



WRITING 230 SK

Writing Across Cultures

Fall 2016

Dates / contact hours: Four meetings a week for seven weeks / 38 contact hours

Academic Credit: 1

Areas of Knowledge:

Modes of Inquiry: W, CCI

Course format: seminar

Instructor's Information

TBD

Prerequisite(s), if applicable

For Duke undergraduates, completion of Writing 101

Course Description

Students will focus on academic writing strategies and techniques – including close reading, research, summary and analysis, prewriting, drafting, and revision strategies—by examining a particular theme, as determined by the instructor (i.e., history of science, photographic images, literature, music, etc.). Students will develop and contribute knowledge about that theme through critical reading, seminar conversations, and in-depth writing. The diversity within the DKU classroom will provide an advantage to this work by introducing a multitude of different perspectives and experiences to our collective inquiry.

The actual labor of producing a written academic argument usually involves taking a text through several drafts. In developing their work-in-progress, students will be offered practice in:

1. *Researching.* Students critically read scholarly work about their topics of interest. This research may include locating sources, questioning methodology, examining evidence, identifying social or political contexts, or considering the implications of an academic work.
2. *Workshopping.* Academic writers reread their own writing and share work-in-progress with colleagues in order to reconsider their own arguments. Students learn how to become critical readers of their own prose through responding to one another in classroom workshops, seminar discussions, and individual teacher/student conferences.

3. *Revising*. Students are asked to rethink their work-in-progress in ways that go beyond simply fixing errors or polishing sentences in order to extend, refine, and reshape what they have to say and how to say it.

4. *Editing*. As a final step in preparing documents for specific audiences, students learn how to edit and proofread.

Course Goals / Objectives

GOALS OF THE COURSE

The central goal of the course is to give guided practice to native English speakers and English language learners in intellectual reading and writing of the sort expected in other courses across the academy and in civic and professional life beyond the university, whether in China or elsewhere. Intellectual writing typically includes certain features:

- locates the project within the context of previous thinking on the subject
- responds to and makes use of the work of others
- judiciously offers reasons in support of its central claim
- recognizes the guiding assumptions and contingencies of the findings
- cultivates an attentiveness to how disciplinary, cultural, and writing-based context shape and reflect rhetorical traditions, values, and purposes.

The reasoning, writing, and revising students will do in response to the selected theme, chosen by the instructor, is akin to the scholarly analyses they will take up elsewhere in their studies.

LEARNING OBJECTIVES FOR “WRITING ACROSS CULTURES” COURSE

Although different Writing 230SK courses across semesters might focus on different topics and readings, every section will emphasize writing as a social process and a commitment to helping students generate effective academic arguments.

Students will learn to:

1. *Engage with the work of others*. In pursuing a line of inquiry of research, scholars need to identify and engage with what others have communicated.
2. *Consider cross-cultural perspectives*: In an increasingly multi-cultural world, scholars need to cultivate a more in-depth understanding of cultural differences in academic writing and scholarly practices.
3. *Articulate a position*. The point of engaging with the work of others is to move beyond what has been said before. Scholars respond to gaps, inconsistencies, or complexities in the relevant literature, anticipate possible counterarguments or contradictory evidence, provide new evidence or interpretations, and advance clear and interesting positions.
4. *Situate writing for a multi-cultural audience*. In order to best contribute to their fields of inquiry, scholarly writers need to develop an awareness of the expectations and concerns of

their intended readers. These expectations include not only appropriate and effective support for arguments, but also differing cultural conventions of acknowledgement, citation, document design, and presentation of evidence.

5. *Transfer writing knowledge into situations beyond the “Writing Across Cultures” course.* Even as scholarly writers situate their writing for specific audiences, they also need to transfer knowledge and practices across cultures, disciplines, and contexts.

THE PUBLIC SPACE OF THE SEMINAR

The seminar class size permits us to engage in productive dialogue about texts and ideas. In order to assess their contribution to the in-class discussion, students should ask themselves these questions:

1. What observations or questions did I offer in response to the day’s work?
2. How did I respond to my colleagues’ observations and questions?
3. Did I treat my classmates and their comments with dignity and respect and respect any cultural differences?
4. What connections did I make between elements of the day’s discussion and earlier class discussions?

Required Text(s)/Resources

TBD

Course Requirements / Key Evidences

There will be several writing projects in the course, with an increasing degree of complexity as the term progresses. Prewriting exercises, drafting, and revising are integral to a student’s success as a writer. Feedback will take a variety of forms from a variety of sources such as peers, teacher, and tutors.

Technology Considerations

TBD

Assessment Information / Grading Procedures

Grades will be based on student writing projects, including drafts, participation, and smaller writing assignments; specific assessment information and grading procedures will be determined by the instructor and linked to the number and types of writing projects. Generally, strong participation requires engaging actively during every class period, participating substantively during every writing workshop, and using classroom time productively. Students should be prepared for class. Strong writing involves not only excellence on a final written project, but also excellence throughout the drafting and revision process, as demonstrated by using the feedback provided by your instructor and your classmates to improve your writing, providing meaningful feedback to classmates on their drafts, revising thoroughly, proofreading

carefully, and producing complete, thoughtful, on-time drafts of every assignment, and turn all work in on time.

Diversity and Intercultural Learning

The thematic choice will vary for each course, but, drawing from the diverse demographic of the students enrolled in the class, we will consider the impact of changing multicultural social, political, and economic forces on academic writing/critical thinking.

Writing workshops in class will illustrate the expectations of different cultures regarding both form and content, in comparison to the conventions and expectations of American academic writing. In addition will be a greater inter-cultural understanding of the challenges of writing in a language other than one's mother tongue, for both English language learners and native English speakers.

Course Policies and Guidelines (May be modified slightly at instructor discretion.)

ACADEMIC INTEGRITY

We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke's web materials on plagiarism to ensure that you are aware of the academic conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See <http://library.duke.edu/research/plagiarism>).

ABSENCES AND TARDIES

Situations may arise that necessitate your missing class. You are permitted to miss a total of *two* class meetings over the course of the term without penalty. Any absences beyond this limit will result in your final course grade being lowered a full letter grade for each additional day missed. (In other words, a grade of B- would become a C-.)

Students are expected to arrive to class on time, ready to engage in the day's work. Students are permitted *three* tardies (5-10 minutes late) without penalty over the course of the semester. If you are tardy beyond this limit, your final course grade will be lowered a half grade for each tardiness beyond the limit of three. (In other words, a grade of B would become a B-.)

Tentative Course Outline

TBD