



Hankuk University of Foreign Studies

2020 Summer Session

ENG 200 Writing 2: Seeing Communities

Course Outline

Term: July 06-August 07,2020

Class Hours: 16:00-17:50 (Monday through Friday)

Course Code: ENG 200

Instructor: R. Benedito Ferrão

Home Institution: The College of William and Mary

Office Hours: TBA and by appointment

Email: rbferrao@wm.edu

Credit: 4

Class Hours: This course will have 72 class hours, including 40 lecture hours, 10 lecturer office hours, 10-hour TA discussion sessions, 2-hour review sessions, 10-hour extra classes.

Course Description:

Using a variety of readings, this course will explore ideas of what makes a community. Reading these works will involve analysis and class discussions, which students will then reflect on in weekly assignments. The writing component of this course will allow students to critically engage with the question of what makes community by considering how such notions shift and are even negotiated between individuals based on identity and external forces.

Course Objectives:

Through the course, students will employ analysis in their engagement with reading materials while reflecting on the concept of community. Additionally, students will employ critical thinking in their written responses while formulating original arguments in these assignments. It



is also expected that the course will allow students to think about how the concept of community operates in the world beyond the classroom and how such notions are always in flux.

Required Texts:

Required reading materials will be provided electronically.

Grading & Evaluation:

Presentations (15 points): All students must present at least once during the course. During these presentations, students will lead the class in discussion about assigned materials from a given unit/day. In effect, the student presenting will guide the class by offering a series of provocations that help foster a conversation based on class materials. The presenter will, both, raise questions, and help guide the resulting discussion by providing analysis. Students will be graded based on comprehension of the topic and materials, as well as the argumentative analysis offered and the questions raised. Before starting the discussion, you will speak for five minutes on the themes you will be addressing. So, for instance, you might be interested in addressing the matter of community formation between non-humans and humans, which you would spotlight at the very outset. You will also indicate how the themes you've identified undergird the argument you will be making. Finally, pick at least two passages to analyze closely; choose these to support your thematic observations and structural argument.

You will be scored on the following:

Preparedness and Expertise (2): How familiar you are with the material and how capable you are of demonstrating your knowledge.

Organization (2): Presentation of information in an orderly and critically engaging fashion.

Articulation (2): Clarity of expression.

Originality (2): Creatively demonstrating your understanding of the material while interacting with your audience.

Nature of Questions and Employment of Argument (3): Your purpose is not solely to regurgitate information, but to challenge your audience to think of the materials effectively and in a manner that leads them to see its nuances. What questions could you ask that would assist in making this happen? How might you develop your own use of argument while also challenging your classmates to think critically?

Use of Materials (2): How you use the material to make your point.

Continuity (2): Ability to draw connections between units and themes that come up during the course.

Weekly Assignments (5 x 15 = 75 points): Students will be made aware of unit-based assignments at various points during the term.



For these assignments, the following grading criteria will apply:

Mastery of the Materials (3): Demonstrate how well you know the material by drawing out arguments and key observations in relation to the course.

Organization (3): This pertains to the structure of your assignment and how you develop your ideas.

Clarity (3): Expressing your ideas clearly and logically.

Originality and Use of Argument (3): The presentation of unique ideas with evidentiary support.

Building across Units (3): Connecting ideas across the course by referring to themes and examples from other units.

Attendance and Participation (10 points): It is expected that students will come to class having read assigned materials and with the intention of discussing these critically. Attendance will be recorded at every meeting.

Grading: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 and below

Course Schedule:

** Review all reading assignments ahead of the class in which we will discuss them.**

Week 1: Introduction – What does “Community” Mean?

T 7 July

1a. [*What is a Community?*](#) by Patrick Leonard (2014)

W 8 July

1b. [*Stone Soup*](#) by August House/Story Cove (2017)

1c. [*“What does ‘community’ even Mean? A Definition Attempt & Conversation Starter”*](#) by Fabian Pfortmüller (2017)

R 9 July and F 10 July

In-class writing workshop

Assignment 1

Week 2: Self versus Community

M 13 July



Review of Assignment 1

T 14 July

2a. “The Ones who Walk Away from Omelas” Ursula K. Le Guin (1975)

W 15 July

2b. “[Self-portrait](#)” by Zhang Xinxin, trans. Helen Wang (2011)

R 16 July

2c. “[The Death of the Moth](#)” by Virginia Woolf (1942)

F 17 July

Assignment 2

Week 3: Family as Community

M 20 July

3a. “[Laugh, Kookaburra](#)” by David Sedaris (2009)

T 21 July

3b. “[Crying in H Mart](#)” by Michelle Zauner (2018)

W 22 July and R 23 July

3c. *Persepolis* by Marjane Satrapi (2003)

F 24 July

Assignment 3

Week 4: Sites of Community

M 27 July

4a. “[Reflections on Exile](#)” by Edward Said (1984)

T 28 July

4b. “[How to Write about Africa](#)” by Binyavanga Wainaina (2005)



W 29 July

4c. "[Nobody is Home](#)" by Charles Leadbeater (2016)

R 30 July

4d. "[There will come Soft Rains](#)" by Ray Bradbury (1950)

F 31 July

Assignment 4

Week 5: Non-human Community

M 3 August

5a. "[The Butterfly Effect](#)" by Jennifer Lunden (2011)

T 4 August

5b. "These are My Children" by Damodar Mauzo (2007)

W 5 August

5c. "[Humans and Wild Animals meet in Poignant, Awkward Moments](#)" by Amy Stein (2011)

R 6 August

Assignment 5.

F 7 August: Course Summation/Review