Sample Materials

Transculturation in Introductory Composition

Developing Intercultural Competence in First-Year Writing Courses

Rebekah Sims - University of Strathclyde

Parva Panahi - Metropolitan State University
Minneapolis – St. Paul, MN

Hadi Banat - University of Massachusetts, Boston

Phuong Tran - University of Toronto, Mississauga

Bradley Dilger - Purdue University

writeic.org ~ info@writeic.org

About this document collection

This collection contains models of this curriculum's essential documents: syllabi, assignment sheets, and rubrics.

Please see the instructor manual for document context and our guide to implementing the curriculum in other contexts for help adapting these documents for use in other institutions.

We invite your questions and feedback: info@writeic.org.

Acknowledgements

We thank the student and faculty research participants who have made our research and curriculum development possible.

Our team's work at Purdue University has been generously supported by the Center for Intercultural Learning, Mentorship, Assessment, and Research, as well as the Department of English. We thank the Council of Writing Program Administrators for support through their Targeted Research Grant program.

Table of Contents

Sample Syllabus: Multilingual Section

Introductory Composition for Multilingual/International Students
Fall/Spring YEAR ~ Section 00000 - 000 - 00000

Course Description

Introductory Composition at Purdue is designed to introduce you to university-level reading, writing, and research. This section is specifically for multilingual/international students. English 106 is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 106 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

By the end of the course, students will demonstrate rhetorical awareness of diverse audiences, situations, and contexts; compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts); critically think about writing and rhetoric through reading, analysis, and reflection; provide constructive feedback to others and incorporate feedback into their writing; perform research and evaluate sources to support claims; and engage multiple digital technologies to compose for different purposes.

To become more capable writers, we will draw on this class as a writing community. This course will aid your development as a collegiate writer and scholar; however, you should not expect dramatic change in every aspect of your writing in the space of 16 weeks. Rather, this class will acquaint you with university-level writing expectations, and help you develop the skills to meet those expectations. As with all courses, the more time, effort, and attention you put into the course, the more growth and progress you will see in your writing development.

Multicultural Composition Approach

This section of 106 will focus on multiculturalism and multilingualism in writing. We will read a multitude of texts composed by multilingual writers from a variety of cultures to explore how different cultures interact with themes like gender, identity, visual images in the media, power dynamics, globalization and multinational societies. Our class will partner with another section of English 106, to work collaboratively on intercultural writing and communication skills. We will meet with the students in our partner section several times over the course of the semester, and you will complete some research and writing tasks in pairs with a student from our partner section. This syllabus will also encourage students to question, interrogate and challenge the prevailing cultural stereotypes in the news and social media, and improve students' ability to foster communication with people from different cultures.

Course Materials

Include selected approved multicultural reader textbook as well as any supplemental readings.

Assignments

Project 1: Cultural Exchange Study

Students from different cultures will be paired with one another. Students will interview each other about their origin, facets from their culture, literacy practice at school, important themes and figures that influenced their growth and development, and their interest in studying at Purdue. Students will write a case study report about their ambassador peer highlighting the data collected from the interviews they conducted.

Project 2, Part 1: Proposal and Annotated Bibliography

Students will choose one of the three thematic frameworks in the course: identity, gender or media and pick a country in which they want to situate this theme. Students will research the theme in their country of choice through investigating and consulting texts, articles, news, advertisements and documentaries depicting that theme. Students will choose a topic, theme, and destination represented on the Purdue campus.

Project 2, Part 2: Research Paper

Students will conduct secondary research and synthesize the information from sources to create a research paper on their semester project topic. The purpose of this project is to investigate a salient or important issue in a culture different from the student's own. Students will incorporate literature, resources, and artifacts from the target culture in this research.

Project 3: InDesign Project and Course Reflection

This project, which incorporates visual and written rhetorical analysis, synthesizes both the primary and secondary research on the student's proposal project. Students will implement visual design principles based on classroom instruction. Students will demonstrate their cultural learning as an "ambassador" for the issue they have investigated.

Journal Entries: Students will complete four open-ended short reflective papers. The topics for these journals are flexible; students will follow their own interests and concerns related to course discussions, writing experience, and current events.

You will also complete reading guides and other short activities designed to help you get started on elements of the larger projects.

Grade Distribution:

Course Projects	Points Possible
Cultural Exchange Study	100 points
Proposal and Annotated Bibliography	150 points
Research Paper	200 points
InDesign Project/Presentation, Course Reflection	250 points
Journal Entries, Reading Guides, Activities	200 points
Participation	100 points
Semester Total Points:	1000 points

Point Distribution for Semester Grades:

A+ 990-1000 points

A 930-989 points

A- 900-929 points

D 600-699

B+ 870-899

B 830-869

B- 800-829

F 559 and below

C+ 770-799

C 730-769

C- 700-729

Keep in mind that "A" level work involves more than simply meeting the assignment requirements. Rather, "A" work demonstrates mastery of the skills and concepts involved in the assignments. "B" level work demonstrates that you have a strong understanding of the skills and concepts and have met all of the assignment requirements. "C" level work indicates that you have met the requirements of the assignment and are working towards understanding the course concepts. "D" and "F" work means that while you have attempted the assignment, you struggled with major sections of the assignment.

