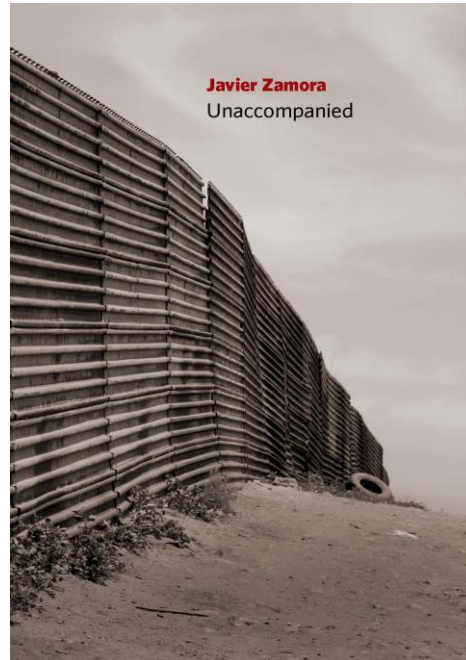
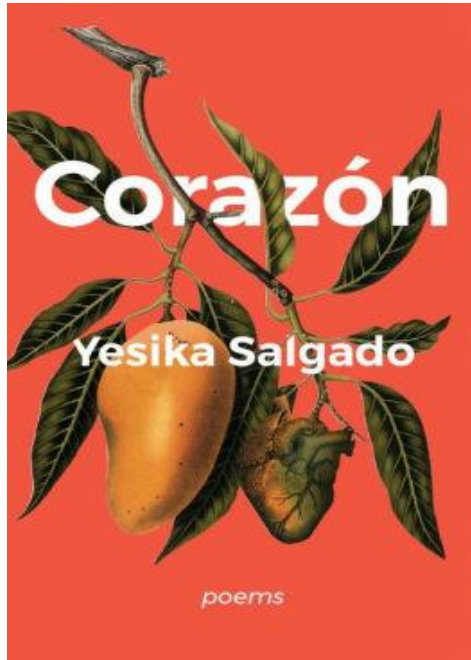


CENTRAL AMERICAN STUDIES 113BOP
APPROACHES TO UNIVERSITY WRITING
SPRING 2020



Books for Class:

Corazón by Yesika Salgado ISBN 978-1-945649-13-4
Unaccompanied by Javier Zamora ISBN: 9781556595110

<p>Instructor Susana Marcelo susana.marcelo@csun.edu Office JR 254 OH: M 11 am – 1 pm; W 11 am – 12 pm</p>	<p>Mentors Kimberly Gomez kimberly.gomez.742@my.csun.edu Oscar Flores oscar.flores.545@my.csun.edu</p>
<p>CLASS WEBSITE www.composingpedagogy.weebly.com MW 9:30 am – 10:45 am in Sierra Hall 380 Class #15322</p>	

How This Class Works: Your assignment details are on the class website: www.composingpedagogy.weebly.com. The class schedule will also be here. Canvas is open to keep track of your grade and submit assignments while the Twitter group for the class is open for posting your blog posts, providing comments on the blog posts for your peers, class announcements, and questions.

Course Description

Successful completion of AAS 113A or CAS 113A or CHS 113A or ENGL 113A or AFRS 113A or QS 113A. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax, and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, AFRS, CAS, CHS, ENGL, and QS 113B. Students are required to also enroll in UNIV 062 (1 credit) or equivalent. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading / Expository Writing (IC)).

Course Objectives

1. Students will demonstrate competence in university writing.
2. Students will demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion.
3. Students will understand writing as a recursive process and demonstrate its use through invention, drafting and revision (creating, shaping, and completing).
4. Students will demonstrate their ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text.
5. Students will demonstrate the ability to use library and online resources effectively and to document their sources. Students will learn to use academic style guides such as MLA.
6. Students will demonstrate an understanding of and adherence to rules of academic honesty in presenting their work.

Student Learning Outcomes

1. Students will develop advanced critical thinking, writing, and reading skills.
2. Students will acquire an awareness of the complexity of the historical, social, and cultural developments in Central America as well as an understanding of the diverse Central American cultures, ethnicities, experiences, and worldviews.

General Education Student Learning Outcomes

1. Students will analyze and reflect on complex topics and appropriately synthesize their own and others' ideas in clearly written and well organized edited American English. They will:
 2. Analyze and compare perspective, meaning, and style in different texts, including those that reflect multicultural images and voices;
 3. Construct a theme or thesis and organize and develop a substantial, balanced and convincing defense of it in a voice, tone, language, and format (e.g., essay autobiography, report, editorial, case study, inquiry, and research) appropriate to the purpose of the writing;
 4. Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone;
 5. Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing);

6. Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly;
7. Apply a variety of strategies for planning, outlining, drafting, revising and editing written work.

