

San José State University
Department of English and Comparative Literature
GEOG/GLST 100W: Writing Workshop, Section 1, Fall 2015

Space and Place:
Exploring How Intersections Affect Interaction through Writing

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Office Hours:	Tuesdays 1:45-2:45 and M/W by appointment
Class Days/Time:	M/W 1:30-2:45
Classroom:	Clark Hall 224
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE Category:	Area Z: Written Communication II

Course Description

The “GEOG/GLST 100W is an advanced writing and reading course in which students will develop advanced proficiency in college-level writing appropriate to the interdisciplinary nature of the programs. Successful learning and success in your career after SJSU depends on proficient communication of ideas to others. This process begins in English 1A and 1B and continues in Geog/GLST 100W, building on the tools and skills acquired in those earlier courses. This course will refine student skills in generating new ideas, conducting research to support those ideas, and communicating conclusions to others both orally and in writing. Students will learn to express (explain, analyze, develop, and critique) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Students will learn to make a convincing and intellectually supportable argument for consideration by academics as well as a general audience, including appropriate editorial standards for citing primary and secondary sources.

Course Goals and Student Learning Objectives

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

Section Description—The Good Stuff

Because this is a co-listed course for global studies and geography majors, we will take advantage of each discipline’s perspective by looking at fiction and nonfiction that deals with both **understanding our world through a cultural *and* physical lens**. These texts will primarily deal with “intersections,” whether they are between human understanding

or the borders between countries. We will also be “reading” (and creating) a variety of alternative texts, such as maps, architecture, and other concrete representations of our world. The key word here is “**representation**”; no object or text can fully represent the complexity of our world, and our job in this class is to use writing as a tool through which to better understand the representations and the gaps between them and reality. Mapping, in its many forms, will be the focus of the class, but we may also touch on imperialism, labor, gender issues, human rights, food, capitalism, conflict, disease, poverty, and more. Because GLST and GEOG are by nature interdisciplinary in themselves, students may also pull from a variety of related fields, such as anthropology, natural/physical sciences, and sociology. All of these fields provide a legitimate lens through which to view our course texts and topics.

Students will be exploring questions such as, “In what ways can I critique my own understanding of the world around me?”, “How does space affect the ways we live and interact?”, “How do arbitrary borders create very real issues of space and interaction?” and “Who has the power in determining how our world is represented?”

This course will encourage you to think and write *critically*. Take nothing at face value and question everything to reach your *own* logical conclusions—that is what critical thinking is. Nothing is ever as simple as it is presented to us; critical thinking and writing requires us to dig deeper and take nothing for granted.

Required Texts (not necessarily in reading order)

- *Maps of the Imagination: The Writer as Cartographer* by Peter Turchi
- *The Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern World* by Steven Johnson
- *Tropic of Orange* by Karen Tei Yamashita
- *The English Patient* by Michael Ondaatje
- *American Gods* by Neil Gaiman
- *Best American Travel Writing 2014*, edited by Paul Theroux
- *Shalimar the Clown* by Salman Rushdie
- *Reading Lolita in Tehran* by Aza Nafisi

Other materials:

- College-ruled journal to use for in-class writings (bring to every class)
- College-level dictionary

General Education Learning Objectives (GELOs) and Potential Assignments

GELO 1: “Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:

- language use
- grammar
- clarity of expression.”

Potential Assignments:

- **Vernacular assignment:** Students will choose a word or verbal concept particular to the jargon of their field and write a definition essay explaining how it is used in *both* GLST and GEOG, noting the differences and similarities in language and expression depending upon who is using the term. Because these are interdisciplinary fields, students may also research terms related to anthropology, natural sciences, sociology, history, and the physical sciences. In such cases, students must touch on the interdisciplinary aspect of the term they choose to write about.
- **“Map writing” exercise:** Students will each be assigned a map at random that depicts a very small regional area. Students must then exercise their clarity of expression by writing a descriptive essay of the map for an audience that cannot see the map itself. Students will be grading in how effectively they describe their region.

GELO 2: “Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.”

