

ENGL 111 English Composition: What does it mean to be part of a global Indiana?

Our communities are growing more diverse every day and our workplaces are too. More than 1,050 Indiana businesses have Foreign Direct Investment from 37 different countries. Employers want to know that YOU have the skills to thrive in this diverse global community.



"It's important that college graduates, whatever their location, be not just globally competitive but also globally competent, understanding their roles as citizens and workers in an international context."

American Association of Community Colleges

What does it mean to be part of a global Indiana?

Greetings!

At Ivy Tech Community College, we want our students to be prepared to thrive in a global workforce. Many U.S. businesses are expanding their operations into different areas of the world. Even if we plan to remain in Indiana, we are all very likely to interact with people from other countries and cultures on the job. Ivy Tech offers a [Global Studies](#) degree endorsement that makes it easy for you to showcase both your academic work and your experiences with diverse campus and community organizations (NOTE: this class counts toward that degree endorsement!). Ivy Tech's School of Business, Logistics and Supply Chain also offers an exciting new program, the [Global Workforce Skills Certificate](#). And especially relevant to our ENGL 111 class...many of our core courses have been redeveloped to include global learning objectives that put curriculum in a global context (see [Global Learning Across Indiana](#)).

For this section of ENGL 111 English Composition, our core question is "What does it mean to be part of a global Indiana?" Local historian and [Through2Eyes](#) founder Sampson Levingston will teach us about our neighborhood's diverse (and obscured) history. The [International Marketplace Coalition](#) and its Global Village will be our passport to a 2.5 mile business area that home to 100 languages and 900 international restaurants and businesses. Spirit and Place Festival will help us research our local community with "[Identity and Community in the Encyclopedia of Indianapolis](#)." You'll develop individual research projects that explore a United Nations (UN) Sustainable Development Goal (SDG). You'll compare for the European Union (EU) and the United States (US) approach this goal and you'll explore Indiana's specific efforts (or lackthereof). You'll propose what Indiana *should* do for this SDG—what does it mean for our state be a responsible member of a global community?

I look forward to working with you for eight weeks as we explore our local and global communities, develop new ideas, and use our growing writing skills to communicate and engage with readers.

All best,

Emily Watson

Ivy Tech Global Education Coordinator & Professor of English

What does it mean to be part of a global Indiana?

Global Resources at Ivy Tech

- Questions? Get in touch with Emily Watson ewatson27@ivytech.edu
- FAQs for Students—Global Workforce Skills Certificate
https://link.ivytech.edu/Global_Workforce_Skills
- FLYER for the GLOB 101 class <https://link.ivytech.edu/GLOB101>
- FLYER for The Global Workforce Skills Certificate for Dual Enrollment students
<https://link.ivytech.edu/GlobalWorkforceSkillsforHS>
- Ivy Tech Site <https://www.ivytech.edu/business-admin/index.html>, scroll to Degrees and Certificates and use the dropdown menu to select Global Workforce Skills Certificate.
- Curriculum for the Global Workforce Skills Certificate—[Official Curriculum](#)
- SLIDESHOW [Global Studies AND Global Workforce Skills Certificates for Students](#)

ENGL 111 English Composition Course Objectives

By the end of this course, you will:

