

LEAD EWRT 211-43S
Preparatory Reading and Writing Skills
Fall 2016
TuTh 4:00-6:15
Classroom: L46
Assignments:
<https://leadewrt211.wordpress.com>

Brian Malone, Ph.D.
malonebrian@fhda.edu
Office: F41i (just find the F4 building)
Office Hours: Mon 11:45-12:15;
Wed 11:45-1:15; Thur 10-12
And by appointment!

"Home": Reading, Writing, and Thinking About Migration.

Course Overview

Some of you are recent migrants to the United States. Even if you were born here, it is likely that your parents or grandparents or great-grandparents were not born in this country. In this course, we will read and write about migration. We will read about journeys from many parts of the world: Asia, the Middle East, as well as Mexico and Central America. We will discuss migration in relation to war, climate change, refugee crises, racism, and assimilation.

We will consider a number of questions. Why do people migrate? What makes someone leave home to find a new home? What challenges or obstacles make this journey difficult? And once people arrive at a new home, what challenges await? Overall, our goal in this course is to think deeply about the reasons why people migrate and the difficulties that they face when doing so.

This particular EWRT 211 supports the LEAD (Latina/o Empowerment at De Anza) leadership development community. LEAD was started in 2005 by De Anza students. LEAD is a student club as well as a series of classes designed to help develop academic, leadership, and networking skills for students who are interested in Latina/o authors, Latina/o social justice issues, and community service. You do not have to be Latina/o to enjoy or learn from a LEAD class. There is a LEAD club at De Anza, and you are invited to participate in their activities as well. Your mentor in this class has taken LEAD classes and can help you understand what our community is all about. The LEAD website can be found here: <http://www.deanza.edu/lead/>

The Structure of a LEAD class

The *Familia*. Throughout the quarter, you will be working with a stable group of people—your *familia*. This course will emphasize collaboration, and your *familia* will be there to work with you on each of your academic and service projects. *Familia* members often become invaluable sources of support in students' personal lives as well.

Required Integrated Service Learning

This class incorporates 12 hours of integrated service learning. You will fulfill this requirement by creating projects for and participating in the annual LEAD *Día de los Muertos* event. **The *Día de los Muertos* event is Wednesday, November 2, on the De Anza campus from 10:30-3 PM. You are REQUIRED TO ATTEND for at least 30 minutes at some point during that day.** Attendance at this event is NOT optional; it is required for you to pass the course. You are being given a month's notice so that you can make necessary arrangements with work/childcare and other responsibilities. If you cannot make a commitment to attend this required event, you should not enroll in this class.

Student Learning Outcome Statements (SLO). In this course, you will learn to:

- Demonstrate the ability to respond critically to your own and others' experiences and ideas.
- Develop clear sequential relationship between supporting ideas and central argument/controlling idea in writing.
- Demonstrate evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in writing.
- Apply basic research and documentation skills.

Course Requirements

Required Texts

(Available at the De Anza College Bookstore)

1. Course Reader (\$10.50 + tax).
2. *The Madonnas of Echo Park* by Brando Skyhorse.

You are also required to have a dedicated notebook for this course that you bring to every class.

You should bring the Course Reader and notebook with you on the second day of class.

Attendance and Participation

I recognize that there are often challenges in getting to class on time (including parking-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you will not pass the class. (I've discovered that missing more than four classes significantly degrades the quality of your work—even if you “make up” the assignments.)

We will begin each class on time. If you are more than fifteen minutes late, you will be marked tardy. Two tardies equal one absence. If I recognize a pattern of lateness (even by five minutes), you and I will have a talk about how that might translate into one or more absences.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

Workload

This is a writing course and as such, you are asked to produce a fair amount of writing both in class and at home. There will also be a fair amount of reading. You should set aside time in your busy schedule **everyday** to complete this work. It's not easy, I know. But I'm asking you to plan ahead and make a commitment to this course. And when you finish this course, *you are going to be so darn proud of yourself!*

Students with family responsibilities should contact me regarding missed or late work. We can probably work things out—but only if you get in touch with me ASAP.

Grading

This is a Pass/No Pass course, therefore you will not receive letter grades on your assignments. See the next section for details on each type of assignment.

Assignments

Take-home essays. You are required to write three substantial take-home essays. You must complete each essay at the passing level. If you do not pass one of these essays, you must revise it until it is passing. These assignments will be posted on the course website (leadewrt211.wordpress.com), but I will also provide hard copies.

In-class essays. You are required to write two in-class essays. You will not know the essay prompts in advance.

***Día de los Muertos* project.** You will work individually to create a shoebox altar that honors someone who has died. You will also write a brief essay discussing why you want to honor that person. If you do not participate in this project **and attend the event on Wednesday, November 2**, you will not pass this class.

Reading Journal. For most classes, there will be a reading assignment that requires some written responses in your notebook. I will post the assignment and the required responses on the course website: leadewrt211.wordpress.com. You should complete the assignment before class and come prepared to share your responses with the class. I will call on students to share their answers as part of our discussion. I will also, occasionally, ask to see your responses. **There will be 10 reading journal assignments. You must complete 8 of them (on time) to pass the course.**

Weekly Writing. There will be five shorter writing assignments over the course of the quarter. The assignments will be posted on the course website: leadewrt211.wordpress.com. These should not be in your notebook; they should be typed. **You must complete 4 of them on time to pass the course.**

Required Assignment Summary:

- 3 take-home essays (must pass them all)
- 2 in-class essays
- Conference Project (required to pass the class)
- Reading Journal (must complete and pass 8/10 to pass the class)
- Weekly Writing (must complete and pass 4/5 to pass the class)
- Schema word presentation with familia

Portfolios

If you complete all of the required work for the course at the passing level, then you will be eligible to move on to EWRT 1A. However, **the decision isn't only up to me**. At the end of the quarter you will submit a portfolio of some of your work and members of the English Department will determine whether you are ready to move on to EWRT 1A. We will talk more about this later.