Assignments:

- **Final research project options (creative, technical, or hybrid):** Students will be able to choose between a creative research paper (in which they follow the steps of a traditional research paper but then present the information in the form of a story), a technical paper (in which they choose a region of the world and research/analyze a map and its political/historical contexts), or a hybrid (in which students will be required to invent and describe a map based on one of the fictional texts we read during the semester). This choice is designed to give GLST and GEOG students options that speak to their particular interests. All of these project options incorporate extensive research and analysis/synthesis of information. The final project, regardless of which option students choose) will require both research and effective analysis as well as critical thinking in presenting that information, specifically in relation to political/cultural/historical/social/etc contexts. Additionally, these projects will all be scaffolded with pre-writes, annotated bibliographies, revisions, etc., to promote development of complex and sophisticated ideas. **I encourage you to be creative and think outside the box as far as what defines a “research paper”—you are welcome to pitch another project idea to me in a different medium as long as you can convince me that it fulfills the same requirements as a research paper**
- **Project proposal and Literature review:** folded into the final project, in this assignment students collect a predetermined number of both scholarly and popular sources and a particular, narrow topic. They will then compare and synthesize these sources to determine the overall “slant” or research on the topic (as well as what may be missing).

GELO 3: “Students shall be able to organize and develop essays and documents for both professional and general audiences.”

Assignments:

- **Grant-writing:** Students will research a grant related to their field of study and write a “dummy” grant requesting funding for a project. This will require both GLST and GEOG students to use the language of their particular field as well as allow them to see what the “real world” of their chosen profession is like.
- See “map writing” exercise above: Not only must students display clarity of language and expression, but they must also be able to present that information in written form for a *general* audience who has not see the region they are describing.
- **Discipline investigation report:** Students must contact and interview a professional currently working in their future field, then translate the interview into a document that outlines what is required in that particular job. This allows GLST and GEOG students to do some individual research into their disciplines and get even more specific as they address not only their fields, but specific jobs.
- **Travel writing:** Students will be required to write a brief travel-blog style entry in which they must both describe a place and an experience for a general audience, but also link it to the course’s more complex ideas of culture and mapping in a way that a general audience can understand.

GELO 4: “Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.”

Assignments:

- See final project options above (which will require in-text and bibliographic citations, even within the creative options).
- Literature review (see about): As part of the scaffolding for their final projects, students will be required to submit a thorough annotated bibliography in which the evaluate each source, provide brief analysis, and organize the sources according to how they may present them in an actual essay. A main focus of the annotated bibliography will be generating correct bibliographic entries in an appropriate citation style (APA, MLA).

GELO 5: “Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.”

Assignments:

- **Project analysis:** Students must write an objective analysis of their final project to explain their purpose in writing the paper and how they achieved it.
- See literature review above: Students must not only locate and document different types of sources, but they must also organize the research effectively and synthesize it to determine the general overview of available research on each topic.
- **Study abroad applications:** Students must research a study-abroad program as SJSU and write an application to be submitted to the S.A. office, focusing on a specific audience and writing with a specific purpose. (Especially useful for students whose major requires them to study abroad.)
- See final project options above

NOTE: While some of these assignments may appear address the particulars of one discipline over another (whether GLST or GEOG), the assignments are designed to work for both groups and give students opportunities to make broader arguments that touch on

fields other than their own—for that is the diverse nature of the fields they hope to enter professionally.

Classroom Protocol

Participation: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom. Participation will make up a significant portion of your grade. **Any written homework assigned will be counted as part of your overall participation score; if you do not do the homework, it will significantly affect your grade.**

- Weekly HW will include posting a short response to that week's novel/text on Canvas to earn participation points and generate ideas for discussion. These should be at minimum 100 words, but feel free to write more—just don't post a whole essay's worth of comments! I expect you all to read and respond to each other's points on Canvas as well.
- Students will sign up to lead an informal discussion of each book. This is built into your participation grade. I expect you to come prepared to point out interesting ideas, quotes, relationships to course themes, etc. On your discussion day, you and the others in your group will be responsible for making sure the discussion flows and asking leading questions.

Sensitivity: Because this course may at times focus on controversial or troubling world issues, we will sometimes discuss difficult or polarizing topics and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing opinions, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. **WE WILL USE WRITING AS A TOOL TO BETTER EXAMINE YOUR OWN BELIEFS AND WORLDVIEW.**

Canvas: You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, the syllabus, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. As we read our course texts, you will also be expected to post and respond to discussion points on Canvas. Periodically, I will post important announcements, so please check Canvas frequently. You must print all readings from Canvas and bring them to class the day they are assigned so we can discuss them or have another way to access them in class. **CANVAS WILL BE AVAILABLE FOR THIS COURSE AT THE BEGINNING OF THE SECOND WEEK OF CLASS.**

TurnItIn.com: You will submit all your out-of-class essays to this site, which monitors for plagiarism. I will make the submission information available before the first out-of-class essay is due. Indication of plagiarism will result in a zero for the assignment and potential disciplinary action. Your paper will be considered late if you do not complete the TurnItIn requirement by the due date, and I will dock your grade.

