

**CENTRAL AMERICAN STUDIES 114B
APPROACHES TO UNIVERSITY WRITING
SPRING 2018**

Instructor: Susana Marcelo, susana.marcelo@csun.edu
Office Phone: 818-677-6485

Class website: www.composingpedagogy.weebly.com

TTH 11 am – 12:15 pm

Class #14325

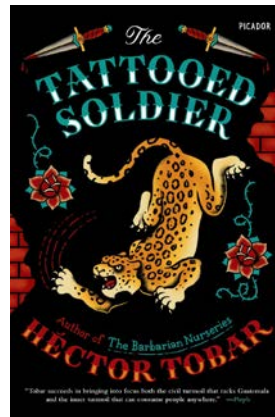
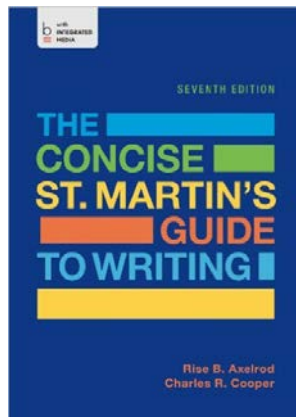
Sierra Hall 224

Jerome Richfield 254 Office Hours:

M 11 am – 1 pm, T 9:45 am – 10:45 am

and by appointment

Required Texts



Required Materials

- A planner or other type of calendar. Planning and maintaining a calendar is crucial to both academic and professional success.
- Regular access to the Internet. If you do not own a computer, please use the library. Additionally, you can print up to 20 pages per day at CSUN. Read more here: <http://libanswers.csun.edu/a.php?qid=59081>
- A notebook for class notes.
- Color pens for editing and peer reviews.

How This Class Works: Your assignment details are on the class website: www.composingpedagogy.weebly.com. The updated class schedule will also be here. Canvas is

open to keep track of your grade and submit assignments while the Facebook group for the class is open for posting your blog posts, providing comments on the blog posts for your peers, class announcements, questions, and in general, this space is for all of my CAS classes. You'll be able to meet students from other courses as you complete your own coursework.

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 UDWPE practice exams, peer-reviewed drafts, and quizzes.
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, WPE practice exams, 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.

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.

Email is always best outside of class and my office hours.

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.

The Early Warning System (TEWS)

This class is linked with The Early Warning System (TEWS), a student-centered support system. This tool was created with the sole purpose of helping student retention by facilitating early interaction of faculty, students, advisors and other student service areas. I will always talk to you first, but if for any reason I am having trouble reaching you, I can contact TEWS for help. If I activate TEWS, an academic advisor will contact you by email, phone, or mail.

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 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.

1. Project Text: This project asks you to interpret a major text through close reading and research. We will use *The Tattooed Soldier* by Hector Tobar.
2. Project Space: This project considers the socioeconomics and politics of space. We're interested in how space shapes our conception of the world and people around us.
3. Project Media: This research project allows students to identify and propose solutions to a core Central American issue.

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. Failure to submit a portfolio will result in a fail for the course.

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 570 points total in this class.

Personal Blog (50 pts)

Blog: Creative, reflective posts are due every week beginning 02/02 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 10 posts total and have a website with a professional domain and About page. **You can only post one blog per week.**

Important: There are 15 weeks in a semester, but only 10 posts required. This means that there are 5 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.

Participation (50 pts)

Participation includes leading workshops, going to the writing lab, class discussions, in-class work, peer reviews, and activities.

Portfolio (50 pts)

- Reflective letter
- 2 revised final projects
- Include all drafts and messy work

Project Text (150 pts)

- Lit Discussions, 8 @ 5 points each (40)
- Project Text draft #1 5 pts
- Project Text draft #2 5 pts
- Project Text essay 100 pts

Project Space (150 pts)

- Micro-essays, 700-1,000 words
3 @ 10 pts each
- Project Space draft #1 5 pts
- Project Space draft #2 5 pts
- Reflections about writing and feedback, 2 @ 5 pts each (10)
- Project Space essay 100 pts

Project Media (120 pts)

- Group Contract 5 pts
- Proposal due 5 pts
- Report draft #1 5 pts
- Report draft #2 5 pts
- Class Presentations C/NC
- Project Media Business Report 50 pts
- Peer Grades 50 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.

Introduction

T 01/23: Welcome!

TH 01/25: What is digital writing and how is it different from print?

Read the following digital writing resources in preparation for your blogs:

- ["Writing for an Online Audience: How To"](#)
- ["The Best Blog Titles for Your Content: 6 Best Practices for How to Get the Click"](#)

T 01/30: How to set up a Weebly blog.

- ["How College Students Can Make Money Writing, Despite Their Major or Experience Level"](#)
- Watch the Weebly how-to videos shown above.
- Workshop: How to annotate a literary text and instructions.

TH 02/01: How to do an explication.

