COURSE DESCRIPTION
In this course, you will examine how ideas are shaped and conveyed in different contexts and cultures around
the world, especially examining how "argumentation" (and even logic) is understood and approached
differently in the process of communication—both written and oral. The course will help you enhance your
ability to understand, discuss, and write about complex and globally significant issues by considering different
perspectives. You will learn how contexts and cultures shape rhetoric, writing, and communication as a means
of enhancing your sense of “global citizenship,” while also learning about this concept. Assignments will
include writing and revising arguments by drawing on different rhetorical resources and conventions; in
addition, you will collaboratively create and present multimodal projects in order to demonstrate different
worldviews on seeming natural, logical, and universal concepts or phenomena. Drawing on the readings, class
work, and other projects, you will also produce a compact academic paper and abstract, the latter of which will
be featured in the URECA program (see below).

COURSE GOALS
On successful completion of this course, you should be able to:
• implement critical thinking in evaluative, problem-solving, and expressive academic work
• demonstrate intellectual curiosity and understand your role in the academic community
• read and respond to complex texts on global issues, appreciating different contexts, conventions, and
perspectives affecting or shaping those issues
• conduct basic but focused research using academic databases and cite sources properly
• develop and present an academic argument in brief but well-revised, well-edited essays
• design and conduct class presentations—both individually and collaboratively

READINGS FOR CLASS (read in preparation for class)
• You must print (whenever technically possible), read and annotate, and bring to class all the “required
readings” that are inside the “Homework” folder on the course site on Blackboard.
• You should attempt to read other, additional materials as thoroughly as you can—even though these are
not required and I do not consider whether you read them when assessing your work. Additional
materials will help you learn more about the issues and may also serve as potential sources toward
strengthening your assignments.
REQUIRED WORK

Reading for Class – (see “Active Participation…” below)
You must read the assigned texts carefully and be ready for rigorous discussion of the issues you read about in class. The “heads up” questions, which will be posted alongside the “Required Readings” folder by one class meeting prior, will help you to read strategically (that is, with purpose and focus).

*Individual Presentation – 15%
For this assignment, each student will be given 4-5 minutes of class time for orally presenting—i.e., simply taking a turn to speak, as in regular class discussions—the topic, argument, and outline for your 2-page research paper. The objective of this assignment is to help you start early, share significant findings, talk about any challenges or obstacles that you may be facing, and highlight the unique perspectives and ideas that you are developing.

Group Presentation – 30%
As groups of 3 or 4 students, you will be given about 10 minutes each for doing a multimodal and research-based presentation in class in the last two weeks of the course. You will develop the materials on the basis of an active, ongoing conversation and collaboration with your team, which will use a Team Charter and a Project Schedule (powerful tools to be provided) for working together. Your group’s presentation should ideally reflect each member’s unique ideas and perspectives that they bring into or identify in the process of researching and writing their own individual papers, as well as during group discussions (in class and outside, or online). Make sure that your group works on a relatively broad topic (though not too broad) so that there is room for interesting dimensions/issues and perspectives for each member to explore and develop their own individual topics for their research papers. Details for this project will also be made available on Blackboard and discussed in class; ample class time will be available for collaboratively producing the materials.

2-page paper – 20%
The objective of this paper is for you to learn how to conduct academic research, develop your argument in response to existing scholarship on a topic of your interest, and write with a focus and perspective. Your topic must be within the broad subject areas of either rhetoric (how people communicate or create/affect meaning in different cultures) or global citizenship (issues and questions about individuals’ sense of belonging in different spatial/social domains in the world). The paper must be two pages, double-spaced, and in standard format—no less no more, meaning that it should be revised, edited, and proofread for a highly impressive level of conciseness, clarity, and correctness. Detailed instructions and guidelines will be given in good advance. Note: If you have to, or even seriously want to, write your 2-page research paper outside of scope of your group’s broader idea, talk to me right away.

Abstract for URECA – 10%
Drafted collaboratively by groups during class time (then revised for quality), this assignment is a one-paragraph summary and overview of the theme and argument in your group’s multimodal presentation. This work will be submitted to the Undergraduate Research and Creative Activities (URECA) project at the end of the semester.

