Voyage: Spring 2016  
Discipline: English  
ENWR 1559-101: Academic Writing Workshop: Writing about Language Diversity  
Division: Lower  
Faculty Name: Courtney A. Henderson  
Credit Hours: 3; Contact Hours: 38

Pre-requisites:

COURSE DESCRIPTION
Writing is one of the most significant tools for college students, since future professors and employers will ask for critical and persuasive pieces on a variety of subjects. For that reason, this academic writing workshop will help you to develop sophisticated expository writing skills for diverse audiences. Specifically, the course will introduce, and allow for practice in, the five pillars of academic prose: argumentation, structure and organization, rhetorical awareness, research ethics, and revision. Centering on themes of language diversity and language issues, this workshop includes readings on contemporary topics such as exploring the connection between language and culture, endangered languages, multilingualism, and how related issues affect the countries we will visit. The readings are meant to complement and inspire student inquiry and composition. Throughout the course, participants should anticipate learning to ask critical questions, to analyze and to synthesize texts, to work collaboratively with peers, and to actively discuss their interpretations. Above all, this workshop invites you to develop your sense of self through writing, encourages originality and inventiveness, and carefully guides you through the sometimes rugged terrain of academic writing.

COURSE OBJECTIVES
In this course, you will have an opportunity to develop your ability to write with precision, clarity, and grace at the same time that you learn how to write more appropriately for different audiences and situations. The goals of this course are: we will work together to identify compelling questions for investigation about language issues and multilingualism in each of the countries we will visit; refine those questions into a strong working thesis; conduct research necessary to build a compelling argument that supports your thesis; consider how best to incorporate visual and/or aural elements into the argument; attend to issues of syntax, word choice, and style as well as to issues of intellectual property; and work to achieve strong academic voices. In addition to this major essay you will also write shorter journal entries responding to scholarly journal articles and news articles about endangered languages and current language topics in each country we will visit. Your journal entries will also consider these topics in relation to each other and will also provide you with information to share with your peers during class discussions.

*Everything’s an Argument* will be the primary text used to cover writing strategies, and rhetoric, as well as deconstructing and constructing an effective argument. Scholarly journal articles and
current news articles about current language topics, ranging from language revitalization efforts in Hawaii to multilingualism language policy laws in grade schools in Ghana will be discussed, analyzed and utilized to help you work on the major paper for the course. At the end of our voyage you will have an opportunity to reflect on the progress you have made as a writer and to present your results as well as a potential plan of action addressing two of the language issues discussed throughout the voyage.

REQUIRED TEXTBOOKS
AUTHOR: Andrea Lunsford, John Ruszkiewicz and Keith Walters
TITLE: Everything’s an Argument
PUBLISHER: Bedford St. Martins
ISBN #: 978-1457606069
DATE/EDITION: 6th Edition

TOPICAL OUTLINE OF COURSE:
The “Country Reading” responds to the scholarly articles in the chart under Electronic Course Reserves.

Depart Ensenada- January 5:


In Class Writing: What is your prior knowledge and experience in the field of linguistics? What is your prior knowledge or experience with endangered or dying languages? Define both ‘linguistics’ and ‘endangered language’ and make a brief list of any terminology you are already familiar with in both fields of study. Reread the Course Description and Course Objectives, what do you hope to learn and gain from this course? How can anything you hope to learn/do in this course inform and assist in any other part of your academic journey, career or personal endeavors?

A2-January 9: EAA, chapters 1; Hawaiian Reading

A3- January 11: Workshop on In-class Writing

Honolulu: January 12


A5-January 17: Two-paragraph proposal for research-based argument due. Workshop on proposals
A6- January 20: How to identify and evaluate sources and evidence? EAA, chapters 16, 17, 19
Kobe reading

A7- January 22: How to do a rhetorical analysis EAA, chapters 6 and 7; peer review

Yokohama: January 24-26
In-Transit: January 27
Kobe: January 28-29

A8- January 30: Analyzing student arguments: EAA
Shanghai/Hong Kong reading

Shanghai: February 1-2
In-Transit: February 3-4
Hong Kong: 5-6

A9- February 7: Tools of the trade: everything you always wanted to know about grammar, punctuation, and other conventions but never got to ask. Ho Chi Minh reading
Ho Chi Minh: February 9-14

A10- February 15: Tools cont. Signapore & Yangon reading

Singapore: February 17
A11-February 18: Draft of research-based argument due. Peer review workshop.
Yangon: February 20-25

A12-February 26: Designing arguments and using visual rhetoric. EAA, chapter 14 In-class design workshop

A13- February 28: Stylish arguments. EAA chapter 12. Tools of the trade workshop Cochin reading
Cochin: March 1-6

Study Day: March 9

A14-March 7: Understanding intellectual property. EAA chapter 18 In-class writing workshop

A15- March 10: Integrating, citing, and documenting sources. EAA, chapter 20; In-class writing workshop Port Louis reading
Port Louis: March 12
A16- March 13: Revision of research-based argument due. In-class evaluation workshop