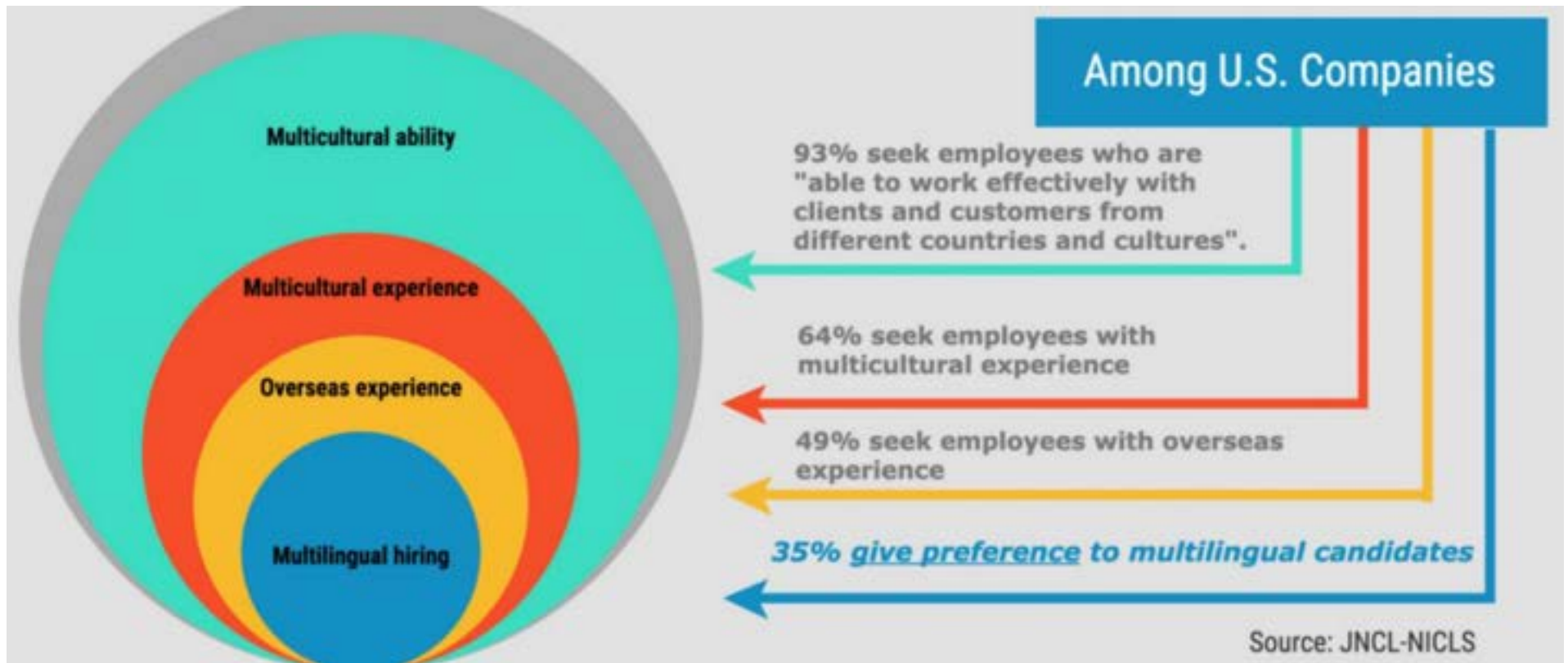
1. Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention.
2. Develop and apply strategies for critical reading, critical thinking, and information literacy.
3. Demonstrate a proficiency in locating, evaluating, and analyzing academically appropriate research material.
4. Analyze and synthesize researched information to develop and support original claims.
5. Develop and advance thesis-driven compositions in an organized progression with appropriate supporting information.
6. Engage in writing as a process through invention, multiple drafts, collaboration, reflection, revision, and editing.
7. Employ correct techniques of style, formatting, and documentation when incorporating quotes, paraphrases, and summaries from sources into compositions.
8. Produce texts that demonstrate control over style and writing conventions, including sentence variety and complexity, word choice, tone, punctuation, grammar, usage, and spelling.

What does it mean to be part of a global Indiana?

Why should global learning matter us? Because it matters to our future employers.

U.S. employers want to hire individuals who “can work effectively with clients and customers from different countries and cultures.”