Presentation at URECA Fair – 10%
This is a “repeat” of your presentation in class at the URECA Research Fair. Your class will join a special group of students presenting ideas about multilingual, intercultural, and global issues. Needless to say, you should strive to make this repeat performance even better than your class presentation; you should also note that you will interact with individual audience members and groups as they come and go, so the format of the presentation will be slightly different. In any case, the objective is to share your idea with a broader audience.

OR Expanded Paper –
If, for any reason, you are unable to join the URECA Research Fair, you will have the option of expanding your 2-page paper into a 3-page version (no more, no less; also, the same quality criteria apply). The new credit will be given for the added text in terms of the quality of its research, argument, and writing.

Active Participation, Conferences, Products of Classwork – 15%
You will receive the indicated credit points for active participation in class discussions, meeting with the instructor at least three times individually and at least one time as a group, and for being an effective team member. Different students can be “active” participants in different ways, but because this is a “seminar” (not a lecture), I want each student in this class to contribute to the quality of learning of the class, to work closely with me, and to make the best of the opportunities of a small/intimate course that focuses on a special subject area. I also want you to note that as a matter of teaching method, I regularly ask individual students to respond to specific questions and call them to comment on issues being discussed, as well as generally encouraging them to participate actively in class discussions and activities. You should not hesitate to say that you are less prepared than usual on certain days (if/when that’s the case), as well as to simply indicate that you haven’t thought about a particular issue; however, active participation and contribution to class discussions and activities is not only expected but also given credit.

If you have any challenges and need accommodation in this regard, let me know as soon as you can.
COURSE POLICIES

Class Attendance & Participation: Missing class can affect your performance in this course, because this is a seminar course (not a lecture) and class participation is critical. After the second absence, a half grade will be docked for each absence, and four or more absences will automatically result in failure of the course. Two late attendances will be considered the equivalent of one absence. You are responsible for making up any work and for updating yourself about what you miss when you are absent; contacting me when you have to miss a class will help you do so. But note that my support with it does not also mean an excuse for the absence.

Meeting with the Instructor: As indicated above, you must meet with the instructor in his office at least three times, plus at least one time along with your project group. You must sign up using the Google Doc page linked on Blackboard. If none of the listed office hours work for you, you are responsible to make an alternative appointment toward fulfilling the requirements. When meeting with me, sure to follow the 24-hour rule as specified at the end of the appointment sheet on Google Doc.

Technology Use, Classroom Environment: You are expected to regularly check Blackboard and your e-mail account for information and correspondence with the instructor and Undergraduate Colleges. Use the SINC site responsibly and solely to fulfill course goals (not for purposes like checking non class-related email, opening any websites/applications unrelated to ongoing class work, or using class-related resources in ways that diminish your attention or distract others in the class). Turn your cell phone OFF and keep all mobile devices away from your hands and desk during class. Any unprofessional activities, including falling asleep in class, side conversations, and being distracted or distracting in class in any way, is not permissible. If you disrupt the class, you will be asked to leave and marked absent for the day. If you feel uncomfortable with anyone’s behavior/treatment, please talk to me after class.

Submitting Assignments, Late Work: Assignment deadlines are not flexible in this course, so except for extraordinary circumstances for which you have approval of exception from me, no late work will be accepted. When you are unable to access Blackboard, submit your work on time via email. Work done in class cannot be made up while you’re absent; work due for class must be submitted by class time for being eligible for credit.

