

**San José State University**  
**College of Social Sciences/Department of Geography and Global Studies**  
**GEOG/GLST 100W, Writing Workshop, Section 1, Fall 2016**  
**Space and Place: Exploring How Worlds Intersect Through Writing**

**Course and Contact Information**

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<b>Office Hours:</b>	By appointment via Skype
<b>Class Days/Time:</b>	N/A
<b>Course Website:</b>	<a href="https://sjsu.instructure.com/courses/1206705">https://sjsu.instructure.com/courses/1206705</a> (Canvas)
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE Category:</b>	Area Z: Written Communication II

**Course Format**

This is an online course that will take place almost exclusively on Canvas. Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for accessing the site to learn of any updates, announcements, or new materials. As this is a writing class, access to “Writer’s Help,” a comprehensive writing and style guide on Canvas, is mandatory. Finally, please ensure that the email address linked to your MySJSU and Canvas accounts is the one you check regularly.

**GLST/GEOG 100W Course Description**

From the SJSU course catalogue: 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.

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-Specific Course Description: The Fun 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 texts that deal with **understanding our world through both a cultural and physical lens**. These works of fiction and nonfiction will primarily deal with "intersections," whether they are between human understanding, the borders between countries, or how the representative world of maps overlaps the "real" world we live in. The key word here is "**representative**"; 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 central theme of this class, particularly as a metaphor for writing and communicating ideas or arguments. In relation to that concept, we may also touch on imperialism, labor, gender issues, human rights, food, capitalism, conflict, disease, poverty, and more. Because GLST and GEOG are by natural interdisciplinary in themselves, we will also pull from a variety of related fields, such as anthropology, history, literature, the natural/physical sciences, and sociology. These fields provide a legitimate lens through which to view our course texts and topics. We will also be reading (and creating) a variety of alternative "texts" to explore other methods of communication in our disciplines.

**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.** As with maps, nothing is ever as simple as it is presented to us; critical thinking and writing requires us to dig deeper, make connections, and **take nothing for granted. Question everything and distrust the superficial.** We 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 place and interaction?", "Who has the power in determining how our world is represented?" and "How do those representations influence how our world functions?"

### **GE Learning Outcomes (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 exploration:** 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. Students must touch on the interdisciplinary aspect of the term they choose to write about.

**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 (personal mixed-media map or video presentation):** Students will have the option to create (1) a personal mixed-media map based on concepts posted on Canvas from the book *Personal Geographies: Explorations in Mixed-Media Mapmaking* (not a required text; selections will be made available by the professor) OR (2) a TEDtalk-style video presentation along the lines of "The Danger of a Single Story," which we will watch the first week of class.
- **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 value of the sources in completing their final project.

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

Assignments:

- **Grant-writing:** Students may 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.
- **Discipline investigation report:** Students may 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 travel-blog style piece 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 specific 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 for GELO 2 (which will require substantial research and organization of information).
- Literature review (also see GELO 2): As part of the scaffolding for their final projects, students will be required to submit a thorough annotated bibliography in which they evaluate each source, provide brief analysis, and determine how they will use each source in their final projects. Aside from this content, a main focus of the annotated bibliography will be generating appropriate bibliographic entries (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 creating it and how it functions as an argument.
- See literature review: Students must not only locate and document different types of sources, but they must also organize the research effectively and synthesize it.
- **Study abroad applications:** Students will research a study-abroad program offered through SJSU and write an application to hypothetically be submitted to the S.A. office, focusing on that specific audience and writing with a specific purpose. (Especially useful for students whose majors require them to study abroad.)
- See final project options

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.

