

LEAD EWRT 211-39S
Preparatory Reading and Writing Skills
Winter 2017
TuTh 4:00-6:15
Classroom: AT 103
Assignments:
<https://leadewrt211.wordpress.com>

Brian Malone, Ph.D.
malonebrian@fhda.edu
Office: F41i (just find the F4 building)
Office Hours: Mon & Wed 12:30-1:30
Tues & Thurs 2-3
And by appointment!

COURSE AT A GLANCE:

<p>How do I get help from Brian?</p> <p>Email me anytime: malonebrian@fhda.edu</p> <p>My office hours (in F41i) are a great time to see me. Office Hours: Monday and Wednesday: 12:30-1:30 PM Tuesday and Thursday: 2-3 PM And by appointment.</p>	<p>What texts do I need?</p> <ol style="list-style-type: none"> 1. A Course Reader (available at the De Anza Bookstore). 2. <i>The Madonnas of Echo Park</i>, by Brando Skyhorse (available at the De Anza bookstore and from online bookstores). <p>For more info on texts, see p. 3 of this syllabus.</p>
<p>What work do I have to do?</p> <p>Required assignments (must be completed on time):</p> <ol style="list-style-type: none"> 1. Three take-home essays (must pass them all). 2. Two in-class essays. 3. Conference Project (required to pass the class). 4. Reading Journal (must pass 8/10 to pass the class). 5. Weekly Writing (must pass 4/5 to pass the class). 6. Schema word presentation with <i>familia</i>. 7. Daily quizzes (must pass 8/10 to pass the class). <p>For info on workload and assignments, see pp. 3-4.</p>	<p>What about attendance? Lateness?</p> <p>Missing more than four classes puts you in danger of failing the course.</p> <p>Missing one Writing Familia counts as two absences.</p> <p>Class begins on time (often with a quiz!). If you are more than fifteen minutes late, you will be marked tardy. Two tardies equal one absence.</p> <p>For more info on these policies, see p. 3.</p>
<p>How do I pass this class?</p> <p>There are two steps to passing this class.</p> <ol style="list-style-type: none"> 1. First, you must complete on time and pass all of the work listed above. You must also attend the LEAD Global Issues Conference during the day on Thursday, March 9. Attendance at this conference is NOT optional and will require you to be on campus much earlier than our class that day. 2. If you complete and pass all of the required assignments, I will submit a portfolio your work to the English Department at the end of the quarter. Faculty from the English Dept. will then determine whether you are ready to move on to EWRT 1A. <p>For info about the Global Issues Conference, see p. 2. For info about required assignments, see pp. 3-4. For info about the portfolio process, see p. 4.</p>	<p>How should I behave in class?</p> <ol style="list-style-type: none"> 1. Don't be late. 2. No phones, computers, or other devices. 3. By week 4, everyone talks in every class. 4. Treat your classmates with respect. 5. Bring your Course Reader and <i>Madonnas</i> book (if necessary) to class. 6. Do NOT submit work that is not yours. <p>For more info on classroom policies, see p. 5.</p>

"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: Global Issues Conference

This class incorporates 12 hours of integrated service learning. You will fulfill this requirement by creating projects for and participating in the tenth annual LEAD **Global Issues Conference** on our campus. The Global Issues Conference takes place on **Thursday, March 9, from 9AM-3PM**. You will need to attend this conference for at least two hours during that time period.

NOTE: this time period does not include our class time, so **you will need to make arrangement to be on campus earlier that day. Attendance at this event is NOT optional; it is required for you to pass the course.** You are being given two months 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.

Required Texts

(Available at the De Anza College Bookstore)

1. Course Reader. (You will need this immediately.)

2. *The Madonnas of Echo Park* by Brando Skyhorse. (You will need this by Week 4.)

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 Lateness

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 serious 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.

Global Issues Conference Project. You will work in groups (with combined *familias*) to create projects that will help to educate your peers about migrations and refugees. If you do not participate in this project **and attend the conference on March 9**, 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.**

Madonnas Schema Word Presentation. Your *familia* will do one brief presentation of an assigned word that will help all of us to better understand the *Madonnas* book.

