

## Description of the Course

This is a common-core course designed to assist students' academic-linguistic and emotional-intellectual growth. Throughout the course, the students will be responsible for watching and reading authentic texts on issues and concepts that will encourage them to question hegemonic discourse. In addition to refining their writing skills, they will be introduced to new academic writing strategies that will help them in their departmental studies. A continuation of ENG 101, ENG 102 also aims to help students develop a critical stance towards socially constructed concepts. This is a demanding course, but it will also be a rewarding and an enjoyable one that provides a solid foundation both for their further studies at the university and for their reflective living after graduation.

Using allegory as our core text, we will learn how to think through social constructs, such as gender, marriage, the news etc. from a critical perspective. From then on, we will think through and explore the issues modern societies are dealing with by studying the concepts of toxic positivity, meritocracy, individualism, and collectivism.

In transferring our thoughts into writing we will learn how to relate to real life issues and practice our writing skills on quoting from, summarizing, evaluating, and synthesizing information from source texts and learn strategies to respond to those.

## Course Objectives

1. To demonstrate understanding of writing as a process by using the following strategies: *Pre-writing, drafting, revising, editing.*
2. To read and listen critically and analytically to identify an argument and evaluate its supporting evidence.
3. To write a response to source texts by giving opinions.
4. To support a line of argument in a text using direct, and indirect quotes.
5. To demonstrate awareness of in-text and end-text citation.
6. To synthesise and evaluate familiar information and arguments from a number of sources.
7. To contribute to classroom discussions and to share opinions on social issues.

## Tentative Schedule

Week 1	Introduction to the course  What is academic integrity?  Plato. "The Allegory of the Cave" excerpt from <i>the Republic</i> . (Original work published 375 BC.)  Supplementary Visuals:
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	<p>School of life. (2014, October 20). <i>Philosophy-Plato</i>. YouTube.  <a href="https://www.youtube.com/watch?v=VDiyQub6vpw">https://www.youtube.com/watch?v=VDiyQub6vpw</a></p> <p>Bullheadent. (2008, April 18). <i>The Cave: An Adaptation of Plato's Allegory in Clay</i>. YouTube.  <a href="https://www.youtube.com/watch?v=69F7GhASOdM">https://www.youtube.com/watch?v=69F7GhASOdM</a></p>
Week 2	<p>Discussions and Extension Activities on: Plato. “The Allegory of the Cave” excerpt from <i>the Republic</i>. (Original work published 375 BC.)</p>
Week 3	<p>Discussions and Extension Activities on: Plato. “The Allegory of the Cave” excerpt from <i>the Republic</i>. (Original work published 375 BC.)</p> <p>Assignment 1 (Assessed)</p> <p>Strategy Training: Quoting</p>
Week 4	<p>O’Connor, P. (2012, January 8). In the Cave: Philosophy and Addiction. <i>New York Times</i>.  <a href="https://opinionator.blogs.nytimes.com/2012/01/08/out-of-the-cave-philosophy-and-addiction/">https://opinionator.blogs.nytimes.com/2012/01/08/out-of-the-cave-philosophy-and-addiction/</a></p> <p>Strategy Training: Synthesizing and Evaluating Information  Strategy Training: Summarizing</p> <p>Weir,P. (1998). <i>The Truman Show</i>. Paramount Pictures.  <a href="https://www.imdb.com/title/tt0120382/">https://www.imdb.com/title/tt0120382/</a></p> <p>Assignment 2 (Assessed)</p>
Week 5	<p>Genre Analysis of Sample Student Models – Response Paper</p> <p>Paper 1 (Process Writing Assessed)</p>
Week 6	<p>Paper 1 (Process Writing Assessed)- continued</p>
Week 7	<p>BBC Ideas. (June, 2019). <i>Individualism: Is it a good or bad thing?</i> YouTube.  <a href="https://www.youtube.com/watch?v=LZVR10D2DPU">https://www.youtube.com/watch?v=LZVR10D2DPU</a></p> <p>Knowva Academy. (March, 2018). <i>Me or We? Cultural Difference between East and West</i>. YouTube.  <a href="https://www.youtube.com/watch?v=78haKZhEqcg&amp;list=WL&amp;index=67&amp;t=5s">https://www.youtube.com/watch?v=78haKZhEqcg&amp;list=WL&amp;index=67&amp;t=5s</a></p>

