

Scholar of Global Distinction Program

Course

Writing and Inquiry ENG 111

Author

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Course Description

This course is designed for students to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Course competencies and Student Learning Outcomes

- Demonstrate writing as a recursive process.
- Explain writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
- Reflect upon and explain various writing strategies.
- Demonstrate the critical use and examination of printed, digital, and visual materials.
- Locate, evaluate, and incorporate relevant sources with proper documentation.
- Compose texts incorporating rhetorically effective and conventional use of language.
- Collaborate actively in a writing community.

This course has been identified as a Universal General Education Transfer Component (UGETC) course under the North Carolina Comprehensive Articulation Agreement. Students completing courses designated as UGETC, with a C or higher, will receive



equivalent general education course credit for those courses at the receiving UNC institution.

Number of Students Enrolled in Course:

28

Module Description

“Exploring Southeast Asian Countries”

This module will focus on students learning about a significant cultural, societal, and/or political issue going on in a Southeast Asian country. The plan is for each country to be assigned a number and then at the beginning of the semester, each student will choose a number and be assigned to the corresponding Asian country for the entire semester.

Throughout the semester, students will write two papers about that country. They will also have the option of completing an extracurricular extra credit project where they contact a local leader from their chosen country, attend a local event concerning the country, or watch an extended documentary about their assigned country. Then participating students will create a YouTube video reflecting on the experience.

The first student paper will focus on comparing social issues between their country of choice and their country of origin. The second paper will be a research-based cause and effect paper that explains a contemporary problem their assigned country is currently facing and then presents an argument on how to solve this issue. At the end of the semester, students must then revise their writings, reflect on their initial preconceptions about the country and their new perspective having now learned about the culture and society, and submit all their work in a portfolio.

Student Global Learning Outcomes:

1. Identify, describe, and explain an issue in the Southeast Asian country and the discourse surrounding said issue.
2. Think critically about similarities and differences between the student's culture and the culture of the Southeast Asian country they chose.
3. Identify, describe, and explain the primary domestic and international policies impacted by demographic issues of a particular Southeast Asian country.
4. Apply this knowledge base of demography and connect current global events to the demographic trends of a particular Southeast Asian country.

Global Learning Activities:

Activity 1

This semester, you will be conducting a semester-long ethnography on an Southeast Asian country and culture.

Once you have been assigned a country, search for your country on Wikipedia (*the only time you are allowed to use this page for research in this class*) or another general information website and read the main page. Find an issue going on in the country that intrigues you (related to the economy, social issues, the environment, science, healthcare, education, nutrition, travel, etc.) and read **one** more source from the Gaston College Library's resources about the topic/issue you chose in your country in order to get a more in-depth understanding of what is going on.

Now, compare the issue in that country that you chose to explore with what you already know (one optional source allowed) about a similar subject in North Carolina or the United States. After you have weighed the pros and cons of proposed solutions to the issues, as well as similarities, and differences between the issues in both nations, **write an analytical thesis that evaluates the issue and argues at least one thing that your country could stand to learn from the United States, and one thing United States could learn from the country of your choosing.**

Your thesis may look something like this (using Finland as an example): In Finland, there are ongoing disagreements over how to fix the country's economic volatility, with reasonable objections coming from proponents of a variety of solutions [or simply: all sides]. In the United States, the similar challenge of fixing America's slowly improving economic status encounters similar objections. The United States could potentially benefit from the Finnish proposal to ___ as much as Finland could benefit from US decision to ____.

Requirements:

- At least one (1) thirty-minute session with a writing coach in the Gaston College Writing Center (GCWC) is REQUIRED (-2 if not fulfilled) sometime between the time the Rough Draft is due and when the Final Draft is due. You must have a completed rough draft of your paper to work on with the coach.
- Two to three pages (Two full-page minimum)
- MLA format
- Written in the third person point of view
- +3 points for visiting the Gaston College Writing Center with either your Rough Draft or Revised Draft
- -3 points for not turning in an Outline and -3 points for not turning in a Rough Draft

- Attach your Revised Paper as a .doc/.docx/.rtf document.
- Do your best with *The Everyday Writer*, class notes, and the Gaston College Writing Center (GCWC) to cite your two articles in MLA format both in-text and in the Works Cited page (*TEW* pg. 558 for Wikipedia citation).
- NO DIRECT QUOTES – just paraphrase information and include in-text citations
- Sources: two minimum, three maximum: (1) Wikipedia on your country or sources linked through Wikipedia, (2) Library source on your country, (3 – optional) Library source about the topic in America

Outline:

- Choose a topic
- Conduct brainstorming
- Organize your thoughts in an outline (used the one supplied on Blackboard)

Citing a Wikipedia page:

1. <https://guides.lib.umich.edu/c.php?g=283187&p=6278154>
2. <http://www.wikihow.com/Cite-a-Wikipedia-Article-in-MLA-Format>

Activity 2

Using your assigned country for your ethnographic semester-long work, choose a problem, debate, issue, or dispute going on in that country to analyze—choose a different topic than what you chose for Global Activity #1.