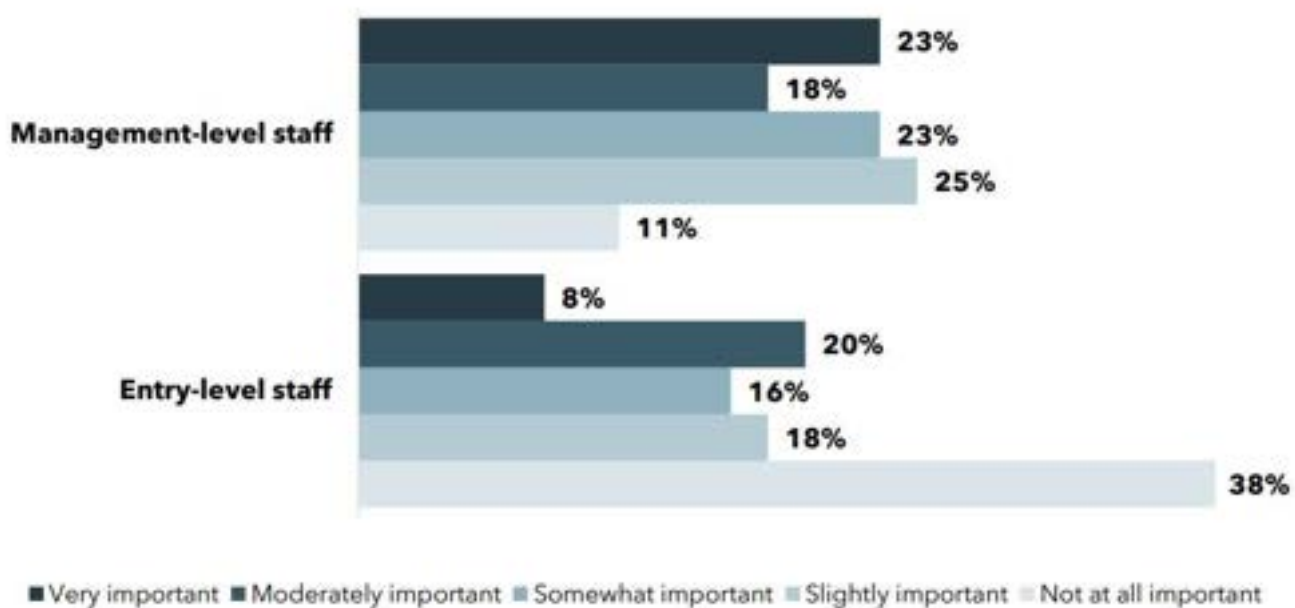
When we study different countries and cultures, we learn how they see the world, how they see us. Understanding the perspectives of communities different from our own helps us to collaborate with others.



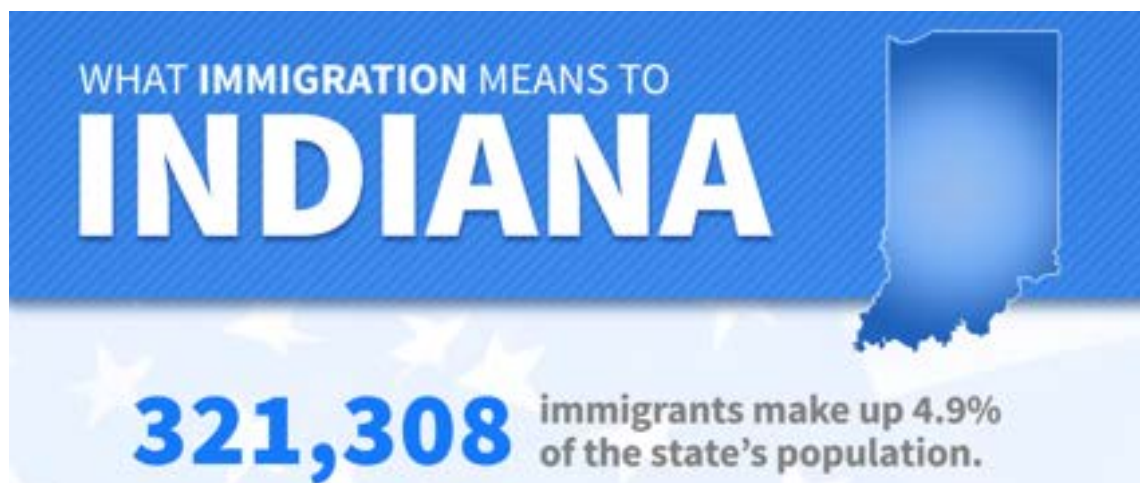
What does it mean to be part of a global Indiana?

Why should global learning matter us? Because it matters to our future employers.