About Me [Section Instructor]

[Insert short biography here]

Sample: I am in my third year at Purdue. I completed my MA degree in rhetoric and composition last August, and am now completing a PhD in the same area. Before coming to

Purdue, I taught English and special education at a secondary school in Fort Wayne, IN. My research interests include teaching English as a second language, feminism in religion, and public rhetoric. In my free time, I quilt, crochet, and sing in a choir.

About [Paired Instructor]

[Insert short biography here]

Sample: Hadi is in his second year at Purdue. Previously, he taught in Dubai. He is originally from a beautiful small country in the Middle East overlooking the Mediterranean Sea called Lebanon, where he completed his BA and MA degrees in English at the American University of Beirut. He is here to teach and pursue Ph.D. studies. He is very passionate about writing, multiculturalism and multilingualism. When not working or studying, he likes to go to the beach, watch movies, or hang out with friends and people from different cultures. He also loves to travel and see new places because the world exists to be discovered.

Course Policies

Ensure that you have included policies required by your programme/university. We also recommend that you specify the best ways to get in touch with you, your expectations for participation, and what they should do if they are overwhelmed in the course or need help with assignments.

Policy on Students with Disabilities: If you have a disability that requires special academic accommodation, please make an appointment to speak with me as soon as possible to discuss any adjustments or accommodations you need. You must initiate contact with Purdue's Disability Resource Center (http://www.purdue.edu/studentsuccess/specialized/drc) to receive accommodations.

For policies on grief absences, emergencies, violent behavior, and nondiscrimination, please see A Student's Guide to ICaP: https://www.cla.purdue.edu/academic/english/icap/studentguide/

Sample Syllabus: Mainstream Section

Introductory Composition
Fall/Spring YEAR ~ Section 00000 - 000 - 00000

Course Description

English 106 is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 106 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields, disciplines and cultures.

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts;
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts);
3. Critically think about writing and rhetoric through reading, analysis, and reflection;
4. Provide constructive feedback to others and incorporate feedback into their writing;
5. Perform research and evaluate sources to support claims;
6. Engage multiple digital technologies to compose for different purposes.

We'll work in a classroom, a computer lab, and a conference space, completing a wide variety of individual and collaborative work. I'm eager to help you make this successful, and Purdue provides many valuable resources as well. Please read this syllabus carefully so we can make the most of our time together!

English 106 is one of several first-year writing courses administered by Introductory Composition at Purdue (ICaP), part of the Department of English. Alternatives are designed for international students and students who are interested in a fast-paced writing course which includes community service. If you think one of those courses might be a better fit for you, learn more at https://www.cla.purdue.edu/academic/english/icap/ and please talk with me and/or your adviser as soon as possible.

Multiculturalism and Multilingual Writers

Our particular section of 106 uses the multiculturalism and multilingualism approach. This syllabus approach will expose domestic students in 106 to a multitude of texts composed by multilingual writers from a variety of cultures. The rationale behind this syllabus approach is to inform domestic students about how people in other cultures interact with themes like gender, identity, visual images in the media, power dynamics, globalization and multinational societies. Reading about how different cultures situate themselves within the content of these themes offers students an opportunity to interact with knowledge that is foreign to them. It also enables students to develop a critical eye when observing people from other cultures on their campus, at their workplace or reading what is published about them in the media. This syllabus approach of ‘documenting cultural realities’ will also encourage students to question, interrogate and challenge the stereotypes that have prevailed in the news and social media aiming to foster communication with people from different cultures.

ICaP identifies extensive goals, means, and outcomes for English 10600, published at https://www.cla.purdue.edu/academic/english/icap/courses/outcomes.html. We value all of them, but have three main focuses:

1. Invention. Writing is a craft and like any other form of art it requires invention. The composition process of writing which accompanies you through all the classroom activities and assignments promotes the required and relevant sense of creativity.
2. Genre awareness. According to research, writing is structured according to genres, and in every genre the writer’s actions are governed by certain rules pertaining to a targeted community that constitutes a specific context for writing. In this course, we’ll study ways you can develop knowledge about genre which will help you make informed writing choices.
3. Visual rhetoric. We will explore reliable practices and valid methods for expressing ideas using visuals, contrast with respect to color and type, design and related techniques. Whether on TV, the internet, or in advertisements you are bombarded with tons of visual messages that combine text and illustrative images. This course will help you use the technology of writing to combine text and visuals in order to invent a communicative platform for intended audiences.