Week 8	<p>Liu, X. (2020). <i>How do collectivist and individualistic societies respond to the challenges of social distancing orders?</i> Retrieved from:  <a href="https://blog.bham.ac.uk/business-school/2020/04/22/how-societies-respond-to-social-distancing-orders/">https://blog.bham.ac.uk/business-school/2020/04/22/how-societies-respond-to-social-distancing-orders/</a></p> <p>Individualism, Collectivism, Why Some Cultures Are Coping With Covid-19 Better Than Others, And How We Can Learn And Survive The Pandemic. (2020).  <a href="https://medium.com/@aristhought/individualism-collectivism-why-some-cultures-are-coping-with-covid-19-better-than-others-and-how-fd13658fea10">https://medium.com/@aristhought/individualism-collectivism-why-some-cultures-are-coping-with-covid-19-better-than-others-and-how-fd13658fea10</a></p>
Week 9	<p>Cherry, K. (2021). Understanding Collectivist Cultures.  <a href="https://www.verywellmind.com/what-are-individualistic-cultures-2795273">https://www.verywellmind.com/what-are-individualistic-cultures-2795273</a></p> <p>Cherry, K. (2020). Individualistic Cultures and Behavior.  <a href="https://www.verywellmind.com/what-are-individualistic-cultures-2795273">https://www.verywellmind.com/what-are-individualistic-cultures-2795273</a></p> <p>Mager, D. (2020).</p> <p>Strategy Training: Planting Naysayers</p>
Week 10	<p>Paper 2 (Mid-Term: Assessed)</p>
Week 11	<p>Lukin, K. (2019). <i>Toxic Positivity: Don't Always Look on the Bright Side</i>  <a href="https://www.psychologytoday.com/us/blog/the-man-cave/201908/toxic-positivity-dont-always-look-the-bright-side">https://www.psychologytoday.com/us/blog/the-man-cave/201908/toxic-positivity-dont-always-look-the-bright-side</a></p>
Week 12	<p><i>There's Nothing Positive About Toxic Positivity</i>  <a href="https://www.psychologytoday.com/us/blog/some-assembly-required/202011/there-s-nothing-positive-about-toxic-positivity">https://www.psychologytoday.com/us/blog/some-assembly-required/202011/there-s-nothing-positive-about-toxic-positivity</a></p> <p>Assignment 3 (Assessed)</p>
Week 13	<p>David, S. (2017). <i>The Gift and Power of Emotional Courage</i>. TED Talk.  <a href="https://www.ted.com/talks/susan_david_the_gift_and_power_of_emotional_courage">https://www.ted.com/talks/susan_david_the_gift_and_power_of_emotional_courage</a></p> <p>Assignment 4 ( Assessed)</p>
Week 14	<p>Practice for the Final</p>

## Course Materials

All talks, articles, and book excerpts will be available on an online platform. As a source book for writing, students may wish to obtain a copy of *'They Say/ I Say: Moves that Matter in Academic Writing'* by Cathy Birkenstein and Gerald Graff, 2014.

### How does each paper work?

Paper 1 is a process essay where you will practice pre-writing, drafting, revising, and editing, constructing a well-reasoned thesis, quoting, and summarizing skills by writing an essay of about 500- 1000\_words through three writing labs.

Paper 2 is mid-term, where you will write a paper of about 500-1000 words in two hours to demonstrate your understanding of the theme covered through reasoning your argument with relevant writing strategies covered.

Paper 3 is final, where you will write a paper of about 500-1000 words in two hours to demonstrate your understanding of the theme covered through reasoning your argument with relevant writing strategies covered.

### Grading:

Paper 1:	20 %
Paper 2 (Mid-Term):	30%
Paper 3 (Final):	30%
Assignments (number may change)	20%

### Ground Rules:

- If you have any problem or concern about anything related to the course, **first consult your instructor**. If your concerns are not addressed, please get in touch with FYIP coordinator A. Burcu Yeşilyurt ([burcu.kirca@tedu.edu.tr](mailto:burcu.kirca@tedu.edu.tr), B Block 446)
- All papers and written assignments need to be uploaded on turn-it-in.
- Students are expected to produce **authentic work that is not plagiarized, nor written by someone else. Plagiarism** is intentionally or unintentionally using another person's ideas, research and any kind of work as your own, without properly citing the source. This person can be a well-known author, a fellow student or even a blog writer. Use of even one sentence, key phrase, image, or photo without citation is considered plagiarism. While the above mentioned are examples of direct plagiarism,

paraphrasing a source without mentioning the author and the source are examples of indirect plagiarism which is subject to the same regulations.

- If students are not sure how to properly cite sources, they should consult their instructor.
- If the instructor is suspicious of contract cheating (i.e. the student involves a third party to undertake their assignment.), the instructor has the right to initiate a legal process for the plagiarism.
- Late submission are accepted only when the instructor is informed in advance. Moreover, the instructor deduct 1 point from the overall grade for each late day. Students are not allowed to submit their work after 3 days.
- The course has attendance policy and students are allowed to miss up to 11 hours, which means you fail if you have 12 hours.