Classroom Conduct

1. Have a sense of humor! Bring it to every class.
2. Keep an open mind and listen to one another.
3. Do not be rude, disruptive, or inconsiderate.
4. Put all technological devices away before class begins.
5. Try new approaches even if you think you won't like it.

Attendance and Punctuality

1. University policy states that you cannot be absent more than three times, unless it is an emergency (documentation required from doctor/police report etc.). We all have sick days, so save your three absences for when you really need them.
2. When you are absent, do not ask me what you have missed. It is your responsibility to contact a classmate for notes and a recap. Additionally, you cannot make up any in-class work, such as timed essays, peer-reviewed drafts, etc.
3. You must also be on time and stay for the entire class. Arriving late or leaving early is disruptive, and this will count as half an absence.
4. If you are absent four times or more, you will be in danger of failing.

Participation

You are required to participate in class. This course is a workshop and roundtable discussion in one, so it's not enough to be present, you must also be proactive and engaged. Participation counts towards your grade. This makes a big difference between an *A* and a *B*, or between *C* and *D*. Participation includes in-class assignments and coming to class prepared to discuss the readings.

Course Expectations:

1. Regular attendance and participation, which includes quizzes, in-class freewrites, practice exams, timed essays, etc.
2. Writing lab visits when prompted
3. Completion of the projects, including peer reviews and all essay drafts
4. Final Portfolio: Keep all your assignments

Late and Emailed Work

Turn in your work on time. Late work is not accepted unless you have an emergency and you have proper documentation. The essays are an exception as all students must complete all final project essays to be eligible to submit the portfolio.

Assignment Deadline Rules:

- **Final Essay rules:** If you miss the deadline, there is a 24-hour grace period to submit the essay without penalty. After the 24-hour grace period, the essay loses 5 points per day that it is late. Essays are due on Fridays, which means there is a grace period until Saturday. By Sunday, any submitted papers are officially late. Additionally, students are able to revise one essay for a better grade if the paper earns 70 or below.
- **Micro-essay and all essay draft rules:** If you miss the deadline, there is a 24-hour grace period to submit without penalty. After the 24-hour grace period, students will not be able to submit the assignment unless the student has an emergency. Furthermore, to earn credit for the micro-essay or the drafts, the assignment must reach the full word count and follow instructions.
- **Blog rules:** Students can only submit one blog per week. I am counting the “end of the week” as Sunday. There are 8 blogs due for the semester, so you get to choose your own schedule. If you write one blog consistently beginning 02/10, you will be done with all blogs by 04/06. Don’t wait to get started. If you run out of time, you will not earn the full points available.
- **Portfolio rules:** All students must submit a portfolio to pass the class. Students must also turn in all essays to be eligible for a portfolio submission.

Important: If You Need Help or You’re Having Problems

I have an “open-door” policy, meaning that you must communicate with me regarding any problems or concerns you may have throughout the semester.

Disability Accommodations

Reasonable accommodations are available for students with a documented disability through the Disability Resources and Educational (DRES) office or the National Center on Deafness (NCOD). If you have a disability and may need accommodations to fully participate in this class, please email me or come see me during office hours.

Conferences

I ask that you make an appointment with me once during the semester to discuss one of your major writing projects, but you are welcome to visit more often. I also encourage you to meet with me in pairs or in groups. Conferences are often less intimidating that way and can be more dynamic. If you cannot see me during office hours, please make an appointment.

Counseling Services

Counseling Services is a free service provided by the university. Transitions can be difficult and college life poses stressful and challenging situations. If you’re ever feeling stuck, Counseling Services can help you.

Bayramian Hall 520

(818) 677-2366, Option 1

coun@csun.edu

Monday-Friday: 8 a.m.-5 p.m.

For after hours, urgent care assistance call

(818) 677-2366, Option 3

csun.edu/counseling

Academic Honesty/Plagiarism

The CSUN catalogue defines plagiarism as “intentionally or knowingly representing the words, ideas or works of another as one’s own in any academic exercise.” You are expected to present your own ideas in all the work you do in this class. If an idea is not your own, you need to cite the source of the idea. To do so is to be honest about your academic work. If you present ideas that did not originate from your mind as ideas that did, the university considers this to be plagiarism, which is an example of academic *dishonesty*.