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Plagiarism should be avoided not only because it is subject to serious penalty but also because it shortchanges your opportunities for academic and professional development. The ability to cite and document sources by using appropriate academic conventions is one of the important requisites and standards I expect you to demonstrate and further develop in this course. If you have any doubts about plagiarism, consult me in advance. For more information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uua/academicjudiciary/

Americans with Disabilities Act: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Course Evaluations: Stony Brook University values student feedback in maintaining the high quality education it provides and is committed to the course evaluation process, which includes a mid-semester assessment as well as an end-of-the-semester assessment, giving students a chance to provide information and feedback to an instructor, which allows for development and improvement of courses. Please click the following link to access the course evaluation system: http://stonybrook.campuslabs.com/courseeval/

GLS Program Attendance Requirement: As a member of the College of Global Studies (GLS) and as part of your GLS 102 class, you must attend at least 2 programs from the list provided during the spring semester. At least 1 program should come from the "academic" category and 1 from the "social" category. Attendance will be recorded at each event and shared with faculty. For more information, and a list of programs, please visit: http://www.stonybrook.edu/ucolleges/gls/activities.shtml

**University Scholar students are strongly encouraged to attend GLS programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one GLS (for-credit) event per semester, or two Scholars (for-credit) events.**

Spring Commons Day: All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day

Note: Freshman 102 Seminar is a 1-credit course. You may receive grade between A-C or a U
### 11-WEEK SCHEDULE (SPRING 2014)

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings for Class</th>
<th>Assignment Due (by class time)</th>
<th>Class Activities</th>
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| 1/29   | ---                                                                               | ---                            | >Introduction, Syllabus & schedule  
>Assignments, Blackboard tools  
>Culture & Rhetoric, Global Citizenship                                                                                                           |
| 2/5    | >Matalene: “Contrastive Rhetoric: An American Writing Teaching in China”          |                                 | >Discussion of reading (RC)  
>American university: A discussion  
>Prompts for Indiv. Presn. & Resr. Paper  
>Group formation                                                                                                                                     |
| 2/12   | >Suarez-Orozco & Sattin: “Wanted: Global Citizens”  
>Encyclopedia: “Gender, Class… Social Construction” |                                 | >Discussion of reading (GC, RC)  
>Team charter, Project schedule (wiki)  
>Activity: Universal vs. Social construct                                                                                                           |
| 2/19   | >Zaharna: “Bridging Cultural Differences”                                         | >INDIVIDUAL PRESENTATION       | >Highlights of reading (RC)  
>Individual Presentations (9)  
>Group meeting 1: Pick, discuss subject                                                                                                              |
| 2/26   | >Costalas: “Intercultural Communication between Colombian and American Teachers”  | >INDIVIDUAL PRESENTATION       | >Remaining Presentations (9)  
>Highlights of reading (RC)  
>Peer review assignment draft                                                                                                                        |
| 3/5    | >Hooker: “Cultural Differences in Business Communication”                         | >2-Page Paper: Draft 2        | >Discussion of reading (RC)  
>Peer review/edit assignment draft  
>Group meeting 2: Confirm, explore topic                                                                                                             |
| 3/12   | >Lloyd, “Rethinking Rhetoric from an Indian Perspective”                          | >2-PAGE PAPER: FINAL DRAFT    | >Discussion of reading (RC)  
>Prezi, PowerPoint, multimedia  
>Group meeting 3: Start drafting material                                                                                                            |
| 3/19   | NO CLASS- SPRING BREAK                                                            | NO CLASS- SPRING BREAK        | NO CLASS- SPRING BREAK                                                                                                                             |
| 3/26   | >Mitchell, “Educating the National Citizen in Neoliberal Times”                  | >Presentation material: Draft | >Discussion of reading (GC)  
>Group meeting 4: Draft the abstract                                                                                                                  |
| 4/2    | Ntuli: “Intercultural Misunderstanding in South Africa”                           |                                 | >Discussion of reading (RC)  
>Group meeting 5: Revise abstract                                                                                                                      |
| 4/9    | [prepare for presentation]                                                        | >GROUP PRESENTATION           | >Group presentations  
>Finalize abstract together                                                                                                                           |
| 4/16   | >Parekh: “Cosmopolitanism and Global Citizenship”                                 | >ABSTRACT FOR EURECA          | >Discussion of reading (GC)  
>Preparation for EURECA Fair  
>Goodbyes                                                                                                                                                |

**Note:** This schedule is only meant to give you a general outline of what we will be doing during the term. It will be updated as needed, so you should consult the up-to-date version of it on Blackboard (course home/entry page) when preparing for class or when confirming due dates for major assignments.