Course Materials

Include selected approved multicultural reader textbook as well as any supplemental readings.

Explanation of Classroom Meeting Spaces

[At Purdue, mainstream sections of first-year writing meet in several different types of classrooms throughout the week. Thus, the explanation below is required. Delete this material if it is not relevant.]

English 106 classes use three spaces: a computer lab, a regular classroom, and the conference studios in Heavilon Hall. These spaces will shape our work: computer lab time will often be used to give you the opportunity to conduct research or work on projects with help from me and others. You’ll have frequent short conferences with me and others to discuss your reading and writing. Attendance to all of these is expected and essential. See the detailed schedule and the conference assignment and schedule for details.

Assignments

We will complete four large writing assignments this semester. Drafts are, generally speaking, more structured than final projects. As you move forward, you gain the freedom—and responsibility—to determine more about form and content.

1. **Project one: Cultural Exchange study (200 pts / Word count: 2,200 -3,800)** a joint project between 106 and 106 I. Students in 106 are going to interview students in 106 I about their origin, facets from their culture, their own literacy practice at school, important themes and figures that influenced their growth and development, and their interest in studying at an American institution. Students in 106I will interview students in 106 about American culture, literacy practice at schools in the US, and preferences from pop culture. Students will write a biographical essay about their ambassador peer highlighting the data collected from the interviews they conducted.

2. **Project two: Cultural Investigation research report (325 pts/ Word count: 4,300-5,800)**
Students will choose one of the three thematic frameworks in the course: identity, gender or media and pick a country they want to situate this theme in. Students will research the theme in their country of choice through investigating and consulting texts, articles, news, advertisements and documentaries depicting that theme.

3. **Project three: Remediation web presence (225 pts/ Word count: 3,500- 4,000)**
A remediation of Project II/research report into a WordPress website where students are involved in transferring the text into the new medium projecting it in a different shape and form while taking into consideration the relevant rhetorical situation and targeted audience. Students are expected to portray an objective and concrete image about the results of their research but aim at presenting the concept in an attractive way to foster understanding and acceptance (as if they are doing an elevator pitch about their results from the perspective of an ambassador from that culture/country).

4. **Project four: Reflections on writing (100 pts/ Word count: at least 1,400)**
A reflection about the growth and learning students have experienced through the course about the various cultures and countries they read about, authors from those cultures and countries, their thoughts about their connection with these countries and cultures, the cultural exchange they experienced with international students in 106 I. What have they gained? What have they lost? What bridges have they built? What has changed and what remained the same?

You will also be evaluated on your participation in class (100 pts) and in our weekly writing conferences (50 points on written preparation). Please see the separate assignment sheets that include clear guidelines for each of those.

Note that while assignments are constructed in units, there is overlap between them—you cannot focus on them one at a time. Pay attention to these three particular contexts:

1. **Reflections begin immediately:** Identify reflections as project four, but you will need to begin writing them very soon and continue throughout the semester. I will be sending you signposts (by email or via Blackboard) to keep you on track.
2. **Project two startup:** The proposal for project two is due Feb. 23. You will need to consider the culture/country you wish to research and begin to look at (texts, visual media, documentaries, movies, etc.) that would give you access to your destination.
3. **Remediation plans:** While we do not begin intensive work on the web project until Week 13, as you complete your second project, you should consider the need to present your findings on the web by collecting photos and other visuals.

With this in mind, **please read all of the project assignments carefully and consider what work you need to begin immediately. I will also guide you throughout the planning stages.**

About me

It is my third year at Purdue! Previously, I was teaching in Dubai. I am originally from a beautiful small country in the Middle East overlooking the Mediterranean Sea called Lebanon. I did my BA and MA degrees in English at the American University of Beirut. I am here to teach and pursue my Ph.D. studies. I am very passionate about writing, multiculturalism and multilingualism. When I am not working or studying, I like to go to the beach, movies, or hang out with friends and people from different cultures. I also love to travel and see new places because the world exists to be discovered.

Guide to success

Here are some quick tips to help you succeed in this course:

1. **Stay in touch.** Use email and visit my office. I'm happy to talk to you and help you.
2. **Use the detailed schedule.** Blackboard includes a link to a more detailed schedule with specific prompts about the readings and details about course activities. **You must use it or you will not be prepared for conferences and other activities.** The schedule describes the readings you can skim, which you need to really work hard to master, notes when assignments are due, etc. I hope you will use it to make class most effective for you.
3. **Read the texts and take notes.** There's no better way to learn the content of a book than taking notes. They will make writing responses easy. I will share my method with you; clone it or adapt your own.
4. **Bring your texts.** Always bring the texts we are reading to class, and your notes too if you can. Articles which I share should be printed.
5. **Take notes in class.** If you like to use a laptop or tablet to do this, please bring one—but don't get lost in Facebook or texting or whatever. I won't say anything, but I'll surely notice.
6. **Participate.** Make comments. Ask questions when you have them. Share your experiences, good and bad, in class and conferences. Doing so helps me help you and

everyone else—and 10% of your grade depends on it. See the participation assignment for details.