Plagiarism carries serious consequences, which may include failing the course and being expelled from the university. In class, we will be reviewing ways to cite sources in order to avoid plagiarism. If you have questions early on about how to cite sources, the SI Leaders and I will be more than happy to help. I encourage you to meet with us if you are uncertain about whether your writing could be misconstrued as plagiarism.

The Projects

Just like the fall progressions, the projects are a series of interconnected reading, writing, and thinking assignments. This movement grows out of the specific prompts and collaborative nature of the course and leads to finished projects that bear marks of distinction, direction, and development.

- Project Text: This project asks you to interpret major texts through close reading and research. We will use *Unaccompanied* by Javier Zamora and *Corazón* by Yesika Salgado.
- Project Space: This project considers the socioeconomics and politics of space as well as how these spaces are transformed by art and memory. We’re interested in how space and art shape our conception of the world and people around us. The major text we are exploring is a documentary titled, [*Voices Beyond the Wall: Orphan Poets of Honduras*](#). Note: This Project comes with two essays each worth 50 points.
- Project Media: This research project allows students to identify and propose solutions to a core Central American issue. This is a group project that explores website design, marketing, and other business communication skills.

Portfolio: At the end of the semester you will revise two essays and write a reflective letter that addresses your relationship with writing. Keep all your papers for the entire semester.

Additionally, you cannot submit a portfolio unless you have completed all your projects.

From Executive Order 1100: Minimum Grades

A grade of C or better is required of each CSU or transfer student completing courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning.

For CSU students and for other non-certified students including transfer students from other campuses or systems, each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses.

Grade Distribution

I use a plus/minus grading scale. Final grades are determined as follows:

A	B	C	C minus through F
100 – 94 = A	89 – 87 = B+	79 – 77 = C+	70 & below
93 – 90 = A-	86 – 83 = B	76 – 73 = C	In danger of failing or failed.
	82 – 80 = B-		

Grade Breakdown: There are 650 points total in this class. More details about all assignments are on the class website.

Participation + RRAM (26 pts)

- Participation includes leading workshops, going to the writing lab, class discussions, in-class work, peer reviews, and activities. RRAM includes all the expectations for EOP students including mentor meetings and EOP events.

Timed EOP Essays (24 pts)

- EOP requires students to complete two reflective timed essays during the spring semester. The essays are meant to connect students with the program and discuss the student’s journey in college. Each essay is worth 12 points.

Personal Blog (80 pts)

- **Blog:** Creative, reflective posts are due every week beginning 02/05 on your blog. These posts must be between 300 – 700 words and must make use of digital writing practices, including subheadings, bullet points, and one photo per post. Students must write 8 posts total and have a website with a professional name and About page. **You can only post one blog per week.**

Important: There are 13 weeks left in the semester by the time we set up the blogs, but only 10 posts are required. This means that there are 3 weeks where you wouldn’t need to do a blog post. You and only you are in charge of your schedule. Do not get behind on your blog posts. See me immediately if you are having a hard time with this project.

Portfolio (120 pts)

- Reflective letter 10 pts
- 2 revised final projects 100 pts
- Include all drafts and messy work
- Website grade 10 pts.

Project Text (150 pts)

- Micro-essays (4 @ 10 pts) each 40 pts
- Project Text Draft 10 pts
- Project Text Essay 100 pts

Project Space (150 pts)

- Micro-essays (4 @ 10 pts each) 40 pts
- Project Space Drafts (2 @ 5 pts each) 10 pts
- Project Space Critical Analysis Essay 50 pts
- Project Space Autoethnography Narrative 50 pts

Project Media (100 pts)

- Group Contract 10 pts
- Proposal 5 pts
- Report Draft 5 pts
- Class Presentations 20
- Business Report 25 pts
- Website 10 pts
- Peer Grades 25 pts

*****Majoring, Double Majoring or Minor in Central American Studies*****

Students tend to take Central American Studies courses, because they find the topics interesting or to fulfill a college requirement. Many times students take three or four classes out of “interest” and do not realize they are close to a major, minor, or double major in Central American Studies. A major, or double major, in Central American Studies can help you prepare for a career in education, law, public policy, government and politics, journalism, psychology, public health, social work, international relations, graduate school and many other careers. If you would like more information about Central American Studies, please visit our website, <http://www.csun.edu/cas>, or stop by the Central American Studies office in JR 254.

Course Schedule

Please note that this is a tentative schedule and may change as the semester progresses; however, you will always be notified and consulted with changes. Current event articles will be added, especially to Project Space and Project Media. See the class website for the full schedule.