E-mail and other communication: When emailing, remember to sign your name at the end of the email and put the course name/number in the subject line. I cannot always know who you are by your e-mail address. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional. E-mail is my preferred contact method and will ensure the quickest response. Please allow up to 48 hours for a response, although I often respond earlier.

Absences: If you miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class. You will not receive participation credit for days you miss unless you inform me **BEFORE** class meets that you are ill or have an extenuating circumstance and make arrangements to complete the class work. You will exchange contact information with other students on the second day of class.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is incredibly rude to the instructor and your classmates, and I will call you on it.

Electronic devices: Cell phones, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation, unless you have no other means of accessing the material. Otherwise, silence all devices, put them away before class begins, and do not take them out again until class has finished. You will receive no participation credit for the day if you use your devices for anything other than coursework in class.

How to be successful in this course

1. **Completion of all work** is required in order to pass the course.
2. Put effort into your work and **do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early and often. The tutors there are amazingly good—Please have your tutor send an email to me outlining what you worked on.
3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.

4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.

5. **Ask for help.** Please come by my office hours. I will make appointments with you if my office hours are not workable for you. I am happy to talk to you, and will schedule an alternative time convenient for us both. **I am here to help, I want to help, but I can't help you if you don't ask.**

Course Requirements and Assignments (Official Business)

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Graded Essays/Projects/Assignments for This Class

As stated above, students will produce a variety of assignments in multiple mediums to help better understand the types of professional writing used in the geography and global studies fields. Often, these projects can/should be multidisciplinary and creative—hopefully both! Some are smaller homework projects, and some are significant papers. We will discuss these in great depth as each is assigned, but over the course of the semester you will be responsible for:

Points/Grading Breakdown

- Grammar presentation: 50 (5%)
- Vernacular assignment: 50 (5%)
- “Map Writing” exercise: 50 (5%)
- Travel blog: 50 (5%)
- Study-abroad application: 50 (5%)
- Grant writing: 100 (10%)
- Discipline investigation report: 100 (10%)
- Research project proposal: 50 (5%)
- Lit. review/annotated bibliography: 100 (10%)
- Final research project and analysis: 150 (15%)
- In-class participation and writing journal: 150 (15%)
- Weekly Canvas responses and discussion leadership: 100 (10%)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown and schedule are subject to change with advance notice.**

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)

800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Citations: GEOG students will use APA-style citations, while GLST students may choose between MLA and APA. I highly recommend our official campus handbook, *The Everyday Writer* by Andrea Lunsford; it is much more helpful (and easy to understand) than the thick, “official” citation guides.

Note on grammar and style: This is an upper-division writing class, and I expect your mechanics to be up to snuff. Proofread, proofread, proofread! I will give mini grammar presentations throughout the semester to address common errors I may notice. This counts for HW, papers, AND Canvas posts. Clarity of expression starts at the grammatical level, so please take this aspect of your writing instruction seriously. If you turn something in that is riddled with errors, I will return it to you to fix for a lower grade. Please take advantage of the Writing Center’s services!

Draft requirement: If you do not turn in a rough draft when specified, or if it is clear that you threw the draft together with little effort, I will automatically deduct 25% from your final draft grade. Treat your first draft as a final paper that you would turn in for a grade.

Late paper grades: With acceptable notice, I will dock one full grade per day that the paper is late, but you will be allowed to turn it in. Otherwise, all papers must be submitted at the beginning of class the day they are due. The same policy counts for late submissions to Canvas/turnitin.com. If you have an extenuating circumstance that prevents you from completing your essay on time, please speak to me with as much advance notice as possible, and we can work something out that may not involve docking your grade.

Extra credit: You may earn extra credit points in two ways: either by attending a specialty workshop presented by the Writing Center (the schedule will be available under “Announcements” on Canvas), or by attending up to two cultural events on campus, most of which are free. To earn credit, you must submit a 1-page write-up of each event discussing what you learned. Each write-up is worth 10 points.

As information on global-themed and literary events becomes available, I will keep you posted and offer extra credit for those as well. Early in the semester, students will be tasked with finding a future event to contribute to a list of possible extra credit opportunities.

Note on participation grade: University policy F69-24 states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a

criterion for grading.” However, your grade will suffer if you miss class because you will not be present to complete the participation assignments. I expect you to have done the reading; I expect you to be prepared to contribute at least one comment to the discussion—write down your thoughts beforehand if necessary or refer to your homework.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Resources

Technology Labs

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.



SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

- Note on grammar/style assistance: I am also a former senior writing specialist from the SJSU Writing Center and am available during my office hours to offer similar assistance should you find it difficult to get an appointment at the WC.

