

Honors English 3010: Thinking Globally, Writing Locally

Course Syllabus Fall 2007

CRN: 16156, Tuesday/Thursday 11:45-1:10 , Room 137 State Hall

Cara L. Kozma; e-mail: carakozma@hotmail.com (313) 577-0735

Office Hours: 10:30–11:30 Tuesday and by appointment, Office #10304.3 Maccabees, 5057 Woodward, Ave.

E-mail is the most reliable way to get in touch with me. The only times you can reach me at the provided phone number are during my office hours, but I encourage you contact me and to send work electronically.

Required Materials:

Two 3½-inch computer discs (one as a backup), a memory stick, or other media to save your work

Spiral notebook

1 two-pocket folder

Required Readings:

Class readings will be made available to you in a number of ways. Required readings may be available on the Internet, as a handout, or on reserve at Purdy Kresge Library. Although there is no required textbook, students will need to spend about \$35 in photocopying expenses throughout the semester.

Computer Use:

In order to participate in this course, students must have an active WSU ID and a working e-mail address. All students are given a free e-mail account. For assistance in connecting, consult the help desk in the Undergraduate Library or go to <http://pipeline.wayne.edu>.

Course Description:

This is an intermediate writing course, which means that we will spend a good deal of class time talking about and practicing writing. In addition, this class has a service component. You will be required to spend twenty hours during the semester doing writing tutoring with elementary school students at Maybury Elementary in Detroit, or working on one of two projects at Latino Family Services. This works out to be about two hours a week starting in October and lasting until the end of November. My hope is that our discussions and readings about doing writing tutoring will help us with our own writing as well as giving us concrete reasons for writing and research.

Service-Learning Field Sites:

Students are responsible for providing their own transportation.

Maybury Elementary School
4410 Porter Street, Detroit, MI 48209
(313) 849-2014

Latino Family Services
 3815 West Fort Street, Detroit MI 48216
 (313) 841-7380

Directions to Latino Family Services

From campus, take I-10 south to I-75 south. You'll have the option to take I-96 or I-75: stay on I-75 south toward Toledo. You'll pass the exit for bridge to Canada. A few miles after that, you'll take exit #47A to MI Rt. 3/Clark Ave. Make a left onto Clark (going south, across Rt.75). At the second light, make a left onto Fort St. (going east). Latino Family Services is several blocks from the light, on the right (south) side of the street. You can park on Fort St., a side street, or in the LFS parking lot cater-corner from the building across Fort.

Directions to Maybury Elementary

The directions are the same up to taking exit #74A to MI Rt. 3/Clark Ave. But at the end of the exit ramp, make a right onto Clark (going north). Maybury is roughly a long block and a half from the light, on the left (west) side of the street. You can park anywhere on Clark or a side street. (The only exception is that once a year, usually sometime in early fall, there are two days of street cleaning. One day, Clark will be marked with a "no parking" signs, so on that day, park on the side street. Another day, the side street will be marked with "no parking" signs, so of course on that day, park on Clark.)

Course Goals:

1. Develop a higher level of reading comprehension.
2. Use writing to analyze thoughts and express ideas.
3. Use writing to respond critically to another piece of writing or an external prompt.
4. Plan, outline, and draft three pieces of graded writing.
5. Revise written work, adjusting style and content for specific purposes and audiences.
6. Proofread for surface errors and correct a majority of these errors.
7. To develop a better understanding about the issue of globalization and how it relates to local community issues such as literacy, citizenship, immigration, labor, and education.
8. Develop an understanding of what sustainability is and how it relates to the work in our class and to your final projects.

Course Requirements:

Literacy Paper – 20 points
 Globalization Paper – 20 points
 Final Project – 30 points
 Discussion Post 1 – 5 points
 Discussion Post 2 – 5 points
 Discussion Post 3/Precis – 10 points

Participation/Attendance (includes service project attendance and Goodbye/Thank you Letters) – 10 points

Grading:

The course will be graded on a 100-point grading system.