7. **Start work on the projects immediately.** Writing takes a lot of time, and you can't do it all at once. So please begin work on your projects now.
8. **Share your work and show your work.** If you want to come to my office to talk about your editing, bring what you've been working on. Don't throw anything away—seeing your work in progress can help me help you.
9. **Stay on target and be on time.** You can't change plans you outline in project starters or proposals without my approval—inasmuch as I can't change the way I plan to spend grant money I've earned, or radically change the topic I'm writing about for a conference, etc. You need to ask first. And as any creative professional will tell you, deadlines are just that—unless you get permission from me, turn your work in early or on time, or expect nothing in return.
10. **Get help with writing if you want it.** My office hours are for you — I'm happy to work with you as often as you like. Purdue's writing lab is one of the best in the country; take advantage! Ask me if you need other ways to get help.
11. **Use examples, but don't copy them slavishly.** Models are useful for writers; everyone uses them. However, you cannot simply duplicate the structure and/or content of a model, or it will not work for your situation. Consider how the model's authors approached key questions about writing, and imagined their goals, then create your own text which works the same way. ("Follow not in the footsteps of the wise, but seek what they sought.")

Policies

Students are expected to follow Purdue's standards for academic conduct, as codified at http://www.purdue.edu/studentregulations/. Please read the ICAP student guide at https://www.cla.purdue.edu/academic/english/icap/studentguide/index.html to learn more about the most important policies which shape all ICaP classes.

1. **Academic honesty is required.** All academic honesty violations will be reported and will result in a failing grade for the assignment and likely the course. See the student guide for details, including the definition of plagiarism used by the Department of English.

   Purdue Honor Pledge: "*As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.*"
2. **Accommodations for special learning needs are gladly arranged.** Please contact me as soon as possible to make an appointment to discuss any accommodations. As per Purdue policy and Federal law, you must initiate contact with me and the Disability Resource Center Disability Resource Center Website; I cannot do so.
3. **Active participation is required.** Under-prepared students will not do well in this course. Reading course texts and participating continually is part of preparation. You must buy the assigned texts, do the readings, and come to class ready to talk about them.

4. **Attendance is expected.** If you miss more than three classes, your final grade will be reduced by one-half letter grade for every subsequent absence. Absences for bereavement, or for other circumstances which I agree are unavoidable, will not count against this total.
5. **Class cancellations and emergencies sometimes happen.** Please check your Purdue email before heading to class. If I cancel class, I'll notify you by email in advance if I can. If class has to be cancelled due to weather or another emergency, or if an emergency occurs during classes, we'll follow Purdue's procedures and notifications from Purdue ALERT.
6. **Ethical and professional conduct is required.** I expect academic honesty, collegiality in class, and professionalism when working with others. Purdue's non-discrimination policies apply for all classes and course activities.
7. **Feedback about the course is welcome any time.** Just drop me a line or visit my office to discuss it. You can also contact ICaP Assistant Director Linda Haynes at any time if you wish.
8. **Grading uses a scale of tens.** Keep all graded assignments, and track your own grades. Don't hesitate to contact me if you have a question about a grade I assign. See "Grading" below for more.
9. **Mind all deadlines.** Meeting deadlines is crucial for developing healthy academic habits that you can transfer to the workplace. Thus, the assigned deadlines are not flexible. To be fair to all students, deadline adjustment will not be considered except in extreme emergencies if the opportunity arises.
10. **Purchasing required books and supplies is required.** At the minimum, you must have course texts, computing hardware needed to do coursework, and materials to produce your documents.
11. **Your privacy is important to me.** I don't want to know your PUID or Social Security numbers. Please don't put them on your assignments or in emails.
12. **Student Welfare and Well-being**: "Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours."

Grading

You earn a final grade based on performance, as in any other class.

In compliance with relevant privacy laws (FERPA), Purdue requires that I discuss grades with you in confidence. This means I cannot email grades to you. Nor can I talk about grades with you in front of others (e.g. in the hallway after class); please come to my office for this purpose. As my time permits, I will upload grades to Blackboard.

1. Please track your own grades. If you think I've made a mistake, or evaluated your work unfairly, please let me know. I am happy to re-evaluate your work.