A17-March 15: Presenting arguments. EAA, chapter 15; Capetown Reading

A18- March 17: In class plan of action debate

Cape Town: March 19-24

A19-March 25: Tema Reading

A20-March 27: In class workshop on Plan of Action

A21- March 29: In-class workshop on final presentation; Takoradi Reading

Tema: March 31-April 1
Takoradi: April 2-4

A22-April 5: Draft of presentation script due: In class Writing Workshop

A23: April 7: Draft of presentation script due: In class Writing Workshop

A24: April 9: Plan of Action Final Final Presentations

Study Day: April 11

A25: A Day Finals, April 12 Plan of Action Presentations

April 15: Arrive in Southampton

FIELD WORK
Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Proposal #1: ‘Ōlelo Hawai‘I and Kōkua

Country: Honolulu, Hawaii
Idea: Visit Bishop Museum for a tour and go to Papahana Kuaola
Objectives: The purpose of the visit to Bishop Museum is to learn more about the History of the Hawaiian language, how it because an endangered language, the language revitalization efforts and the Hawaiian monarchy, all through a guided tour and artifacts. At Papahana Kuaola we will have the opportunity to both learn and participate in traditional and innovative forms of economic development that are environmentally sustainable and culturally minded. The
knowledge for all of the practices at Papahana Kuaola come from old documents all written in Hawaiian, one of the follow up activities will be to discuss the importance of language revitalization in terms of economic development, sustainability and cultural practices.

Proposal #2 Retracing the steps of the KhoiKhoi

Country: Cape Town, South Africa
Idea: Visit Castle of good hope, Hike Table Mountain/ Cape Peninsula
Objectives: At the Castle of Good Hope we will take a tour and learn about how as punishment for Khoi speakers they had to help with the labor of building the castle. In class we will have read about the Khoi people and how their language is not one of the 11 different official languages of South Africa, yet they are one of the main indigenous people groups. Over 2,000 years ago the Khoikhoi people migrated to the Cape Peninsula and they were the dominant people group in this area (and dominant language) when Europeans first sailed to Table Bay, hiking one of the trails to the top will allow the students the opportunity to see when the Khoi inhabited and we will be able to make connections between the language, culture and the land.

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

The field lab for this course takes place on: Date TBA

The field lab for this course is about recreating and experiencing part of daily life for a people group whose language is currently endangered.

FIELD ASSIGNMENTS
- Each journal entry will have two parts. The first entry for each port will be in relation to the related articles. The second entry for each port will count as part of your field grade and will be based on different activities in each port and discussing what you notice about language use in that port in relation to the places we have visted beforehand. By the end of the semester your journal will be an informed composition about scholarly articles on endangered languages and language issues in each country that we visit and your observations and connections between what you have read, in class discussion and what you observe.
- The in port activity will be different for each port and will be related to in class discussion, which you can use to inform your observation and follow up journal responses.

METHODS OF EVALUATION / GRADING RUBRIC

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Journal Responses</td>
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<td>Field Lab &amp; Field Journal Assignments</td>
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<td>Research-based Argument &amp; Plan of Action</td>
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<td>Final Presentation (Plan of Action)</td>
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The journal response grades will be based on your response to the scholarly readings on endangered languages and multilingualism issues in each of the countries we will visit. Each response will be based on critical reading and connecting questions created by the instructor.

**RESERVE BOOKS AND FILMS FOR THE LIBRARY**
The Green Book of Language Revitalization by Leanne Hinton

**ELECTRONIC COURSE RESERVES**
Scholarly Readings according to language and country, subject to change (additions).

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<thead>
<tr>
<th>Country</th>
<th>Language</th>
<th>Scholarly Articles</th>
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<tr>
<td>Hawaii</td>
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<td>Language Revitalization: An Overview</td>
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<td>Four Successful Indigenous Language Programs</td>
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<td>Kuleana: The Right, Responsibility, and Authority of Indigenous Peoples to Speak</td>
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<td>and Make Decisions for Themselves in Language and Cultural Revitalization</td>
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<td>Remembering Hawaiian, Transforming Shame</td>
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<td>Ainu</td>
<td>Akor Itak-our language, your language Ainu in Japan</td>
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<td>Japan’s post-war Ainu policy. Why the Japanese Government has not recognized Ainu</td>
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<td>China</td>
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<td>A CASE STUDY OF LANGUAGE SHIFT CHANGING LEARNING PREFERENCES AND CULTURAL ORIEN</td>
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<td>(Macanese)</td>
<td>TATIONS IN ASIA</td>
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<td>Minority Language Policy in China, with Observations on the She Ethnic Group</td>
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<td>Vietnam</td>
<td>Chrau</td>
<td>The Languages of Vietnam: Mosaics and Expansions</td>
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<td>Singapore</td>
<td>Multilingualism issues</td>
<td>Crossing in Singapore</td>
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<td>Language Change and Variation in Present-Day Malaysia</td>
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<td>Burma (Myanmar)</td>
<td>Mon</td>
<td>Minorities in Burma</td>
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<td>India</td>
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<td>Kuruba</td>
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<td>Mauritius</td>
<td>Multilingualism issues</td>
<td>Language Wars in Mauritius</td>
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<td>Temporalities of Community: Ancestral Language, Pilgrimage, and</td>
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| South Africa | Cape Khoekhoe | Revitalizing and preserving endangered indigenous languages in South Africa through writing and publishing  
At the Margin - African Endangered Languages in the Context of Global Endangerment Discourses |
| Ghana | Tafi | Language Choice in Communication in a Multilingual Setting: A Case Study of a Cross Section of First Year Students of the University of Cape Coast, Ghana  
An Analysis of the Linguistics Situation in Ghana  
Re-examining the fluctuations in language in-education policies in post-independence Ghana |

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”