

# Scholar of Global Distinction Program

## Course

Writing and Research in the Disciplines ENG 112

## Authors

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## Course Description

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

Number of Students Enrolled in Course:

10-25



## Module Description

This course seeks to offer critical frameworks students can use as writers to engage with specific subject areas. This module describes the first of three main units in this course.

We have chosen to start with the arts since they include many disciplines and can help students practice close reading analysis and interpretation. If students took English 111 with the college, they completed an argumentative final essay. The essay in this unit will be argumentative, so this unit should provide students with a natural bridge.

In the following pages, students will see some information repeated, learn some new information, and begin the process of using important techniques to research and think about the arts. To do this, we will concentrate on four practical pieces of knowledge. First, we will make sure that students have a solid understanding of the most common citation process for this subject area. Second, we will return to some of the rhetorical modes from English 111 as a way to frame our arguments. Third, we will introduce and use common frameworks provided by literary criticism as an inroad to all of the arts. Fourth, we will introduce the concept of utilizing the worldviews of different cultures as a lens through which to find meaning in literature. With these tools in hand and in conjunction with the *They Say, I Say* materials, students should be equipped to write about the arts and interpret contemporary culture.

## Student Global Learning Outcomes:

1. Students will read one minor work (folk tradition, myth, short story, or poem) from a particular country in Latin America.
2. Students will engage with Latin America culture as a framework through which a work of literature can be analyzed and interpreted.
3. Students will engage with the author and time period relevant to chosen work and apply this knowledge of the Latin America culture to produce a meaningful analysis of the chosen work.



## Global Learning Activities:

### Activity 1: Choose a Latin American Country and Create a Google Slide Presentation

**Objectives-** Students will:

- Research key areas of their chosen region such as: language, political structure, customs, traditions, values, family dynamics, economy and morality
- Produce a Google slide presentation demonstrating an understanding of the diverse aspects of their chosen country's culture

**Procedures:**

- Introduce students to Google Slides
- Introduce students to online sources such as CIA World Factbook and BBC Country Profiles
- Provide a template for a different region as an example
- Students complete a template and submit it for instructor review

**Assessment:** Detailed Rubric

### Activity 2: VoiceThread Culture Discussion

**Objectives-** Students will:

- Provide classmates with a deeper understanding of their chosen country and its characteristics by creating an audio-visual narration of the research that extends beyond the slide text
- Engage in a conversation about Latin American countries by responding to the VoiceThread presentations of their classmates

**Procedures:**

- Introduce students to VoiceThread through guided presentation from representative from Center for Teaching and Learning
- Provide an example of VoiceThread presentation for a different region
- Students submit Google slide presentation as VoiceThread product with at least seven comments guiding other students through their research
- Students reply to and comment on the products of two other classmates
- Students will use credible academic sources and provide these sources at the end of the presentation.

**Assessment:** Detailed Rubric

## Activity 3: Select a Latin American Author and Summarize Their Work through FlipGrid Discussion

**Objectives-** Each student will:

- Select a work of literature that corresponds to their chosen Latin American country
- Discuss culture as a critical lens through which to interpret literature
- Summarize the key aspects of their chosen work of literature
- Respond to the videos of two other classmates.

**Procedures:**

- Host classroom discussion on culture as a critical lens through which to interpret literature using a sample piece of literature that is not one of the choices provided.
- Students create 90-second video summarizing the key aspects of their chosen works of literature.
- Students respond to the videos of two other classmates

**Assessment:** Detailed Rubric

Activity Resources

- Folk tale, fairy tale, or myth
  - Horacio Quiroga (Uruguay): [“The good-for-nothing bee”](#)
  - Horacio Quiroga (Uruguay): [“How the Parrot Lost Its Tail”](#)
  - Unknown (Brazil): [“The Story of Yara”](#)
- Contemporary short stories
  - Clarice Lispector (Brazil): [“The Smallest Woman in the World”](#)
  - Gabriel Garcia Marquez (Colombia): [“A Very Old Man with Enormous Wings”](#)
  - Paulo Coelho (Brazil): [“The Cloud and the Dune”](#)
- Poems
  - Mário de Andrade (Brazil): [“Aspiration”](#)
  - Alfonsina Storni (Argentina): [“Three Words”](#)
  - Pablo Neruda (Chile): [“Tonight I can write the saddest lines”](#)

Follow-up: Classroom discussion centered on using the presentation material as one lens through which the short story or poem should be analyzed

## Activity 4: FlipGrid Author Interview

**Objectives-** Each student will:

- Understand the author, region, and time period of the work they have selected.
- Create a thoughtful analysis of their work by considering the influence of

the author's personal life experiences and culture on the work of literature.