2. You will receive a final grade of F if you do not complete all parts of the major assignments.
3. Academic honesty violations will result in an F grade (1%) for the assignment. Severe violations will result in a final course grade of F as well. All suspected violations are reported.
4. Grades of “Incomplete” are only given in the case of military service, documented medical emergency, or documented death in the family. Generally speaking, I do not oppose retroactive withdrawals; that is often a better alternative.
5. The table below left shows the points per assignment. Drop a zero to see the percentage of your final grade each assignment represents (e.g. 100 pts = 10%). This works for milestones, too.
6. The table below right shows how I figure grades:
    a. I use the “Normal %” to figure the points you earn for an assignment of a given “Letter” grade. For example, a “B+” on a 50-point assignment earns you 44 points (88% of 50).
    b. For drafts, I often assign pass-fail grades based on effort and extension of assignments.
    c. “Point range” shows how final grades are assigned. I do not assign D+ or D– grades.
7. If you disagree with your final grade, you can appeal your grade through ICaP; see *the Student Guide to ICAP* for details.

Grading point system

Assignment	**Points**		**Letter**	**Normal %**	**Point range**
1: Cultural Exchange Study	200		A	95	1000–930
2: Cultural Investigation Research Report	325		A–	91	929–900
3: Remediation web site	225		B+	88	899–870
4: Reflections on Diversity	100		B	85	869–830
Participation	100		B–	81	829–800
Conferencing	50		C+	78	799–770
Total	**1000**		C	75	769–730
			C–	71	729–700
			D	65	699–600
			F	50	599–0

Overview schedule

This is just an overview. As noted above: **Use the detailed schedule.** Blackboard includes a link to a more detailed schedule with specific prompts about the readings and details about course activities. **You must use it or you will not be prepared for conferences and other activities.** The detailed schedule describes the readings you can skim, which you need to really work hard to master, notes when assignments are due, etc. I hope you will use it to make class most effective for you.

Wk	Begins	Readings	Key assignments or notes
1	Jan 8	Course Introduction and Classroom Spaces	
2	Jan 15	Languages and Lingua Franca	**Martin Luther King**
3	Jan 22	Cultural Wars	**Journal Entry 1**
4	Jan 29	Identity	**Starter**
5	Feb 5	Ethnicities	
6	Feb 12	Multinational Societies	**Case Study Report**
7	Feb 19	Globalization	**P2 Proposal**
8	Feb 26	Cultural Gender Stereotypes	**Journal Entry 2**
9	Mar 5	Changing Gender Roles	**P2 Bibliography**
10	Mar 12	Men and Women Talk	**Spring Break**
11	Mar 19	Visual Design Theory	**Journal Entry 3**
12	Mar 26	Perspective	**P2 Final Draft**
13	Apr 2	Visual Rhetoric	**P3 Framework**
14	Apr 9	Multicultural and Multilingual Design	**P3 Prototype**
15	Apr 16	Website Design	**Journal Entry 4**
16	Apr 23	Reflections on Diversity	**P3 Final**
Ex	Apr 30	Exam Week	**P4 Reflection**

Note: On Mondays of Weeks 2, 5, 8, 11, 14, we meet with the other section in **WALC 3127**. You will hear more about this from me in class.

Assignment Sheets

Project 1: Cultural Exchange Study

This version of Project 1 was used by an instructor who taught the mainstream sections. He elected to use "starters" as a drafting strategy.

Project Description

Study abroad programs are great opportunities for experiencing a new cultural setting and dealing with people who may have different lifestyles, values and habits. Before joining any study abroad program, some training is required to help you transit smoothly into such a unique experience. It is true that not everyone we meet from Lebanon, for example, represents all the Lebanese people; however, we have to start from a specific point. The very first station in 106 this semester is an interactional experiment with a person from another culture. You will be assigned a culture that is very different from yours or one you predict certain intersections with. In any scenario, it is an investigation whose outcomes might surprise you, educate you, train you or involve you in future endeavors of your own.

The guidelines below outline the different steps you need to follow to achieve a successful experiment. Because it is an experiment, you cannot confuse the steps or follow your own chronological order. You will practice some autonomy in choosing the settings for these encounters based on your interests and the subject in your study.

Procedure

Step 1: During Week 2, you will meet your ambassador who will expose you to a new country and a new culture, and you will be playing the same role yourself. For logistic reasons, you will be matched with international students taking the same curriculum we are working on in English 106. During this meeting, you will have a chance to briefly talk with your ambassador, exchange contacts and plan the three meetings you will have outside the classroom for data collection purposes.

Step 2: Research this culture/country by studying its geographical location, reading general information about it, watching a documentary, etc. Record some notes you found intriguing or educational. You need these notes for your starter and later on for your case study report.

