

**San José State University**  
**Department of Global Studies and Geography**  
**GEOG/GLST 100W: Writing Workshop, Section 1, spring 2016**

**Space and Place:**  
**Exploring How Intersections Affect Interaction through Writing**

**Course and Contact Information**

<b>Instructor:</b>	Jessy Goodman
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<b>Office Hours:</b>	Tues. 2-3pm; Weds. 12:15-1:15pm; Fri. by appointment
<b>Class Days/Time:</b>	Tuesdays, 3-5:45pm
<b>Classroom:</b>	CL 224
<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

**Canvas Access and MySJSU Messaging**

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 account is the one you check regularly.

**GLST/GEOG 100W Course Description**

From the SJSU course catalogue: GLST/GEOG 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 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 central theme/metaphor of this class, but 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 might 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.

**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, make connections, and take nothing for granted. Question everything and distrust the superficial.** 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?”, “Who has the power in determining how our world is represented?” and “How do those representations influence how our world functions?”

### **Learning Outcomes**

#### **GE Learning Outcomes (GELOs)**

#### 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. Students must touch on the interdisciplinary aspect of the term they choose to write about.
- **“Map Writing” exercise:** Students will work to create a verbal map of an a small area of downtown San Jose, representing factors such as culture, socioeconomics, ethnicity, architecture, etc. For this project, we may work with GIS students in Prof. Kerry Rohrmeier’s class.

**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 from one of our course texts and research/analyze a map and its political/historical/cultural/etc. contexts); or a hybrid (in which students will be required to invent and describe a map based on one of the fictional or fictionalized settings we read about during the semester). This choice is designed to give GLST and GEOG students options that speak to their particular interests as well as tap into the . 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 the various contexts mentioned above. 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.”
- **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 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.
- 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 an audience who has not seen the region they are describing.
- **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 in-text and bibliographic citations, even within the creative options).
- 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 correct bibliographic entries and in-text citations using 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: 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 may 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**

- The Poisonwood Bible (Barbara Kingsolver)
- Maps of the Imagination (Peter Turchi) -- we will read a chapter of this each week or so, beginning week 2
- The City and the City (China Mieville)
- Longitude (Dava Sobel)
- The English Patient (Michael Ondaatje)
- Hard Boiled Wonderland and the End of the World (Haruki Murakami)
- The Ghost Map (Steven Johnson)
- The Yiddish Policemen's Union (Michael Chabon)
- 100 Years of Solitude (Gabriel Garcia Marquez)

**Other Readings**

- Various articles, both scholarly and from respectable mainstream sources (to be posted on Canvas)
- News pieces and current events (Canvas)
- Videos, clips, interactive online resources, etc. (Canvas)

**Other Equipment/Material Requirements**

- 1 journal for writing exercises (separate from journals for other classes, please)
- **Stapler: all work stapled before class**
- Regular internet/Canvas access
- The ability to print 8-10 copies of assignments for workshop

**Course Requirements and Assignments**

Please see specific assignments linked to GELOs above.

Online Discussions: In addition, each week, all students are responsible for posting responses to the readings in our textbooks. Each response must be 100 words minimum and posted by midnight the day before class

(Monday night), so your classmates will have a chance to look over the comments and prepare for the in-class discussion. If you do not post, you will lose points for that day. You do not need to post responses to readings or materials outside of core texts unless otherwise instructed (but you are certainly welcome to do so!). Postings each week will help generate conversation on Canvas, allow you to get your thoughts in order for the next in-class discussion, and facilitate your ability to earn participation points by ensuring you are prepared for each discussion in advance. **Please do not simply summarize the readings; you should make connections, analyze, ask questions, explore your understanding of the reading, etc.** Utilize critical thinking to dig beneath the surface. If you are not sure what to talk about, you can always engage in a thoughtful online discussion based on a classmate's post.

Journal Requirement: Most weeks, students must complete an in-class exercise in a dedicated journal for this course. These entries should be thoughtful, demonstrate critical thinking, and utilize strong writing skills. Failure to complete journal entries will significantly affect your grade.

Reading Discussion Facilitation: For each book, two students will sign up to give presentations and lead discussions on the section of the text we have read for that week. The presentation will include a handout (make copies for everyone, please) that addresses (1) the main ideas/themes of the book, (2) several quotes from the text illustrating each main idea/theme, with brief analysis that you will expand upon in class, (3) bibliographic information, a brief overview, and quotations from at least two scholarly articles researched through the MLK database, (4) How the section of the texts relates to recent concepts from *Maps of the Imagination*, with quotes, and (5) two open-ended discussion questions about the section of the book that encourage critical thinking and conversation among classmates. These presentations should like about 15 minutes each, with two students presenting each week. Students will sign up for presentations on the first day of class.