- Read: ["The Tattooed Soldier" by Rodrigo Ribera D'Ebre](#)
- Watch: ["Episode 5: The Tattooed Soldier"](#)
- Discussion: What is an explication? Literary devices and close reading practices.

Project Text: *The Tattooed Soldier*

T 02/06:

- Read 1 “On Crown Hill” 3 – 20 and 2 “El Pulgarcito Express” 21 - 38
- Weebly blogs must be set up and ready.
- Answer discussion questions on Canvas by 6 pm the night before.

TH 02/08:

- Read 3 “Instant Shelter” 39 – 57 and 4 “The Source of the Infection” 58 - 70
- Workshop: How to structure a thesis statement for a literary analysis.
- Answer discussion questions on Canvas by 6 pm the night before.

T 02/13:

- Read 5 “Probability” 71 – 82, 6 “A Zoo for the Generals” 85 – 97, and 7 “Teodoro’s Hands” 98 - 108
- Workshop: Intertextuality
- Answer discussion questions on Canvas by 6 pm the night before.

TH 02/15:

- Read 8 “The Window” 109 – 122, 9 “Microbes” 123 – 137, and 10 “The Wrestlers’ Brigade” 138 – 153
- Workshop: Formalistic Approach
- Answer discussion questions on Canvas by 6 pm the night before.

T 02/20:

- Read 11 “Fire Escape” 157 – 189
- Answer discussion questions on Canvas by 6 pm the night before.

TH 02/22:

- Read 12 “The Army of Painted Children” 190 – 207, 13 “Basic Training” 208 – 215, and 14 “Fort Bragg” 216 – 231
- Answer discussion questions on Canvas by 6 pm the night before.

T 02/27:

- Read 15 “Department of Sanitation” 232 – 244 , 16 “Jaguar” 245 – 257, and 17 “Adventure in Beverly Hills” 258 – 271
- Answer discussion questions on Canvas by 6 pm the night before.

TH 03/01:

- Read 18 “Halloween” 272 – 289 and 19 “Below Crown Hills” 290 - 312
- Answer discussion questions on Canvas by 6 pm the night before.

Project Space: Socio-Economics of Space

T 03/06: What is Project Media?

- Project Text Draft #1
- Make groups for Project Media

TH 03/08: How to Write a Proposal

- Project Text Draft #2
- Read Chapter 3 "Writing Profiles" and Chapter 15 “Field Research” from *Concise Guide to Writing*.

Friday 03/09: Project Text Final Draft Due

T 03/13: What are the Many Concepts of Space?

- Read [“Public Memory and Political Power in Guatemala’s Postconflict Landscape”](#) by Steinberg and Taylor, and selections from *How to Be an Explorer of the World* by Keri Smith.
- Workshop: Walter Benjamin and the everyday.

TH 03/15:

- Read *The Agency of Mapping* by James Corner, [“Sick Woman Theory”](#) by Johanna Hedva
- Due Microessay #1: 5 Objects and Interviews

Spring Break March 19 – March 23

T 03/27: Film Screening

TH 03/29:

- Read Chapter 2 “Remembering an Event” in *Concise Guide to Writing* and [“Urban Citizenship, And Belonging: The Experience of Undocumented Street Vendors And Food Truck Owners in Los Angeles”](#) by Fazila Bhimji
- Due Microessay #2: Getting Lost
- Workshop: Re-imagine Space—Fill the Erasures or Shed Light on the Background: [Blackout Poetry](#) or [Clandestine Art](#)

T 04/03:

- Read ["Just Getting a Bunch of Likes, or Creating a Hashtag? That's Not Social Change"](#) by Lina Srivastava and [Copyright Flowchart](#)
- Due Microessay #3: Communities
- Workshop: Analysis of ["Worldwide Photowalk 2014--Antigua, Guatemala"](#) in Vasatransmedia

Project Media: Community Projects

TH 04/05: How Do We Know What Communities Need?

- Read ["What is TPS?,"](#) Chapter 14 “Designing Documents” in *Concise Guide to Writing* and Chapter 6 “Proposing a Solution” in *Concise Guide to Writing*.
- Project Space Draft #1 Due

T 04/10:

- Read: ["Where TPS Stands for Haitian and Central American Immigrants"](#)
- Project Space Draft #2 Due

Friday 04/13: Project Space Final Draft Due

TH 04/12:

- Read ["We Are Americans, Revisited"](#)
- Project Media Workshops

T 04/17: How to make presentations with an impact.

TH 04/19: Workshop: Writing Styles

T 04/24: Project Media Draft #1

TH 04/26: Project Media Draft #2

T 05/01: Presentations

TH 05/03: Presentations

Portfolio

T 05/08: Project Media Due

Workshop: Reflection letters and portfolio guidelines

TH 05/10: Portfolios Due

Friday 05/11: Last day to submit a blog post.