**Required Texts (available online via MySJSU through the Spartan Bookstore; e-books are OK)**

We will read the course texts in the following order:

1. Maps of the Imagination (Peter Turchi); 9781595340412

2. Prisoners of Geography (Tim Marshall); 9781501121463
3. The Poisonwood Bible (Barbara Kingsolver), 9780061577079
4. On the Map (Simon Garfield), 9781592407804
5. Ghost Map (Steven Johnson), 9781594482694
6. Unruly Places (Alistair Bonnett), 9780544101579
7. The English Patient (Michael Ondaatje), 9780679745204

**Final Examination or Evaluation**

The final evaluation for this course will take the form of a presentation of each student’s final project, either a personal mixed-media map or a TEDtalk-style video. This is worth 50 points (5% of course total).

**Grading Information**

You can earn up to 1000 points in this course. Please refer to the point breakdown as outlined below. The grading breakdown is subject to change with advance notice.

Course assignments will be weighted as follows:

- Vernacular assignment: 100 points (10%)
- Travel blog: 100 points (10%)
- Choice of grant writing or discipline investigation: 100 points (10%)
- Study Abroad application: 100 points (10%)
- Research project proposal: 50 points (5%)
- Lit. review: 100 points (10%)
- Final project and reflective analysis: 150 points (15%)
- Discussion participation/quizzes/short writing assignments: 200 points (20%)
- Book presentation: 50 points (5%)
- Final presentation: 50 points (5%)

<b>93-100 points = A (93%-100%)</b>	<b>73-76 points = C (73%-76.9%)</b>
<b>90-92 points = A- (90%-92.9%)</b>	<b>70-72 points = C- (70%-72.9%)</b>
<b>87-89 points = B+ (87%-89.9%)</b>	<b>67-69 points = D+ (67%-69.9%)</b>
<b>83-86 points = B (83%-86.9%)</b>	<b>63-66 points = D (63%-66.9%)</b>
<b>80-82 points = B- (80%-82.9%)</b>	<b>60-62 points = D- (60%-62.9%)</b>
<b>77-79 points = C+ (77%-79.9%)</b>	<b>0-59 points = F (0%-59.9%)</b>

**This course must be passed with a C or better as a CSU graduation requirement.** Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended.

**Late assignments:** You will lose one full letter grade on an assignment for each day it is late. In extreme circumstances, you may arrange for a later due date without penalty, but you must communicate with me about it as far in advance as possible, and you are not guaranteed an extension. Do not take advantage of this!

Grammar/mechanics: This is a writing class, and I expect you to communicate clearly and cleanly, turning in polished and proofread assignments. If you have difficulty with mechanics, please visit the Writing Center in CL 126. It is your responsibility to do so if you know your writing skills aren't quite up to snuff. On occasion, I may return a paper to you and ask that you visit the WC, then resubmit for a grade, if there are serious errors that impede meaning or show a lack of effort. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students."

### **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 online group discussions, reading the assigned materials in a timely manner, and essentially contributing to the learning process of our "classroom." Participation will make up a significant portion of your grade. Your contributions to Canvas discussions, written homework assignments, and potential pop quizzes will be counted as part of your overall participation score; if you do not do the homework or journal exercises, it will significantly affect your grade.

Sensitivity: Because this course may at times focus on controversial topics, we will sometimes discuss difficult or polarizing issues 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 perspectives, 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 setting 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. Interrogate your own beliefs as you learn new things. An intelligent mind changes with new, reliable information.

TurnItIn.com: You will submit all your out-of-class essays (final drafts only) to TurnItIn *through Canvas*. 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 accordingly.

### How to be successful in this course:

1. **Completion of all work** is an important aspect of passing the course—you learn through the writing *process*, and if you don't at least attempt the assignments, you will not learn what you need to pass the class.
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, activities, and often with your final project as well.
5. **ASK FOR HELP.** If you are struggling with an assignment, you need to let me know as early as possible so we can work together to help you succeed. I am available for conferences by appointment via Skype. **I am here to help, I want to help, but I can't help you if you don't ask.**

### **University Policies**

#### **SJSU Attendance/Grade Review Policies**

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "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.”

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### **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. To learn important campus information, view University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/](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](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.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **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 the Writing Center website at <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.