

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016

Discipline: English

ENWR 1559-101: Academic Writing Workshop: Writing about Language Diversity

Division: Lower

Time: 9:30-10:50am

Faculty Name: Courtney A. Henderson

Credit Hours: 3; Contact Hours: 38

Location: Kaisersaal Port

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 will 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:

A1- January 7: Course introduction: What is rhetoric? What is an argument? What are endangered languages? What will you get out of this course? In class writing. Watch Hōkūle'a-Inspiring a Hawaiian Way of Life Around the World <http://oiwi.tv/hokulea/hokulea-inspiring-a-hawaiian-way-of-life-around-the-world/>

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, chapter 1; Hawaiian Reading

A3- January 11: Workshop on In-class Writing

Honolulu: January 12

A4-January 14: How do academic arguments work? EAA, chapters 2, 3, 4, 11. Basic rhetorical terms. Japan reading

A5-January 17: 1-2 page proposal for research-based argument due by 2300. Workshop on

proposals, bring your draft to class

Study Day: January 19

A6- January 20: How to identify and evaluate sources and evidence? EAA, chapters 16, 17, 19
Japan reading

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

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

A8- January 29: Analyzing student arguments: EAA
China reading

Shanghai: January 31 – February 1

In-Transit: February 2-3

Hong Kong: 4-5

A9- February 6: Tools of the trade: everything you always wanted to know about grammar, punctuation, and other conventions but never got to ask. Vietnam reading

Ho Chi Minh: February 8-12

A10- February 13: Tools cont. Burma reading

Study Day: February 15

A11-February 16: Draft of research-based argument due. Peer review workshop.

Yangon: February 18-22

A12-February 23: Designing arguments and using visual rhetoric. EAA, chapter 14 In-class design workshop

A13- February 25: Stylish arguments. EAA chapter 12. Tools of the trade workshop India reading

Cochin: February 27 - March 3

A14-March 4: Understanding intellectual property. EAA chapter 18 In-class writing workshop

Study Day: March 6

A15-March 7: Integrating, citing, and documenting sources. EAA, chapter 20; In-class writing workshop, Mauritius reading

Port Louis: March 9

A16- March 10: Revision of research-based argument due. In-class evaluation workshop

Study Day: March 12

A17-March 13: Presenting arguments. EAA, chapter 15; South Africa Reading

Cape Town: March 15-20

A18- March 21: In class plan of action debate

A19-March 23: Ghana Reading

A20-March 25: In class workshop on Plan of Action; Ghana Reading

Takoradi: March 27 - 28

Tema: March 29- 31

A21- April 1: In-class workshop on final presentation

A22-April 3: Morocco Reading

A23: April 5: Draft of presentation script due: In class Writing Workshop

Casablanca: April 7-11

Study Day: April 12

A24: A Day Finals, April 13: Plan of Action Presentations

April 16: Disembarkation Day

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.)

‘Ōlelo Hawai’i and Kōkua

Country: Honolulu, Hawaii

Activity: Kōkua at Papahana Kuaola, Visit Bishop Museum and engage with the tour guide, conclude by participating in a lauhala weaving workshop at Na Mea Hawai’i.

Objectives: 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. We will visit Bishop Museum to learn more about the History of the Hawaiian language, how it became an endangered language, the language revitalization efforts and the Hawaiian monarchy, all through a guided tour and artifacts. Our lab will end at Na Mea Hawai'i which is a retail store and a community resource center, here we will participate in a lauhala weaving workshop. One of the follow up activities will be to write about and discuss the importance of language revitalization in terms of history, economic development, sustainability and cultural practices.

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: January 12th

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 visited 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

Journal Responses	15%
Field Lab & Field Journal Assignments:	20%
Research-based Argument & Plan of Action	40%
Research Proposal – 10%	
Final Version – 30%	
Final Presentation (Plan of Action)	15%
Peer Review and In Class writing workshops	10%

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.

TURNING IN ASSIGNMENTS

All scholarly journal article responses and field journal responses should be written in a notebook. Scholarly article journal entries will be collected and graded on the DAY THE READING IS LISTED ON THE CALENDAR.

All other assignments will be collected via Moodle.

Late assignment submissions will be accepted and will be docked 10% for each day late.

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 (scholarly article and news article additions).

EDIT: Over 15 additional news and journal articles have been added to assist you in your research and all readings are available through the Academic course reserve.

Country	Language	Scholarly Articles
	Background info	Language Revitalization: An Overview
Hawaii	Hawaiian	Four Successful Indigenous Language Programs Kuleana: The Right, Responsibility, and Authority of Indigenous Peoples to Speak and Make Decisions for Themselves in Language and Cultural Revitalization Remembering Hawaiian, Transforming Shame
Japan	Ainu	Akor Itak-our language, your language Ainu in Japan Japan's post-war Ainu policy. Why the Japanese Government has not recognized Ainu indigenous rights?
China	Patua (Macanese)	A CASE STUDY OF LANGUAGE SHIFT CHANGING LEARNING PREFERENCES AND CULTURAL ORIENTATIONS IN ASIA
	She (Ho ne)	Minority Language Policy in China, with Observations on the She Ethnic Group
Vietnam	Chrau	The Languages of Vietnam: Mosaics and Expansions
Burma (Myanmar)	Mon	Minorities in Burma
India		India as a Sociolinguistic Area
Mauritius	Multilingualism issues	Language Wars in Mauritius Temporalities of Community: Ancestral Language, Pilgrimage, and Diasporic Belonging in Mauritius

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
Morocco		Language Attitudes in Morocco following recent changes in Language Policy

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]."