

Writing Project One: Globalized and Globalizer*

PURPOSE:

This first writing project introduces writing as a process and asks you to focus on developing your **prewriting**, **invention**, and **critical reasoning** skills. Ultimately, the goal is to produce a clear, critically reasoned argument. During this project, we will discuss methods to explore ideas in greater depth and question the implicit arguments that are made through those assertions. We will discuss methods for structuring academic arguments and how to move beyond the limitations of essay templates such as the five-paragraph essay.

READINGS:

- Baylis, John, Steve Smith, and Patricia Owens. "Globalization: Myth or Reality?" *The Globalization of World Politics*. (Available on Blackboard)
- "Globalization." *Stanford Encyclopedia of Philosophy* [overview]. (Available on Blackboard)
- Lamott, Anne. "Shitty First Drafts." *Language Awareness: Readings for College Writers*, edited by Paul Eschholz, Alfred Rosa, and Virginia Clark, 9th ed., Bedford/St. Martin's, 2005, pp. 93-96. (Available on Blackboard)
- Leonhardy, Galen. "On the Differences Between Cats and Dogs." *The Chronicle of Higher Education*, 7 December 2016. (Available on Blackboard)
- Mann, Charles C. "The Real Story of Globalization." *The Wall Street Journal*, 6 Aug. 2011. (Available on Blackboard)

PREMISE:

In their discussion of arguments surrounding globalization, Baylis, Smith, and Owens compare favorable considerations of globalization as "progressive" concept, "that is to say that it improves the lives of people," with voices arguing that globalization is negative (11). As we will discuss throughout this course, globalization is complex, and there are diverse perspectives on its multitudinous manifestations. It will serve us well to consider how various elements of our lives are both globalized and globalizing—that globalization is not just a noun but also a verb.

While globalization has clear connections with technological developments that enable (almost)-instantaneous communication with people across the world, the connections across borders—cultural, political, and geographical—are evidenced throughout history. That is to say, we can see the effects of globalization and pathways of globalizing in almost everything we encounter. By acknowledging those global forces and considering how and why they develop, we can better understand the complexity of globalization and problematize our understanding of it.

YOUR ASSIGNMENT:

Identify a cultural artifact or tangible item/object in your daily life. In a thesis-driven essay of 4-6 pages, respond to the following prompt:

In what way(s) have globalizing forces influenced the chosen object, and in what way(s) does the object exert globalizing forces?

THINGS TO THINK ABOUT:

- Make sure to focus on a single object or artifact throughout your essay in order to conduct careful, thoughtful analysis.
- This essay is not a research paper, but you should provide sufficient evidence. If you choose to integrate evidence from outside sources, you should consider the validity of the source and give proper credit through attribution and citation using MLA guidelines.
- You should choose an item that allows for compelling analysis. That is, if your analysis begins and ends with a discussion of country of origin or manufacture, does not make a compelling argument. The more “new” your analysis and argument is, the more interesting your argument will be to write and to read.
- Your argument should address both parts of the question in a way that feels unified. It should not feel like two arguments tied together but instead reflect the ways in which these forces interact. Finding that conceptual unity will also assist in avoiding the “listy” thesis qualities of the five-paragraph essay and instead challenge you to craft an argumentative, specific thesis.

ASSIGNMENT CALENDAR

DATE	TOPICS AND ASSIGNMENTS
WEEK ONE	
Tuesday, January 10	In-Class Discussion: Introduction to WRIT 150; Syllabus Review; Defining Globalization; Diagnostic Writing Relevant Textbook Readings: “Rhetoric and Social Issues” (pp. xiv-xv); “An Overview of the Writing Process” (pp. xv-xviii); “Critical Reasoning” (p. 3); “Critical Reading Habits” (p. 4)

Thursday, January 12	<p>READING DUE: Leonhardy, "On the Differences Between Cats and Dogs;" Baylis, Smith, and Owens, "Globalization: Myth or Reality?"</p> <p>In-Class Discussion: Introduction to WP1; Appropriating the Prompt; Introduce Ancillary Writing Essay 1</p> <p>Relevant Textbook Readings: "Appropriation of Writing Task" (pp. 19-22); "Points-to-Make Lists" (pp. 33-35); "Developing a Provisional Thesis Idea" (p. 35)</p>
WEEK TWO	
Tuesday, January 17	<p>READING DUE: Lamott, "Shitty First Drafts;" Mann, "The Real Story of Globalization"</p> <p>HOMEWORK DUE: Post a list of 3-5 arguments/issues that you might want to write about on Blackboard Discussion Forum</p> <p>In-Class Discussion: Hypothesis and Thesis: Narrowing Down Your Central Claim; Provisional Thesis Workshop</p> <p>Relevant Textbook Readings: "Thesis Development" (pp. 41-45); "Early Drafting Practices" (pp. 70-72); "Limitations of the Five-Paragraph Format" (pp. 39-40)</p>
Thursday, January 19	<p>CLASSES CANCELLED FOR INSTRUCTOR ABSENCE</p> <p>HOMEWORK DUE: Post a "down draft" of WP1 on Blackboard by Friday, January 20, at 11:59 p.m.</p>
WEEK THREE	
Tuesday, January 24	<p>HOMEWORK DUE: Post your WP1 First Draft on Blackboard Discussion forum by your scheduled conference time</p> <p>WP1 Individual Conferences: Class will not meet at regularly scheduled time; Instead, you will meet with me individually during your scheduled conference time on Monday or Tuesday.</p> <p>Relevant Textbook Readings: "Revision" (pp. 83-89); "Global Structure" (pp. 40-41)</p>

Thursday, January 26	<p>HOMEWORK DUE: A revised introduction paragraph for WP1, including a clear thesis</p> <p>In-Class Discussion: Introduction Speed Reading; Modelling Peer Review Practices; Reviewing Writing Program General Evaluation Rubric</p> <p>Relevant Textbook Readings: "Specialized Paragraphs: Introductions" (pp. 63-69); "Diagnosis, Response, and Evaluation" (pp. 131-137)</p>
WEEK FOUR	
Tuesday, January 31	<p>HOMEWORK DUE: Post your WP1 Revised Draft on Blackboard Discussion Forum by the beginning of class</p> <p>In-Class Discussion: Peer Review of Revised Drafts</p> <p>Relevant Textbook Readings: "Surface Revision" (pp. 92-94)</p>
Thursday, February 2	<p>HOMEWORK DUE: Writing Project 1 Final Draft Due on Blackboard by 11:59 p.m. on Thursday, February 2</p> <p>Ancillary Essay 1 Due on Blackboard by 11:59 p.m. on Friday; All ancillary work for WP1 must be posted by Sunday, February 5, for late credit</p> <p>In-Class Discussion: Introduce Writing Project 2</p>