Location consultants Cook and Culp, (2018) referred Indianapolis's multi-pronged approach to the state's employment crisis as a means of getting Hoosiers on the "ABC job continuum: Any job, a Better job, and a Career." A survey of Indiana employers demonstrated that global competency skills were significantly important for entry-level positions and much more important for management-level staff. Global education could be your pathway to a better job.



Even if you have no plans to leave Indiana, and you don't work for one of multinational companies, you'll still be part of a diverse workforce and you'll still serve a diverse population. One in 20 Hoosiers was born in another country.



What does it mean to be part of a global Indiana?

Learn More about Indiana in a Global Context

★ Indiana and Immigration

- IndyStar's Natalie Contreras—"[These are Where Indiana's Immigrant Communities Come From](#)"
- American Immigration Council—"[Immigrants in Indiana](#)"

★ Indiana and the European Union

- [Indiana and the EU](#)
- INcontext: A publication of the Indiana Business Research Center at Indiana University's Kelley School of Business—"[The European Connection](#)"

★ Indiana and Foreign Trade

- INcontext: A publication of the Indiana Business Research Center at Indiana University's Kelley School of Business—[TOPIC INDEX](#)
- Inside Indiana Business—"[State's Largest Foreign Trade Zone Hits Milestone](#)"

★ Delegation of the European Union to the United States

- [The US and the EU](#)
- [EU-US Trade](#)
- [EU-US Data Flows](#)
- [EU-U.S. Energy](#)
- [EU Car Manufacturing in US](#)
- [EU-US Doing Business](#)
- [EU-US Agriculture](#)



What does it mean to be part of a global Indiana?

Introducing the Comparative Analysis Project

How can comparing two choices illuminate them both? We do this everyday. Which fast food chain has the best fries? Is it more important that they be crispy or do you like a certain seasoning? Do you want to buy a 12-pack of soda for \$5 or a single can for \$1? Can you afford to invest in soda for a week or is it to spend less money on what you need today?

It's harder with bigger choices but it also matters more. Imagine you're looking for an apartment. It can be comfortable to look in the neighborhood where you live now, perhaps where you grew up. That's okay—there might be a lot of great options. But when you branch out just a little—maybe you look at just one other neighborhood—you'll likely learn a lot about them both. If you look at the familiar neighborhood, you can notice some interesting things about it. This might be comfortable, maybe you have friends and family there—how could you go somewhere else?

But when we look at two neighborhoods, we can suddenly notice similarities and differences and we can decide if they are meaningful similarities and differences. Maybe both neighborhoods have a lot of mature trees, both have buildings close together, both are about the same distance from where we work, where our kids go to school. Do the similarities make you notice what's important to you—maybe proximity to school and work matters to you and that's a trait that is actually available in both areas.

What about the differences? Maybe there are more affordable rental options in one neighborhood. Maybe one has a walkable grocery store. Maybe one is on the bus line. Are any of these differences significant? Does

public transportation matter to your family? Is the more affordable neighborhood cheaper because



What does it mean to be part of a global Indiana?

it's not as trendy? Or is it not as safe? Do those traits matter to you and can they help you make a decision and perhaps consider a home that wouldn't have occurred to you before.

The purpose of this Project is to focus on the ways that comparison helps us to more effectively evaluate choices. We'll look at United Nations Sustainable Development Goals and compare how the United States and the European Union approach them. Both governments make choices about how to approach these goals we'll compare how they make and communicate those choices. You'll critique them, forming conclusions based on a framework or set of comparisons you identify and define. Finally, you'll enter into the conversation and propose what you think Indiana should be doing to address the Sustainable Development Goals.

Learning Activities

1. In-Class Presentation: Getting to know the United Nations Sustainable Development Goals
2. Pre-Writing: Organizing Your Research on the EU and US
3. Online Discussion: Comparing EU and US Attention to an SDG
4. Outline: Developing a Half Draft

The following activities are not included here as they do not relate to the EU

5. Pre-Writing: Finding Information on Indiana and an SDG
6. Full Draft: Integrating
Indiana's Role
7. In-Class Workshop:
Debating Ideas
8. Revision Activity:
Working with Peers
9. Revision Activity:
Working with a Writing
Tutor
10. Final Draft + Reflection:
Considering Why Indiana
Matters



What does it mean to be part of a global Indiana?