Please be sure to schedule this time with me beforehand so I can prepare any necessary materials. I also work in the WC as a Faculty in Residence, which means I am available for very quick consultations while I am there. Please contact me for my WC hours..

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Peer Connections has three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit <http://peerconnections.sjsu.edu> for more information.

Accessible Education Center

Effective August 12, 2013, the Disability Resource Center (DRC) will have a new name: the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center’s new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities’ full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University’s continued commitment to increasing accessibility and inclusivity on campus. For more information, please contact the office at (408) 924-6000 (voice) or (408) 924-5990 (TTY).

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

IMPORTANT: Schedule subject to change with fair notice; notice will be given via either Canvas or email, or in class. **Other short readings may be added to the assignments listed, especially as current world events occur or if our class discourse opens up new areas of discussion. All readings must be read by the day they are listed (not the following class meeting).**

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	Introductions; syllabus review Opening discussion: Intersections in writing for GEOG and GLST Map Play writing exercise Sign up for discussion leadership Choose essays to read from <i>Best American Travel Writing 2014</i>
2	9/1	Chpt. 1 in <i>Maps of the Imagination</i> : “Metaphor: Or, the Map” Read selected stories from <i>BATW</i> ; no comment on Canvas (begins next week) Travel Blog assigned (500 words; GELO 3)
3	9/8	Read <i>American Gods</i> chapters 1-10; comment on Canvas Travel Blog due Vernacular Exploration assigned (700 words; GELO 1)
4	9/15	Finish <i>American Gods</i> ; comment on Canvas Read <i>MI</i> , Chpt. 2 Draft of Vernacular Exploration due for peer-workshop Grammar presentations begin
5	9/22	Read <i>Ghost Map</i> , preface through pg. 138; comment on Canvas Vernacular Exploration due Discuss Final Project and scaffolded assignments (proposal 500 words, lit/review/annotated biblio. with 6 sources; final project 2000 words or equivalent; written project analysis 500 words; GELOs 2,5)
6	9/29	Finish <i>Ghost Map</i> ; comment on Canvas Read <i>MI</i> , Chpt. 3 Map Writing Exercise assigned (700 words; GELO 1)
7	10/6	<i>Reading Lolita in Tehran</i> to pg. 154; comment on Canvas Catch-up if needed Watch “Spanish Lake”; in-class mapping/writing exercise
8	10/13	Finish <i>Reading Lolita</i> ; comment on Canvas Map Writing Exercise due Map <i>Reading</i> Exercise in pairs Study Abroad Applications/Discipline Investigation report assigned; students may choose one or the other (word count depends on project choice; GELO 5) Study abroad representative to speak (tentative date)
9	10/20	Read <i>MI</i> , Chpt. 4 Read <i>Shalimar the Clown</i> , first third of book; comment on Canvas
10	10/27	Read <i>Shalimar the Clown</i> , middle section; comment on Canvas Read <i>MI</i> , Chpt. 5 Final Project Proposal due (500 words; GELO 2)

Week	Date	Topics, Readings, Assignments, Deadlines
11	11/3	Finish <i>Shalimar the Clown</i> ; comment on Canvas Catch-up Class time to work on assignment due next time
12	11/10	Read <i>The English Patient</i> through pg. 138; comment on Canvas Study Abroad Application or Disc. Investigation Report due Research potential grants in class
13	11/17	Read <i>MI</i> , Chpt. 6 Grant Writing Project Assigned (GELO 4; word count depends on requirements of grant application) Special guest Samantha Cramer: Grant-Writing Discussion from a Non-Profit Perspective Lit. Review/Annotated Bibliography due (minimum six sources plus write-ups on each)
14	11/24	Finish <i>The English Patient</i> ; comment on Canvas Catch-up
15	12/1	Read <i>Tropic of Orange</i> through pg. 136; comment on Canvas Grant Writing draft due for peer-workshop
16	12/8	Read <i>MI</i> , Chpt. 7 Grant Writing Project due
Final Exam Day	Monday, 12/14 2:45-5:00	Mandatory attendance Finish <i>Tropic of Orange</i> ; comment on Canvas Final reading discussion Final project peer-workshop; no formal exam Final paper/project (with reflective analysis) due 12/18 Multicultural potluck!

STUDENT/PROFESSOR CONTRACT

By signing and dating this form, you are indicating to your professor that you have read and understand the requirements of this class. If you do not understand any aspect of this document, you make speak to me for clarification before signing it.

By accepting the signed contract from you, your professor is also accountable to the requirements laid out in this syllabus.

RETURN TO PROFESSOR GOODMAN ON WEDNESDAY, AUG. 26

Print Name: _____

Signature: _____

Date: _____