**Procedures:**

- Review FlipGrid procedures from Module 1.
- Provide a FlipGrid example of the desired product.
- Librarian will host a session on how to mine the library databases to search for biographies, documentaries, films, critical studies, and peer-reviewed journal articles.
- Students complete template with information that covers author, region, and timeperiod.
- Students take on the persona of their author and create a 5-7 minute video interview following a prescribed list of interview questions.
- Students post FlipGrid video.
- Students reply to and comment on the products of two other classmates.
- Students will use articles (*provided in the Resources and References section*) to assist them in framing the meaning of their interpretation.

**Assessment:** Detailed Rubric

## Activity 5: Reflection Quiz

**Objectives** – Students will:

- Reflect on what they have learned through this Global Distinction Module.

**Procedures:**

- Create an open-ended five-question quiz.
- Students reflect and answer the questions.
- Classroom discussion of the variety of answers provided

**Assessment:** Rubric

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

**Tools**

- Google Slides (as an external tool)
- VoiceThread (as an internal Canvas tool)
- FlipGrid (as a tool external to Canvas)

**Module 3, ENG 112**

- Created Module pages and videos within the ENG 112 course for Module 3

## General Article Considered to Frame Meaning

Christopher Benson, Popular article introducing the idea of worldview in literature, "[How to Identify a Worldview in Literature](#) "

## Scholarly Articles Considered to Frame Meaning (articles ordered to match order of suggested literature)

TuSmith, Bonnie. "The Significance of the 'Multi' in 'Multiethnic Literatures of the U.S.'" *Contemporary Literary Criticism*, edited by Tom Burns and Jeffrey W. Hunter, vol. 189, Gale, 2004. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1100057431/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=34534985. Accessed 30 Sept. 2021. Originally published in *MELUS*, vol. 26, no. 2, Summer 2002, pp. 5-14.

## Articles Specific to Literature Choices Considered to Frame Meaning

Wilson, Jason. "Horacio Quiroga: Overview." *Reference Guide to Short Fiction*, edited by Noelle Watson, St. James Press, 1994. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1420006672/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=6025f751. Accessed 30 Sept. 2021.

Stephen. "Clarice Lispector (1920-1977)." *Short Story Criticism*, edited by Rebecca Parks, vol. 304, Gale, 2021. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1420130300/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=ca17aad0. Accessed 30 Sept. 2021. Originally published in *A Companion to Latin American Women Writers*, edited by Brígida M. Pastor and Lloyd Hughes Davies, Tamesis, 2012, pp. 95-104.

Rosenberg, Judith. "Taking Her Measurements: Clarice Lispector and 'The Smallest Woman in the World.'" *Short Story Criticism*, edited by Jelena O. Krstovic, vol. 96, Gale, 2007. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1420075406/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=84b9ef16. Accessed 30 Sept. 2021. Originally published in *Critique*, vol. 30, no. 2, Winter 1989, pp. 71-76.

Armstrong, Philip. "'Surprising, Rare, Unconceivable': Animal Wonders in the Exotic Tradition." *ARIEL*, vol. 50, no. 4, Oct. 2019, pp. 1+. *Gale Literature Resource Center*, link.gale.com/apps/doc/A607065089/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=f089eab8. Accessed 30 Sept. 2021.

Coelho, Paulo, and Glauco Ortolano. "An Interview with Paulo Coelho." *Contemporary Literary Criticism*, edited by Jeffrey W. Hunter, vol. 258, Gale, 2009. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1100084207/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=740efa49. Accessed 30 Sept. 2021. Originally published in *World Literature Today*, vol. 77, no. 1, Apr.-June 2003, pp. 57-59.

Nunes, Cassiano. "The Characteristics of Modern Poetry in Brazil." *Twentieth-Century Literary Criticism*, edited by Janet Witalec, vol. 134, Gale, 2003. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1420050117/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=6a543bf1. Accessed 30 Sept. 2021. Originally published in *Comparative Literature Studies*, vol. 5, no. 1, Mar. 1968, pp. 21-39.

Titiev, Janice G. "Alfonsina Storni: In and Out of the Canon." *Poetry Criticism*, edited by Elisabeth Gellert and Ellen McGeagh, vol. 33, Gale, 2001. *Gale Literature Resource Center*, link.gale.com/apps/doc/H1420036293/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=0bcbc2d7. Accessed 30 Sept. 2021. Originally published in *Monographic Review*, vol. 13, 1997, pp. 310-318.

Hirsch, Edward. "Pablo Neruda." *The Wilson Quarterly*, vol. 22, no. 2, spring 1998, pp. 113+. *Gale Literature Resource Center*, link.gale.com/apps/doc/A20567411/LitRC?u=nclivestacc&sid=bookmark-LitRC&xid=96d09559. Accessed 30 Sept. 2021.

#### **Additional Resources**

- [http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)
- <https://www.cia.gov/the-world-factbook/>