In Class Presentation: Getting to know the United Nations Sustainable Development Goals



What am I supposed to do?

You'll develop and share a presentation of no more than 2 minutes that introduces a single [UN SDG](#).

Why am I doing this?

In your career, you'll often have to learn about an issue—a potential product, a new procedure—and identify and share the more important ideas with your colleagues. You'll have to understand the issue, decide what's relevant to your situations, and teach your coworkers the basics that they need to know.

In this class, we need a basic understanding of the UN SDGs. We'd divide the 17 SDGs and each of you will decide what your classmates need to know about your chosen SDG. This is a way for us to

What does it mean to be part of a global Indiana?

develop our skills at ENGL 111 Goal 1—"Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention."

What steps will I take?

1. In class, we'll take a look at the [UN SDGs](#) and each of you will claim one.
2. Research your SDG and develop a brief presentation (a Google Doc is easy to make and share).
 - Include one or more visual aids—you may choose to use the infographic that is already on the UN SDG page.
 - Include 3 - 7 points that you think your classmates need to know.
 - Draw our attention to one specific and recent (last 12 months) news item related to this SDG.
 - Highlight one key call-to-action—conclude with an explanation of why should this matter to us.
3. Share your presentation with the class on our SDG Discussion board AND present it in class. Don't just read the whole thing to us—that would take more than two minutes and we have the ability to read it ourselves. Draw our attention to the points that you think are most important—make sure we have a basic understanding try to make us want to learn more.
4. Online, develop TWO replies to classmates' presentations. Remember 4Cs.
 - Community: Be respectful and collegial. It's fine to challenge one another but we are a community. In a productive professional or academic community, everyone feels like they belong, like their voices are heard, like their ideas are carefully considered.

What does it mean to be part of a global Indiana?

- Comment: Be an active reader/listener. Note what your classmates say and why you think a specific idea is interesting. Do you disagree? Does it change your thinking?
- Connection: Share the ways you connect with your classmates' ideas and experiences.
- Curiosity: Ask questions. Don't be afraid of differences or conflicts. If someone has an idea or an experience that seems foreign to you, ask them about it.

What questions will my instructor ask when assessing my work?

- Did your presentation include one or more visual aids—you may choose to use the infographic that is already on the UN SDG page?
- Did your presentation include 3 - 7 points that you think your classmates need to know?
- Did your presentation draw our attention to one specific and recent (last 12 months) news item related to this SDG?
- Did you highlight one key call-to-action?
- Did you present your work with attention to your audience? Did you speak clearly, with confidence in your knowledge of the topic? Did you speak with candor and avoid reading from the words on the screen?
- Did you develop TWO classmate reply posts of at least 150 words each?
- Is your written work (presentation and classmate reply posts) and easy to understand? Flawless punctuation isn't critical but your readers should not be distracted by lots of errors or confused by unclear phrasing.

What does it mean to be part of a global Indiana?

Pre-Writing: Organizing Your Research on the EU and US

Notice and map out significant points of comparison between the EU and the US approaches to your chosen SDG.

Use this chart to organize what you've learned.

How does the EU approach this SDG?				
	Identify your source. What is its title?	Identify your source's author by name.	What is the key idea promoted or explored?	Why is this idea an important one to consider when exploring this SDG?
1				
2				
3				

What does it mean to be part of a global Indiana?

Use this chart to organize what you've learned.

How does the US approach this SDG?				
	Identify your source. What is its title?	Identify your source's author by name.	What is the key idea promoted or explored?	Why is this idea an important one to consider when exploring this SDG?
1				
2				
3				

What does it mean to be part of a global Indiana?

Pre-Writing: Organizing Your Research on the EU and US

Which positions or ideas in your sources are most important and WHY?

-
-

What similarities, if any, occur in the positions or ideas in your sources? Shared values or priorities?
Shared concerns?

-
-

What differences or divergent points occur? Opposing values or concerns?