Step 3: Interview I – do not make it very formal. Please remember you are interviewing another student on this campus who should not perceive him/herself as a subject of an experiment. They could be interested in having a connection with you, and you should be open to such possibilities. Choose a friendly setting. Start with a brief conversation. Smile and be warm and respectful. Then, get to your questions. You can record the interview by using your own phone or borrowing a video camera from HICKS. If you choose to do that, you have to be indoors in a quiet place so that background voices will not influence the clarity of the recording. If you do not want to record it, write your subject's answers down.

It might not be as natural and smooth as when you record, but try to make the best out of it. In both cases, a transcription of the interview is required. What questions do you want to ask? The conferencing sessions and lab classes will help you prepare a list of questions connected to themes from the target culture.

Step 4: Social – get to know your partner! Meet your ambassador for coffee, dinner, lunch, gym session, a stroll around your beautiful campus or a bowling game for example. You should make sure that the activity you are doing together should involve the two of you only and not a group of people. This encounter is meant to be fun and social, so forget about your assignment and English 106. After you finish that activity (when you are back in your room alone), jot down your relevant observations. Do not forget to take a photo or more because you will need it for documentation purposes.

Step 5: Interview II – You should not overwhelm your partner/participant in the study and ask too many sensitive questions during the first interview. This is why some questions are postponed for the second interview. During the process, you would have developed skills to ask questions that extract more data or simply you would have developed curiosity about issues emerging from your own encounters, observations and course readings. Another strategy can be to ask the general questions in Interview I and leave more specific and deeper questions for Interview II. In any case, I am available for consultation and help. The transcription of Interview II is required. Why? In your case, your data consists of observation notes and your ambassador's answers to the questions you asked. You will use this data as evidence to frame an argument you will make connected to identity and cultures. This explains why the data should be recorded for sustainability purposes and as proof that you have carried out the fieldwork research.

Requirements for Draft and Final Project Submission

Written Components

Starter: Your starter should include the following:

- Background information about the target country/culture
- Ambassador you are working with for this project and background information
- A preliminary list of interview questions
- Nature of the activity you are considering for your observation stage of the project clarifying the reasons behind your choice

Due Date and Submission: DATE HERE – Submit via Blackboard. There will be a space dedicated for that under Assignments.

Style: Not polished. It can include an outline, bullet points, lists, brainstorming maps, paragraphs, pictures, etc.

Length: 1000 to 1800 words

Grading**:** Completeness, detail, relevance making sure that all the starter components are included.

Points: 75

Final Case Study Report: I am flexible with the organizational approach you want to adopt for this long essay. The way you are going to arrange the sections of this essay will be clearer upon gathering your data and finding out the priority areas you want to focus on. Your focal points can vary and are not necessarily restricted to this list: origin, facets from their culture, their own literacy practice at school, important themes and figures that influenced their growth and development, and their interest in studying at an American institution. These are themes I thought of, but you can add to the list depending on your own interests and findings.

The case study report will include an introduction that focuses on your ambassador and his/her country's profile, a methodology section that informs the reader about how you collected your data, results and discussion of emergent data and a conclusion. Remember that you may not include all the data collected. Prioritize because you want to highlight what you consider important and you also want to meet the word length requirement. In your conclusion, you need to formulate an argument you reached after this cultural exchange experiment. Your argument should relate to the culture and identity theme that we have been working on. This is why framing your argument with evidence from your readings is significant to enter the conversation. For that purpose, a minimum of four references must be used. You can use the course readings, and please feel free to bring your own. We do have excellent resources in HSSE. The librarians are also available and patient when it comes to training you on how to find and select your references. Do not forget to include the additional references you used to extract general information about the countries/ cultures of your ambassador students.

Due Date and Submission: DATE HERE Submit via Blackboard. There will be a space dedicated for that under Assignments.

Style: Print and carefully review your writing, striving for elegance and correctness. Follow the documentation style you prefer (e.g. APA, MLA); note the one you've selected after your name.

Length: 1200 – 2000 words

Grading Criteria: Four Key Criteria:

1. Establishment of a focus and development of ideas in depth and detail.
2. Careful reflection and insight — avoiding clichés or commonplaces.
3. Meaningful engagement with relevant concepts from the course readings.
4. Format, style, and adherence to assignment requirements

Points: 125

Project 2: Cultural Investigation Research Report, Version 1

This version of project two was used for the international/multilingual section. It contains significant scaffolding for multilingual learners.

Summary: Formulate an inquiry question on an interesting or controversial issue in a culture that is unfamiliar to you. Conduct library research to investigate this question. Write a report which explains your learning about this inquiry question, and describes and discusses the target issue in its particular cultural context.

