of the semester.

Quizzes/ Discussion Posts: I will give several pre-class quizzes throughout the semester on readings assigned for homework. If you keep up with the readings, these quizzes should make for easy A’s. I will also occasionally require you to make discussion posts on a Moodle forum during the weeks you are not working on your essays.

Guidelines for Formatting

1. Double-space (MS style), Times New Roman, 12 Point Size, 1-inch margins for all essays, including drafts.
2. Turn in source materials for your research (print outs of web-site materials) plus Works Cited for drafts and finals.
3. Always turn in everything that you or I write for each assignment: the assignment sheet, all notes, brainstorming, outlines, drafts, etc.
4. Number pages: upper right.

Refer to Purdue OWL’s “Research and Citation” page for more help with citation guidelines and formatting:

<http://owl.english.purdue.edu/owl/section/2/>

POLICIES

Plagiarism

“Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student...” (Sec. 5.1, C. of the LSU Student Code of Conduct): <http://saa.lsu.edu>. Cases of academic misconduct & plagiarism will be reported to the Dean of Students.

Do NOT plagiarize. You will get caught, and it will be awful. We will discuss different kinds of plagiarism in class, but if you are ever unsure about anything, please come to talk to me directly before turning in an assignment.

Electronic Devices

Students will show respect for others in the classroom and will not use cell phones or other electronic media unless asked to by the instructor. In addition, a student who disrupts instruction will be asked to leave the classroom and three zeros will be added to that student's drafting/peer review grade.

Disability Services

According to our *General Catalog*, "The *Office of Disability Services* assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need." Students must provide current documentation of their disabilities to their 1001 teacher. Students should contact the office early so that necessary accommodations can be arranged.

Attendance (UWP):

Class attendance is critical to the rich, interactive environment that the University Writing Program's classes are designed to provide. To learn the processes and skills involved in learning to write in an academic community, students need interaction with and feedback from other students.

When students have valid reasons for absence (see [PS-22](#)), they are responsible "for providing reasonable advance notification and appropriate documentation of the reason for the absence" and "for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed." Teachers "will assist those students who have valid reasons," but some in-class activities are difficult to make up. Valid reasons that must be documented include: illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and **two per term in classes that meet two times a week (e.g., TTH or MW)**. Beyond these limits, each unexcused absence will ***lower the final course grade by half a letter grade***, or five points on a 100-point scale.

Late Assignments

Homework will not be graded if it is submitted late. Quizzes and other classroom activities cannot be made up if you miss them. If you have a valid excuse that is documented, the instructor will then assist you as well as possible in making up the assignment (see attendance policy above).

Conferences

Each student is required to schedule *at least one conference* with me during the semester. It must be during the dates of April 7 and 11 before your final essay is due.

E-Communication

In order for you to be successful in this course, you **MUST** check both your e-mail and Moodle on a daily basis. I rely heavily on e-communication to assign homework, provide feedback, adjust assignments, and share useful resources. If you fail to check either e-mail or Moodle regularly, you **WILL** miss important information that affects your grade.

I encourage all students to utilize e-mail to solicit advice and/or clarification on course assignments. You can usually expect a response within 24 hours. Please do not e-mail me questions that you can figure out on your own or by asking a classmate. Especially for technology-related questions, use your classmates as go-to resources. For generic questions (i.e. where to post an assignment in Moodle), don't come to me unless you've asked two of your peers first.

Tools

Moodle

I prefer to keep this course as paperless as possible. Unless I note otherwise, we will use Moodle for all handouts, assignments, essays, peer-commenting and grading.

Writing Center

Want another pair of eyes on your essay? The Writing Center provides one-on-one mentoring in all aspects of writing, reasoning, grammar and research. ALL students are **STRONGLY** encouraged to make use of it. Schedule an appointment online at <http://sites01.lsu.edu/wp/cxc/writing/>.

Office Hours

All students will be required to sign up for at least one conference throughout the semester (see under *Policies* above). I strongly encourage all of you to meet with me more than once. Office hours are there for your benefit. Please don't hesitate to drop by with questions about essays, grades, projects, or anything else relevant to college/academic life.

Dates to Remember

- January 15 – First day of Spring semester (Wednesday)
- January 16 – First day of TTH classes
- January 20 – Martin Luther King Jr. Holiday (Monday)
- January 24 – Last day to drop Undergraduate Courses without receiving a grade of “W”
- January 27 – Last day to add Undergraduate Courses or make section changes
- March 3-4 – Mardi Gras Holiday (Monday and Tuesday)
- March 10 – Midterm (Monday)
- April 4 – Final day to withdraw from undergraduate courses
- April 14-18 – Spring Break (Monday – Friday)
- May 1 – Last day of Tuesday-Thursday Classes (Thursday)
- May 2 – Last day of Monday-Wednesday-Friday Classes (Friday)
- May 13 – Final grades due electronically

Weekly Discussion Topics

Week 1 (Jan 27 – Feb 2): Introductory interview and intercultural differences

Week 2 (Feb 3 – Feb 9): Major social and political issues

Week 3: (Feb 10 – Feb 16): Popular media (TV, Music, Movies)

Week 4 (Feb 17 – Feb 23): High school/teenage experience

Week 5 (Feb 23 – Mar 2): Sports and football culture at LSU

Week 6 (Mar 3 – Mar 9): Religion and spirituality

Week 7: (Mar 10 –Mar 16): Marriage and dating

Week 8 (Mar 17 – Mar 23): Generational differences

Week 9: (Mar 24 – Mar 30): Your and your partner’s field of study

Week 10 (Mar 31 – Apr 6): Second language acquisition and idioms

Week 11 (Apr 7 – Apr 13): Parenting and Teaching

Week 12 (Apr 21 – Apr 27): Campus walk and goodbyes