Writing *Familias*

This class involves a large amount of group work. At the beginning of the quarter, you will be assigned to Writing *Familias* that you will stay in throughout the quarter. When formal papers are due, your assigned *Familia* will meet in my office at an appointed time. We will grade papers collectively and give each other feedback. When you are not meeting in Writing *Familia*, the designated group leader for that day will lead discussions and/or other writing activities.

Classroom Environment

Consider this classroom a safe space and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking questions in class.

Furthermore, in this course we will be discussing some sensitive topics regarding race, class, gender, and sexuality. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

We will be doing a large amount of group work in which you will be asked, among other things, to evaluate your peers' work. You should aim to be as constructive as possible in your feedback. Remember that our goal is to learn from each other, not take cheap shots at each other. In addition, please be mindful of whether you tend to dominate classroom conversations. Although I encourage active participation, it is important to remember to leave space for others to participate as well.

I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. This means no **laptops, cell phones, tablets or other gadgets** that may distract you--unless we are using them for class purposes (which we will on occasion). Despite what most students in the digital generation believe, multitasking significantly decreases your ability to process, differentiate, and retain information. Don't believe me? See this Stanford study:

<http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

And believe it or not, taking notes by hand is more effective:

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. That's fine. But please be respectful in your cell phone use. Don't engage in long text exchanges. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies*.

Academic Integrity

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person's words without giving that person credit. It is a punishable offense and can result in serious disciplinary action.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask for help.

(Adapted from Chesa Caparas. See what I did there?)

Administrative Deadlines

Saturday, October 8: Last day to add.

Sunday, October 9: Last day to drop for full refund.

Sunday, October 9: Last day to drop with no record of grade.

Friday, October 14: Last day to request pass/no pass grade.

Friday, November 18: Last day to drop with a “W.”

Additional Resources

Disability Support Services

Students with documented special needs can obtain assistance from Disability Support Services:

<https://www.deanza.edu/dss/>

DSS is located in the Student Community Services Building, room 141. If you qualify for extra help through DSS, please speak with me at the beginning of the quarter so that I can help you to get the services you are entitled to.

Student Success Center

Meet with tutors and attend workshops in the Student Success Center:

<https://www.deanza.edu/studentssuccess/>

There is also free online tutoring available to all De Anza students! Login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to

<http://deanza.edu/studentssuccess/onlinetutoring/index.html>

Writing and Reading Center

Any student may receive assistance at the Writing and Reading Center, ATC 309:

<https://www.deanza.edu/studentssuccess/wrc/>

Let's work hard and have a fun quarter!

Schedule of Readings and Major Assignments
 (Note: Reading Journal assignments are not included
 on this schedule. Check the website: leadewrt211.wordpress.com)

	Tuesday	Thursday
Wk 1 9/27 and 9/29	Introduction	Read: 1. Karma, "From Tibet to India: A Refugee's Story" 2. Shire, "Home" (Both in Course Reader)
Wk 2 10/4 and 10/6	Read: 1. Sengupta, "Migrant or Refugee?" 2. Nguyen, "The Hidden Scars All Refugees Carry" (Both in Course Reader) Due: Weekly Writing #1	Read: Nazario, "Children of the Drug Wars" (Course Reader)
Wk 3 10/11 and 10/13	Familias 1-3 bring Paper #1 to meet with Brian. Familias 4-6 meet to work on schema word presentations.	Familias 4-6 bring Paper #1 to meet with Brian. Familias 1-3 meet to work on schema word presentations.
Wk 4 10/18 and 10/20	Read: <i>Madonnas of Echo Park</i> , "Author's Note" Due: <i>Madonnas</i> presentations	Read: <i>Madonnas</i> , Ch 1 Due: Weekly Writing #2
Wk 5 10/25 and 10/27	Read: <i>Madonnas</i> , Ch 2-3 Due: Weekly Writing #3	In-class Essay #1
Wk 6 11/1 and 11/3 Wed, 11/2, Día de los Muertos, 10:30-3 PM. Attendance required.	Read: 1. <i>Madonnas</i> , Ch 4 2. Laurel, "Identity Politics Along the Border" (Course Reader)	Read: <i>Madonnas</i> , Ch 5 Due: Weekly Writing #4
Wk 7 11/8 and 11/10	Read: <i>Madonnas</i> , Chs 6-7 Due: Weekly Writing #5	Read: <i>Madonnas</i> , Ch 8
Wk 8 11/15 and 11/17	Familias 4-6 bring Paper #2 to meet with Brian Familias 1-3 watch film.	Familias 1-3 bring Paper #2 to meet with Brian Familias 4-6 watch film.
Wk 9 11/22 and 11/24	In-class Essay #2	Thanksgiving (no class).
Wk 10 11/ 29 and 12/1	Due: Paper #3	Paper #3 Workshop
Wk 11 12/6 and 12/8	Individual Portfolio Conferences	Final portfolios due in class!