Calendar: Weeks 6–11. Proposal due Feb. 23rd; Bibliography due March 9th; Final due March 26th

Research questions:

1. How much can we explore about the '*other*' through literature?
2. How do trends/themes I've identified in my own research play out in this culture?
3. What considerations are important for this particular culture? How do they shape this knowledge, and how are they shaped by this knowledge?

Core objectives (aligned with ICaP goals for 106):

1. Learn how writing is used for diverse purposes.
2. Investigate the connections between reading, writing, and cultures.
3. Continue to develop efficient processes for writing and research.

This semester, we have already learned several concepts intended to help us understand how different cultures address themes with different lenses. Pamuk (2007) decided to explore Europe through books when he failed to acclimate to the Swiss culture as a little kid due to linguistic barriers. Upon reflection, do you think Pamuk (2007) managed to achieve concrete understanding about the European culture? We cannot answer this question accurately because we have not researched Pamuk's other literary pieces and have not interviewed him to cultivate a sound judgement based on empirical evidence. Thus, instead of speculating, we are going to immerse ourselves in researching a theme in a particular culture to understand the manifestations of this theme under that spotlight even if it conflicts with the situation in our own country.

How do you choose your theme?

- This theme can be controversial because different societies look at it from different perspectives.
- It can be a neutral theme of interest to you, but exploring it in a new cultural context would be a learning experience.

- Think of Project I and whether there are any themes which emerged that you want to research further.
- Think about the media and what current themes are prevalent or think about a theme/concept in your own society that you might be keen on examining in a different society

Research methods

Writing researchers develop their own methods suitable for the contexts they are studying. However, given our purposes, we are focusing on engagement with texts, articles, news, advertisements and documentaries, rather than fieldwork research methods. With this in mind, plan to use the following approach:

1. Start looking for your sources early on in the process.
2. Briefly skim through the sources. You cannot detect from a title whether they are relevant or not.
3. Get rid of references that are not of primary relevance to your focus.
4. Collect more as you proceed.
5. While reading, take note of useful content and jot down any quotes from the texts that you want to use.
6. You are compiling data. It does not mean you will use all the notes you included in your research data notepad.
7. Stop collecting references when you feel you have enough data to support your argument or point of focus.
8. You will not be able to know when you can stop if you are not reading and taking notes.
9. Think of yourself as a data miner. You are excavating data and storing it for later use.

Proposal

All writing involves planning of some kind, often working with others to outline writing tasks before executing them. Given the demands of this assignment, outline your research project from start to finish. You will need to conduct some research to shape your proposal — a mix of using library resources and web searches.

First, create a planning outline which answers the following questions.

1. Start with a brief discussion of your topic by outlining any important areas of controversy or debate associated with it thus clarifying your current knowledge of it.
2. State what aspect of the topic you intend to write about. Be clear, straightforward and concise. This is how you portray that you focused your topic.
3. Mention how this topic has come to your attention thus highlighting the rationale behind your choice and the culture you chose to situate it in.
4. What is your purpose as a writer? Are you going to argue, explore, inform, investigate?
5. Mention your preliminary resources that you think might be relevant. Again, this is preliminary! Add a reference list at the end. Your list changes as you proceed.

Once you have created this outline, use it to write a coherent project proposal which outlines your project. If you like, consult the sample proposal in the Norton Field Guide or the ones published by Purdue's OWL.

Audiences: The proposal should be written in a manner which allows it to be shared with multiple audiences. Thus, clarity is significant.

Assignment length: 450–750 words

Structure and style: For the proposal, you need to write elegantly and coherently. Follow the documentation style you prefer (e.g. APA, MLA); note the one you've selected after your name.

Submission: Submit via Blackboard on the due date (Feb. 23).

Grading: Three key criteria:

1. Covering the elements of topic proposal writing outlined above (Bullet points 1-5)
2. Format, coherence, and adherence to assignment requirements.
3. Language command

Points: 50

Bibliography

Annotated bibliographies describe, give publication information and summarize the main content of a list of sources you are consulting for your research paper. When we do research, we may review annotated bibliographies to evaluate the usefulness and relevance of references used. What is the purpose of this bibliography? I want to check the potential usefulness of the references used and document your research efforts and methods. In other words, I want to assess your ability to find, describe and evaluate information.

Key Features to be included:

1. A statement of scope that explains what you are covering
2. Complete bibliographical information using one of the following documentation styles (APA or MLA). It is a good idea to include sources' URLs to make accessing online sources easier.
3. A concise description of each work i.e. describe each item as carefully and objectively as possible, giving precise information and demonstrating that you understand the source.
4. Relevant commentary: Under each concise description, you will explain why the source is helpful for your project. Is it current? Is it reliable? Does it have relevant arguments? Does it include key facts that serve as evidence to build your argument?
5. Consistent presentation: all annotations should follow a consistent pattern. Write in complete sentences too.

Audiences: You, your teacher and peers if they are interested.