Daily Quizzes. There will be at least ten daily quizzes that will occur right at 4 PM. You need to prove to me—**by passing eight of these quizzes**—that you have done the reading and are keeping up in the class.

Required Assignment Summary:

1. Three take-home essays (must pass them all).
2. Two in-class essays.
3. Conference Project (required to pass the class).
4. Reading Journal (must pass 8/10 to pass the class).
5. Weekly Writing (must pass 4/5 to pass the class).
6. *Madonnas* schema word presentation with *familia*.
7. Daily quizzes (must pass 8/10 to pass the class).

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**. If you've completed all of your work at a passing level, 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.

Classroom Environment

On-time and Prepared. Do not be late. Bring your Course Reader and notebook and the *Madonnas* book if necessary. Come prepared and ready to talk.

Participation. This class works best when we hear everyone's voice. And so, starting in Week 4, I expect **every student** to participate in discussion in some way **every day**. This means that, by Week 4, I will begin calling on students if I feel like we haven't heard their voice. But don't worry: I will build plenty of opportunities for easy participation into every class. Also, be mindful about whether your own frequent participation is crowding out other voices.

Safe Space. 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.

Mutual Respect. In this course we will discuss 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.

Constructive Feedback. 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.

Phone and Computer Policy. 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 **computers, cell phones, tablets or other gadgets** that may distract you—unless we are using them for class purposes (which we will on occasion).

Emergency Contact. I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. 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*.

Plagiarism and 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. Remember that plagiarism 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, January 21: Last day to add.

Sunday, January 22: Last day to drop for full refund.

Sunday, January 22: Last day to drop with no record of grade.

Friday, February 3: Last day to request pass/no pass grade.

Friday, March 3: 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/studentsuccess/>

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/studentsuccess/onlinetutoring/index.html>

Writing and Reading Center

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

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

Food Pantry

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) for the Emergency Food Assistance Program (EFAP).

The Food Pantry is located in the [Outreach Office](#) (Seminar 3 Building).

Food Pantry Hours

Monday - Friday

8 a.m.- 4:30 p.m.

Questions? Contact the Outreach Office at outreach@deanza.edu or 408.864.8327.

Or visit this website: <https://www.deanza.edu/students/foodpantry.html>

Let's work hard and have a fun quarter!

Schedule of Readings and Major Assignments

Notes: Reading Journal assignments are not included on this schedule.
Check the website for Reading Journals: leadewrt211.wordpress.com.
Quizzes are not included on this schedule because they are a surprise!

	Tuesday	Thursday
Wk 1 1/10 and 1/12	Introduction	Read: 1. Karma, "From Tibet to India: A Refugee's Story" 2. Shire, "Home" (Both in Course Reader)
Wk 2 1/17 and 1/19	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 1/24 and 1/26 Writing <i>Familias</i>	Half of the <i>familias</i> bring Paper #1 to meet with Brian. The other <i>familias</i> meet to work on <i>Madonnas</i> presentations.	Half of the <i>familias</i> bring Paper #1 to meet with Brian. The other <i>familias</i> meet to work on <i>Madonnas</i> presentations.
Wk 4 1/31 and 2/2	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 2/7 and 2/9	Read: <i>Madonnas</i> , Ch 2-3 Due: Weekly Writing #3	In-class Essay #1
Wk 6 2/14 and 2/16	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 2/21 and 2/23	Read: <i>Madonnas</i> , Chs 6-7 Due: Weekly Writing #5	Read: <i>Madonnas</i> , Ch 8
Wk 8 2/28 and 3/2 Writing <i>Familias</i>	Half of the <i>familias</i> bring Paper #2 to meet with Brian. The other <i>familias</i> meet to work on Global Issues projects.	Half of the <i>familias</i> bring Paper #2 to meet with Brian. The other <i>familias</i> meet to work on Global Issues projects.
Wk 9 3/7 and 3/9		Global Issues Conference 9AM-3PM: attendance required for at least 2 hours.
Wk 10 3/14 and 3/16	In-class Essay #2	Due: Paper #3 Paper #3 Workshop
Wk 11 3/21 and 3/23	Individual Portfolio Conferences	Final portfolios due in class!