100-92=A	75-72=C
91-90=A-	71-70=C-
89-86=B+	69-66=D+
85-82=B	65-62=D
81-80=B-	61-50=D-
79-76=C+	Below 50=E

Assignments

Literacy Paper: 6–8 typed, double-spaced pages

Students should position themselves in relation to the contemporary debates about literacy, using the course readings by Mike Rose, Richard Rodriguez, and Martinez-Roldán and Sayer as the foundations for their argument. In order to position yourself in relation to these authors' views or to develop your own argument about literacy, you must clearly define what you think the overarching literacy debate is by using concrete examples from the readings and textual analysis.

Globalization Paper: 6–8 typed, double-spaced pages

Students will discuss a local issue of their choice in relation to globalization. For example, you could choose to explore a local political issue such as the elections for governor, the teacher strikes in Detroit, a local literacy or education issue, Arab or Latino immigration, the outsourcing of local jobs, or the layoffs in the automobile companies and present an argument in which you connect this issue to globalization. I recommend choosing a topic that seems particularly interesting to you, or perhaps that you have some kind of personal connection to, so that you will be more engaged in writing the essay. Please feel free to use the first person in your essay, in fact, I recommend it, but remember the importance of always supporting your personal ideas with concrete textual evidence.

Final Project: (Length will vary depending on project but will reflect a substantial amount of research, writing, revisions, and editing.)

In conjunction with the instructor and community partners, students will develop final projects that will aid their community partner and may be used within the community. Students working in groups on the project will be held accountable both individually and collectively for their work on the final project.

Précis: 1 typed, double-spaced page

Write a concise summary statement explaining how your final project relates to the theme of sustainable communities.

Final Project Presentation: Students will make professional, detailed presentations of their final projects. Each group will present the work they have done throughout the semester, as well as a polished draft of the final project. You will ask questions and solicit feedback from your classmates about how you can improve the final product.

Goodbye Letter or Thank-you Letter: 2/3 of one single-spaced page: Copies will be given to the children and/or community partners you work with. Copies will also be submitted to the assignment folder on Blackboard.

Goodbye Letter: Tell your Maybury mentee(s) or class as specifically and concretely as you can why you enjoyed working with them, what they accomplished and what made you especially proud of them, and what you learned.

Thank-you Letter: Tell your LFS mentor as specifically and concretely as you can what you learned from your work at LFS, what was most important to you and why, and what you hope you contributed to the organization and/or the community.

Service Evaluation: completed, signed evaluation form

Ask your Maybury teacher or your LFS mentor to complete and sign the form for evaluating your service project work.

Other Course Requirements:

Participation is a major component of this class. There are several ways that you can participate in class.

Group discussion/activities – Sometimes we will discuss readings in small groups in order to share ideas and give feedback or work on an activity in a group format. You will be asked to read your work in small groups and in general classroom discussion. We will also have online discussion board assignments done in conjunction with two other classes working on similar service projects.

Class discussion – Often we will discuss readings or topics of general concern as a whole in order to gain a better understanding.

Peer review – You will be reading one another's rough drafts in order to give constructive feedback to your classmates on how to improve their final revision of each essay. This composition class places much emphasis on revision to allow

you to develop your writing skills and learn from your mistakes. For this reason, peer review is a very important part of this class, and attendance on days that we are having peer review is crucial to getting a good participation grade. If you are unable to attend the peer review for an essay, you must attend a session at the Writing Center and have a copy of your draft signed and dated.

Writing Center consultations - I may give you a referral to the Writing Center if I feel you would benefit substantially from such assistance. Anyone may use the Writing Center services, however, for extra help. The Writing Center is on the second floor of the Undergraduate library and the phone number is 577-2544.

Attendance:

An attendance sign-up sheet will be passed around at the beginning of class. If you arrive late, please wait until after class to sign in. Chronic late arrivals or early departures (more than 10 minutes) will be counted as unexcused absences. Students are required to notify me if you are planning to arrive late or leave early. Students are required to attend at least one session during the first two classes to remain in the course. More than four absences will result in a failing grade. However, more than two unexcused absences will affect your grade in the course – one letter grade will be deducted for each unexcused absence after you have missed two class sessions. Arrangements for work turned in late must be made prior to the date it is due. Any student not present during class is responsible for obtaining the material from a classmate prior to the next class session.