Assignment length: 1200–1800 words.

Structure and style: Structure is noted above. Follow the documentation style you prefer (e.g. APA or MLA); note the one you've selected after your name.

Submission: Deadline is March 9th. Submit the soft copy via Blackboard.

Grading: Four key criteria:

1. Inclusion of key features and relevance of content
2. Correct citational practice
3. Consistency of structure
4. Format, style, and adherence to assignment requirements.

Points: 100

Final Paper

Your paper should explore your topic at length and in detail using empirical evidence from the research you have conducted. The data you collected feed the argument; thus, you need to build up for this argument. You should write in paragraphs. You can divide your paper into sections with subheadings. Remember that the three main sections are: a rich introduction, the body of data and a conclusion that presents a clear argument. Some of you might say, "What if I am not arguing?" That is indeed a possibility, so your conclusion should express your viewpoint or stance or perspective after becoming more informed about the topic you researched. Remember to think about our syllabus approach and the main theme of our class – multiculturalism and diversity. Keep this theme as your guide while articulating your conclusion. Your voice as a writer matters; your perspective is important; your views reflect your stance and inform me more about you as a writer.

Audiences: same as the bibliography.

Assignment length: 2,400–3,000 words.

Structure and style: You are writing in paragraphs. Make sure to adhere to APA or MLA throughout the paper. Font style: Times New Roman; Font Size: 12

Submission: Same as the draft. Due March 26th .

Grading:

1. Thoroughness of evidence and relevance of data to your main focus in the paper
2. Your interaction with the collected data portrayed through your commentary and discussion
3. Your argument, stance, viewpoint, voice in the conclusion in connection to multiculturalism and diversity
4. Coherence, organization, citational practice and format

Points: 175

Journal Entries

This semester, you will complete four open-ended short reflective papers. The topics for these journals are flexible; you can follow their own interests and concerns related to course discussions and reading, writing experience, and current events. These short papers should be between 500 and 600 words and will be turned in via Blackboard by 11:59PM on the due date.

Note: Writing on topic of your choice does not mean that you may hurry through writing these or engage in sloppy composition practices. I expect that you will plan, draft, and revise. You need to have a main point (or two), develop examples that support that main point, organize logically, and use transitions between paragraphs and ideas.

Here are some possible directions you might take for your journal entries; however, you are not limited to these possibilities:

1. How has a course reading changed or developed your way of thinking?
2. Has something happened in American or world current events that you find interesting or troubling?
3. Has something interesting happened in your life lately that has made you think differently about culture?
4. What are you learning from your interactions with peers from other parts of the world?
5. How do you see your writing (or reading, listening, speaking) developing? What do you find frustrating or enjoyable?

Format: Times New Roman font, size 12. Double space. Place your name and date at the top left of the page.

Due Dates:
[insert due dates here]

Course Reflection

Summary: Throughout the semester, you periodically reflected on your cultural learning, the course, and writing experiences. At the end of the semester, draft and then finalize a short reflection that considers your overall development.

Calendar: Deadline DUE DATE HERE

Key questions:

1. What concrete things have I learned in this course?
2. What difficulties about writing have I confronted, and what tentative results do I see?
3. What have I learned about writing and culture?

Core objectives (aligned with ICaP goals for 106):

1. Achieve 106 outcomes related to evaluation, critique, and reflection;
2. Continue to use writing as a means for discovery;
3. Continue to investigate the connections between reading, writing, and cultural communities.

Experienced writers invest considerable time in reflecting about their writing practices, both by getting honest, constructive feedback from others they trust, and by self-evaluation and reflection. Like distance runners who track their mileage and speed, or musicians who listen to recordings of rehearsals or performances, writers often gain much from critically examining their own work, and thinking about their successes and failures. In our discussions this semester, you have been reflecting on your writing and cultural learning. At this point in the course, we will now undertake a longer concluding reflection.

You are welcome to write about anything relevant. Need some inspiration? Here are some questions to help:

1. How is the course challenging, adding to, and/or helping you consider your previous writing skills, experience, and knowledge?
2. What specific concepts offered in the course seem useful for future writing tasks? Reflect on expected uses.
3. Are any specific skills or knowledge from 106 helping you in other contexts? Explain.
4. How is conducting research (primary or secondary) helping you understand how writing works?
5. What lessons is the course offering about writing with technology, and writing in different media?
6. Reflect on any particular challenges the readings, assignments, or activities present. Did you resolve them? Why or why not?
7. Articulate and then reflect a bit on any questions readings, assignments, or activities have raised for you.

One possible framework: describe something which occurred, explain why you think it occurred, and consider what it means for future practice (on both the short and long term).

To provide context, you can refer to the different stations we stopped at during the course and include what is relevant to how you reflect on writing now.