



**English 101/A**  
**“Global Civic Engagement”**  
**Essay # \_\_**

For Essay # \_\_, you will write about the role of young people/university students in global civic engagement. Read the articles for this unit and think about what you already know about civic engagement and university students and people of the same age (you aren’t limited to students, so include people who are about the same age as students). Based on this, come up with what you think young people have done and do to create change or make a difference in their world.

Be prepared to use different tactics to describe the roles of young people/students in global civic engagement, which means you need to rely on mixed rhetorical modes to support your thesis. Refer to the “Mixed Modes” section of *The Brief Bedford Reader* as you work on this assignment. Also refer to other chapters in the book as necessary.

**Audience:** Other college students and professors interested in global civic engagement and student/youth involvement.

**Purpose:** Explain the role of young people and college students in leading civic engagement movements

**Sources:** The five articles listed below discuss civic engagement movements. Use these articles along with your own background knowledge and experience to develop your essay.

**Length –** 3 to 4 pages (750-1000 words)

This is not a research paper; you’re writing your essay based on the readings and your own experience with the world. Rely on at least three of the sources—using all of them isn’t necessary and won’t necessarily make your essay stronger or better—to support your opinion. DO PARAPHRASE, and use the “paraphrasing, summarizing, and quoting” form in Bb Course Content. DO NOT QUOTE. Keep track of where you found the information.

We will create a Works Cited page.

This essay will be graded according to the ENGL101A essay rubric. Feel free to use the rubric as you write.

Your essay should be typed with

- One-inch margins
- 12-point, Times New Roman font
- Double spaced throughout
- Approximately 750-1000 words
- MLA format

Please include in your heading the following information:

First name Last name  
Prof. Last Name  
ENGL101A/CRN #####  
Essay #  
Draft #  
Due date

**Readings to Use for This Essay (Do Not use other sources!)**

1. Chaudhuri, Soma and Sarah Fitzgerald. "Rape Protests in India and the Birth of a New Repertoire." *Social Movement Studies*, vol. 14, no. 5, Sept. 2015, p. 622. EBSCOhost, [search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edb&AN=111904109&site=eds-live&scope=site](http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edb&AN=111904109&site=eds-live&scope=site).
2. "What Chile's Student Movement Did Next." *PRI's the World*, 2012. EBSCOhost, [search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edsglr&AN=edsgcl.295118246&site=eds-live&scope=site](http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edsglr&AN=edsgcl.295118246&site=eds-live&scope=site).
3. Najar, N., & Gupta, S. (2016). Sedition arrests in india inflame old free-speech tensions. <http://www.nytimes.com/2016/02/25/world/asia/with-sedition-arrests-india-continues-to-wrestle-with-free-speech.html?partner=bloomberg>
4. Chira, S. (2017, Mar 05). From raising consciousness to raising hell. *New York Times* Retrieved from <https://montgomerycollege.idm.oclc.org/login?url=http://search.proquest.com/docview/1874142546?accountid=39773>
5. McCLAIN, DANI. "Black Lives Matter." *Nation*, vol. 302, no. 19/20, 09 May 2016, p. 18. EBSCOhost, [search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=114741974&site=eds-live&scope=site](http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=114741974&site=eds-live&scope=site).

**NOTES**