

CREM EWRT 002.-01D
Critical Reading, Writing, and Thinking
Spring 2016
TuTh 9:30-11:45 AM
Classroom: L63
Assignments at:
CREMCaliforniaLove.wordpress.com

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**“California Love”:
From San Jose to Sac-Town, The Bay Area and Back Down.**

Course Overview

We all live near several of the largest and most important cities in California. This course invites you to think about both San Jose and San Francisco—as well as California cities more broadly. We will approach cities through multiple modes of inquiry: walking, eating, mapping, and—most importantly—writing. Topics will include: gentrification, segregation, immigration, policing and violence. Because this course is sponsored by the IMPACT AAPI program, much of our focus will be on the experiences of Asian American and Pacific Islander communities. We will read about Chinatown, Little Saigon, Daly City, and the Bay Area Tongan community. We will discuss “authentic” and “Americanized” Asian food. And we will use our critical skills to think about fictional futuristic cities like “San Fransokyo” (from the film *Big Hero 6*).

The goal of this course is to develop the critical thinking, reading, and writing skills essential to your undergraduate education and your life after college. You will complete a wide range of assignments, including a final research project. Our writing process will rely on revision and peer editing. In addition to our work on writing, we will concentrate on learning to read difficult texts, engaging respectfully with diverse opinions, and communicating clearly in class discussion.

CREM Learning Community

This course is linked to Math 10.06D and Read 70.01D. As part of a learning community, your instructors are working together to help you make connections between the ideas you will encounter and the skills you develop in all three of these classes. This means that the schedule of assignments for the quarter will include one shared assignment that draws on what you have learned in all three classes.

Field Trips

There will be two organized field trips (with a bus!) to universities in the greater Bay Area: CSU East Bay and UC Davis. I’m looking forward to joining you as we learn more about these schools.

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

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

Course Requirements

Contact

The best way to contact me is by email (see above). I check it throughout the day. I may not respond to messages sent after 9 PM until the following morning. I expect you to respond to email communications from me in a timely manner.

Required Texts

(Available at the De Anza College Bookstore)

1. Course Reader
2. *Cool Gray City of Love* by Gary Kamiya

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

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

Attendance and Participation

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.

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), we will have to have a talk about how that might translate into one or more absences. I know that there are often challenges with traffic and other issues. But it's not easy for me either--I drive from Santa Cruz to get here!

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

Assignments

This is a writing course and as such, you are asked to produce a significant 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.

Students with family responsibilities should contact me regarding missed or late work. We can work things out--just be in touch.

Essay Assignments. There are four major essay-type projects in this course, including the Research Paper. You must complete all four of these projects in order to pass the class. Your Research Paper will include several components: a proposal, a presentation during our final exam period, and a shared assignment with the Math class. These components will be part of your grade for the Research Paper.

Reading Journal. For most classes in the first half of the quarter, 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: **CREMCaliforniaLove.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 11 reading journal assignments. You must complete 8 of them (on time) to pass the course.**

Walking Journals. As part of this course, I am asking you to take a series of brief walks to observe the city around you and then to write about it. This is an invitation and opportunity to think about the readings of this course in relation to the world around you and to apply what you have learned to the

"physical world." I will provide prompts for each walk that might help to ignite your thinking, but you should feel free to provide your own spark.

I am asking you to take three 30-minute exploratory walks over the course of the quarter. You should be walking with active attention to your surroundings. No daydreaming, no headphones, no conversations. As you walk, I want you to ask yourself questions about what you see, take notes, and/or let the physical world speak to you. You should walk at your own pace.

The location of these walks is up to you. You might choose your own neighborhood, the area around De Anza, the streets around your workplace, or even an area of the city that you've never visited but have always wanted to explore. You can choose the same area for all four of your walks if you want to (you will undoubtedly notice different things each time).

Of course, you should be safe. Be alert to your surroundings, choose a reasonable time of day, stay on the sidewalk or other designated pedestrian areas, and obey all laws.

After each walk, you should write 2 pages of informal writing about your observations and how they relate to the readings for the course. Take photos to illustrate if you feel like it!

The first essay will develop out of this project, but your walking journals can offer useful material that can support all of your work this quarter.