-
-

Evaluate the similarities and differences and ask yourself—“Is this interesting?” Identify at least two interesting moments of similarity or difference. Answer the question “Why is this interesting?” Are the approaches dramatically different? Are the motivations the same? Do the EU and US interpret the problem differently? How do their values inform their approaches to the SDG?

-
-

What does it mean to be part of a global Indiana?

Online Discussion: Comparing EU and US Attention to an SDG

What am I supposed to do?

You'll research and "debate" what the EU and the US are doing to address an SDG.

Why am I doing this?

In your career, you'll need to understand different perspectives. It can help us to imagine ourselves as someone who holds these ideas—what motivates this person? Why do their ideas make sense to them?

As we develop our Comparative Analysis Projects we have to understand why the US and the EU approach the same SDG in some similar and some differing ways. We'll force ourselves to express these approaches as if we represented the EU and US positions. This is a way for us to develop our skills at ENGL 111 Goal 1—"Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention."

What steps will I take?

1. Revisit resources like the EU's [SDG Policy Mapping Tool](#) and the [US SDG Report](#).
2. Develop TWO discussion posts of at least 200 words each. One post will be in the voice and of an imagined EU representative. One post will be in the voice of an imagined US representative. Explain how your government is approaching your chosen SDG. What would this person say? What rhetoric would they use to support their perspective? Stick to their perspective and viewpoints as much as you can, based on what you know about their views from your research.

Consider:

- What would be most important to this imagined representative?
- What aspect of the SDG is most important to this government?
- What aspect of the SDG is overlooked?

What does it mean to be part of a global Indiana?

- If you could change your readers' minds about some part of this SDG, what would you focus on?
 - If you could clear up some misunderstanding or misconception about this SDG, what would you highlight?
3. What action, solution, or policy, related to the closed research theme, is closest to your heart? What do you want the panel audience, other panel members, and/or others in society to take action on?
4. Develop TWO replies to classmates' presentations.

You might ask a classmate's EU or UN representative to clarify their ideas. You might challenge their motivations or interrogate their approach to a solution. a clarifying question in response to a peer's character. Imagine that you're in the audience and you can disagree with this government representative—how would you explain why you disagree. Or maybe you agree but for a different reason—tell us why.

Remember 4Cs.

- Community: Be respectful and collegial. It's fine to challenge one another but we are a community. In a productive professional or academic community, everyone feels like they belong, like their voices are heard, like their ideas are carefully considered.
- Comment: Be an active reader/listener. Note what your classmates say and why you think a specific idea is interesting. Do you disagree? Does it change your thinking?
- Connection: Share the ways you connect with your classmates' ideas and experiences.
- Curiosity: Ask questions. Don't be afraid of differences or conflicts. If someone has an idea or an experience that seems foreign to you, ask them about it.

What does it mean to be part of a global Indiana?

Outline: Developing a Half Draft

I. Introduction Paragraph

“Hook” the reader and tell them something compelling that makes them want to pay attention to this SDG...

Maybe...

- Give a dramatic example to make the problem specific, maybe quantifiable. Use a poignant quote by someone who is affected by this issue. Include a statistic that makes it clear that this is important, maybe severe.
- Develop a scenario or relate an anecdote so readers can imagine a real-life implication of this issue. Use vivid descriptions to describe the consequences of the problem or the promise of a solution.

Include your thesis.

II. Presentation of the SDG

Explain the background information that your readers need to understand the SDG.

Tell your readers why this is serious and back up your reason with a piece of evidence that you can cite.

Preview the consequences of not addressing this SDG.

What does it mean to be part of a global Indiana?

III. Consideration of existing solutions or approaches from both the EU and the US and their advantages and disadvantages.

EU Solution/Approach	US Solution/Approach
Description of this solution	
Advantages of the solution	
Disadvantages of the solution	
Citation for this solution	

This document was created and maintained with the financial support of the European Union. Its contents are the sole responsibility of the Center for European Studies at UNC-CH, the European Studies Center at the University of Pittsburgh, and the Miami-Florida Jean Monnet European Center of Excellence at Florida International University and do not necessarily reflect the views of the European Union