After choosing a problem that your country faces, you will be conducting **CAUSAL ANALYSIS RESEARCH** that investigates the most significant cause of that problem or debate. As part of this research, you will likely encounter several factors that have caused this issue or sparked this debate. Your goal, as a researcher, is to evaluate the evidence presented and explain which causal factor contributes **most significantly** to this issue or debate.

When approaching this question think about answering these preliminary questions to get you started and to help you explore the topic:

- Research Question: What causes the problem?
- Supporting Questions:
 - Are there multiple causes?
 - Does the environment/setting (state, country, town, mill-town, tourist hub, etc.) change the cause?
 - When did this issue begin? Is there historical precedent for this issue? When did it become a really significant issue for the country?

- Who has tried to solve this problem (individual citizens, local/regional/national governments, businesses, scientists and academic specialists, etc.)?
- How have people tried to solve this problem (increasing resources to a particular group [i.e. educational funding], legal or legislative means, economic stimuli, increased or decreased regulation, environmental protection, etc.)? How well have previous solutions worked in the past? What challenges remain unsolved in this problem?
- What are some hidden or unexpected causes of this issue?
- Research Question: What are the effects of this issue?
- Supporting Questions:
 - Are there multiple effects?
 - Does the issue affect different groups of people, businesses, regions, scientific fields, regions, etc. to varying degrees? Which groups are most significantly impacted?
 - How long has the country felt the effects of this issue? How long has the country been trying to fix the issue? How long does the country think it will take to fix the issue?
 - What are some of the hidden or unexpected effects of this issue or debate?
- Research Questions:
 - What is the most salient cause of the issue?
 - What is the most severe or detrimental effect of this problem? How is harm measured? Explain the direct causal link.

After doing research and brainstorming your topic, present a **formal, academic argument on what you believe is the most significant cause(s) of the issue or debate. Use your research on the effects of that cause to provide support for your claim. Be sure to explain how and why your claim is accurate.** This argument is the main focus of the paper—a thesis statement.

You are required to find **one substantive** academic article about the problem going on in your country using the Gaston College Library resource, ProQuest, and to cite your source in MLA format on a Works Cited page. This page should be included in the same document as your essay. If you need or want to include one other reputable source (academic article/magazine article/newspaper article/government report/ etc.), you may do so.

In your writing, please try your best to **integrate one or two quotes** from the article using parenthetical, in-text citations. These quotes help support your claims and provide examples, proof, elaboration, context, and background.

You may also present a solution to your problem in the conclusion, but do not make the solution the focus of your paper.

You may use the knowledge gained in your previous paper to help inform your research in this essay, and you can use your country's Wikipedia page to help you find more

sources that discuss the issue but **Wikipedia is no longer acceptable as a source for your papers.**

Requirements:

- Two to three pages (Two full page minimum)
- MLA Format
- Written in the third person point of view
- Minimum of ONE (1) academic/scholarly source
- Optional THREE (3) additional credible sources (four sources maximum /one source minimum)
- +3 points for visiting the Gaston College Writing Center with either your Rough Draft or Revised Draft
- -3 points for not turning in an Outline and -3 points for not turning in a Rough Draft
- Attach your Revised Paper as a .doc/.docx/.rtf document to Blackboard. (Emailed papers will not be accepted.)

Outline:

- Choose a topic
- Conduct brainstorming
- Organize your thoughts in an outline (use the one supplied on Blackboard)

Resources and references used in the creation of the module (e.g. books, articles, etc.):

- Research databases and information sites to help provide students with information about their Southeastern Asian countries (Links to these resources are found in a Blackboard folder where the class e-book is also housed):
 1. Issue Lab
 2. Harvard Think Tank Research
 3. CORE
 4. Microsoft Academic
 5. Semantic Scholar
 6. Google Scholar
 7. Project Syndicate
 8. Gaston College Library
- Additionally, for each Southeast Asian country, there will be a corresponding folder in Blackboard filled with links, articles, and content containing news and research avenues for students to get culturally specific information for their writing
- Periodically throughout the semester, students will watch several short documentaries about each country (this is still being developed and will change semester-to-semester):
 - <https://www.youtube.com/watch?v=WP3NsJVU-78>

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- <https://www.youtube.com/watch?v=W9WJ8LK3OFg>
 - <https://www.youtube.com/watch?v=MU4hWdIMTGs>
 - It is also possible that this class will be connected with a travel abroad offering in the future.