Grading

At the end of the quarter you will receive a letter grade for this course. The grading breakdown is as follows:

Map and Essay	10%
Persuasive Essay	10%
Annotated Bibliography	20%
Research Paper (including proposal, Math shared assignment, and presentation)	30%
Writer's Auto, Reading Journals, Walking Journals, other written assignments	15%
Participation	15%

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.

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.

We will be doing some 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>

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. 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

April 16: Last day to add.

April 17: Last day to drop for full refund.

April 17: Last day to drop with no record of grade.

April 29: Last day to request pass/no pass.

May 27: 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/>

Let's work hard and have a fun quarter!

Schedule of Readings and Major Assignments

Notes:

1. Starting in Week 7, all readings are TBD. It will mostly be brief readings about library research and about writing proposals, annotated bibliographies, etc.
2. In the last few weeks of the quarter, we will spend a significant portion of class time working on the Research Paper.

WEEK DATE	READING (to be completed before class)	ASSIGNMENT DUE (at beginning of class)
Week 1 Tues, Apr 5	Introduction	
Thur, Apr 7	1. Stilgoe, "Beginnings" from <i>Outside Lies Magic</i> . (Course Reader) 2. Kamiya, "Preface" and "Introduction" from <i>Cool Gray City of Love</i> .	1. Reading Journal #1
Week 2 Tues, Apr 12	Kamiya, Chapter 2, "Adventures in the Skin Trade"; Ch 4, "Stairway to Heaven"; Chapter 5, "The Harbor at the End of the World."	1. Walking Journal #1 2. Reading Journal #2
Thur, Apr 14	1. Kamiya, Ch. 37, "Trying to Find Chinatown." 2. Tsui, "Chain Migration," from <i>American Chinatown</i> (Course Reader).	1. Writer's Autbio 2. Reading Journal #3
Week 3 Tues, Apr 19	Solnit, <i>Infinite City</i> : "Cinema City," "The Lost World," "The World in a Cup," and "Once and Future Waters." (Course Reader)	1. Walking Journal #2 2. Reading Journal #4
Thur, Apr 21	1. Vergara, "A Repeated Turning (excerpt)" from <i>Pinoy Capital</i> . (Course Reader) 2. Mazumdar, "Creating a Sense of Place: The Vietnamese-Americans and Little Saigon." (Course Reader)	
Week 4 Tues, Apr 26		1. Map Essay Draft 2. Reading Journal #5
Thur, Apr 28	Kamiya, Ch. 31, "Hill of Hate."	1. Map and Accompanying Essay Final Draft
Week 5 Tues, May 3	1. Brahinsky, "The Death of the City?" (Course Reader) 2. Blake, "Gentrification in San Francisco is supplanting culture, not creating it" (online). 3. Milstein, "The Giants Won and Capitalism Is the Loss." (Course Reader)	1. Walking Journal #3 2. Reading Journal #6
Thur, May 5	1. Parks, "Khmerican Food." (Course Reader) 2. Strauss, "The Best Food You've Never Had" (Course Reader)	Reading Journal #7
Fri, May 6	Field Trip to UC Davis!	
Week 6 Tues, May 10	Hsu, "Wokking the Suburbs." (Course Reader)	1. Persuasive Essay Draft 2. Reading Journal #8
Thur, May 12	1. Small, excerpt from <i>Voyages: From Tongan Villages to American Suburbs</i> . (pdf to be provided) 2. Tsai, "Food Tastes Better When You're Having Fun." (online)	Reading Journal #9

Week 7 Tues, May 17	Watch <i>Big Hero 6</i> (in class!). Walker, “A Tour of 'San Fransokyo,' the Hybrid City Disney Built for <i>Big Hero 6</i> .” (online)	Persuasive Essay Final Draft
Thur, May 19		Research Paper Proposal
Week 8 Tues, May 24		
Wed, May 25	Field Trip to CSU-East Bay!	
Thur, May 26		
Week 9 Tues, May 31		Annotated Bibliography
Thur, June 2		
Week 10 Tues, June 7		
Thur, June 9		Shared Stats Assignment
Week 11 Tues, June 14		Research Paper Draft “Chunk”
Thur, June 16		
Week 12 Tues, June 21	Research Paper Presentations!	Research Paper Final Draft