The Office of Educational Accessibility Services:

If you feel that you may need an accommodation based on the impact of a disability, please feel free to contact me privately to discuss your specific needs. Additionally, the Office of Educational Accessibility Services (EAS) coordinates reasonable accommodations for students with documented disabilities. The office is located in the Undergraduate Library, suite 1600, phone 313-577-1851 (Voice)/577-3365 (TTY).

Academic Dishonesty and Plagiarism:

The *WSU Student Due Process Policy* defines plagiarism as “to take and use another’s words or ideas as one’s own,” and cheating as “intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise.” Academic dishonesty of any kind will not be tolerated and will result in failure of the course

Assignment Schedule: (Dates may be subject to change)

Students are responsible for checking the course blackboard site to get assignments, announcements, and handouts.

Reading and writing assignments are due the day they are listed on the syllabus unless otherwise stated.

Week 1:

Tuesday, September 4 – Course introduction and getting to know each other.

Thursday, September 6 – Reading Assignment: Mike Rose, Lives on the Boundary, excerpt (handout)

Week 2:

Tuesday, September 11 – Prologue and Chapter 1, Richard Rodriguez, The Hunger for Memory (handout)

Thursday, September 13 – **Guest Speaker Latino Family Services**

Reading Assignment: Chapter 3 Myers and Smith “Promoting Fluency,” 6+1 Traits

Week 3:

Tuesday, September 18 – Reading Assignment: Zaragosa Vargas, “Mexicans in Working-Class Detroit, 1918-1921.”

Thursday, September 20 – **Student Visits to LFS**

Week 4:

Tuesday, September 25 - **Student Visits to Maybury**

Thursday, September 27 – Reading Assignment: Martinez-Roldán and Sayer, “Reading through linguistic borderlands: Latino students’ transactions with narrative texts”

Text link: <http://ecl.sagepub.com/cgi/reprint/6/3/293>

Week 5:

Tuesday, October 2 – Reading Assignment: Robert Putnam, Bowling Alone: The Collapse and Revival of American Community, Thich Nhat Hanh, (excerpt)

Thursday, October 4 – **No Class; Service Projects Begin**

Week 6:

Tuesday, October 9 – **Literacy Paper Due Before Class**, In-class film excerpts: The Take

Thursday October 11 – **No Class**

Week 7:

Tuesday, October 16 – Reading Assignment: Composition and Sustainability, Chapter 1

In Class: read and discuss sustainability materials; discuss Globalization Paper assignment

Thursday, October 19 – **No Class**

Week 8:

Tuesday October 23 –

Reading Assignment: Brecher and Costello Global Village or Global Pillage Chapter 1; Victor Martinez, “The Baseball Glove”

Thursday, October 25 – **No Class**

Week 9:

Tuesday, October 30 – Reading Assignment: Judith Simmer Brown, “Remedying Globalization and Consumerism: Joining the Inner and Outer Journeys in ‘Perfect Balance’”

Text link: http://muse.jhu.edu.proxy.lib.wayne.edu/journals/buddhist-christian_studies/v022/22.1simmer-brown.html

Thursday November 1 – **No Class – Student Conferences**

Week 10:

Tuesday, November 6 – **Globalization Paper Due**

In class film presentation: An Inconvenient Truth

Thursday, November 8 – **No Class – Student Conferences**

Week 11:

Tuesday, November 13: **Précis Due, In-class presentations of précis**

Thursday, November 15 – **No class – Student Conferences**

Week 12:

Tuesday November 20 (**Day Scheduled as a Thursday**) – **No Class**

Thursday, November 22 – **University Holiday - No Class**

Week 13:

Tuesday November 27 – Group work on final projects.

Thursday, November 29 – **No Class – Service Projects End – Goodbye and Thank-you letters due on your last day of service work.**

Week 14:

Tuesday, December 4 – **Final Project Presentations**

Thursday, December 6 – **Final Presentations**

Week 15:

Tuesday, December, 11 – **Final Presentations, Course Wrap-up, Last Day of Class**

Thursday, December 13 – **University Study Day; Final Projects Due**