Final Presentation: When we meet during finals week, each student will give a brief presentation in which they discuss their final projects, provide interesting information gleaned from research, and also discuss how they have grown as writers over the course of this semester. Presentations will be 2-3 minutes long.

Event Attendance/Reflection: Each student will be required to attend at least one global event and write a thoughtful, polished 2-page reflection. Student may attend up to two more events to earn extra credit (with write-ups). This will be part of the total participation grade.

NOTE: SJSU classes are designed such that in order to be successful, it is expected that students will 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>.

## **Grading Policy**

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: 50 (5%)

“Map Writing” exercise: 100 (10%)

Travel blog: 50 (5%)

Choice of study-abroad application/grant writing/discipline investigation: 100 (5%)

Research project proposal: 50 (5%)

Lit. review/annotated bibliography: 100 (10%)

Final research project and reflective analysis: 150 (15%)

In-class participation and journal writing: 200 (20%)

Weekly Canvas responses: 100 (10%)

Discussion leadership/presentation: 100 (10%)

<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.

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, 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.

### **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. Your journal and any written homework assigned will be counted as part of your overall participation score; if you do not do the homework or complete in-class 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 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. 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.

Absences: If you must 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 first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

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 rude to the instructor and your classmates.

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.

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**. 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. You will also be required to attend my office hours twice throughout the semester. 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.**

## **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.

## GLST/GEOG 100W: Writing Workshop, sec. 1, spring 2016

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

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/3	Introductions; syllabus review Opening discussion: Intersections in writing for GEOG and GLST Map Play writing exercise Sign up for discussion leadership
2	2/10	Read <i>Poisonwood Bible</i> (through “Judges” section); comment on Canvas Find/print a travel blog or piece of travel writing to bring to class <b>Travel Blog assigned</b> (750 words; GELO 3)
3	2/17	Finish <i>Poisonwood Bible</i> ; comment on Canvas Read chpt. 1 in <i>Maps of the Imagination</i>
4	2/24	Read first half of <i>The City and the City</i> ; comment on Canvas Read <i>MI</i> , Chpt. 2 <b>Travel Blog DUE</b> <b>Vernacular Exploration assigned</b> (600 words; GELO 1)
5	3/2	Finish <i>City</i> ; comment on Canvas Draft of Vernacular Exploration due for peer-workshop <b>Discuss Final Project and scaffolded assignments</b> (proposal 500 words, lit/ review/annotated biblio. with 6 sources; final project 2000 words or equivalent; written reflective analysis 500 words; GELOs 2,5) Artist/designer/map maker guest lecture (tentative date)
6	3/9	<b>Vernacular Exploration DUE</b> Read <i>Longitude</i> in its entirety; comment on Canvas <b>Map Writing Exercise assigned—TENTATIVE</b> (700 words; GELO 1)
7	3/16	Read first half of <i>The English Patient</i> ; comment on Canvas Read <i>MI</i> , chpt. 3 Catch-up if needed Watch “Spanish Lake”; in-class mapping/writing exercise
8	3/23	Finish <i>English Patient</i> ; comment on Canvas Read <i>MI</i> , chpt. 4 <b>Map Writing Exercise DUE--TENTATIVE</b> <b>Study Abroad Applications/Discipline Investigation report assigned;</b> <b>students choose one</b> (word count depends on project choice; GELO 5) Study abroad representative to speak (tentative date)
9	3/30	<b>NO CLASS: SPRING BREAK!</b>
10	4/6	Read <i>Hardboiled Wonderland and the End of the World</i> in its entirety; comment on Canvas <b>Final Project Proposal due</b> (500 words; GELO 2) Grant-writing expert to speak (tentative date)
11	4/13	Read first half of <i>Yiddish Policemen’s Union</i> ; comment on Canvas Read <i>MI</i> , Chpt. 5 Class time to work on assignment due next week; <b>OPTIONAL PEER WORKSHOP</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	4/20	Finish <i>Yiddish Policemen</i> ; comment on Canvas Read <i>MI</i> , Chpt. 6 <b>Study Abroad Application/Grant Writing/Disc. Investigation Report DUE</b>
13	4/27	Read <i>Ghost Map</i> in its entirety; comment on Canvas
14	5/4	Read first half of <i>100 Years of Solitude</i> ; comment on Canvas <b>Lit. Review/Annotated Bibliography DUE</b> (minimum six sources plus write-ups on each)
15	5/11	Finish <i>100 years</i> ; comment on Canvas Read <i>MI</i> , chpt. 7 <b>Final project peer-workshop/studio day: MANDATORY DRAFT</b>
Final Exam Day	Friday, 5/20 12:15-2:30pm	<b>Mandatory attendance</b> Presentations Final project peer-workshop; no formal exam Final paper/project (with reflective analysis) due Multicultural potluck!