

# SYLLABUS FOR CHICANO LATINO STUDIES 104

LA5-355  
Spring, 2005

*“Para subir al cielo, se necesita una escalera larga y otra chiquita”*

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**Textbooks:** *Keys for Writers (4<sup>th</sup> edition)* by Ann Raimés  
*Identities: Readings from Contemporary Culture* by Ann Raimés  
College Dictionary and Thesaurus

**Grading:** Letter grade, based on improvement.

**Course Description:** Chicano/Latino Studies 104 is a 3-unit course that **satisfies one of the University's general writing requirements. (i.e. English 100)** An appropriate EPT or SAT score or previous writing classes are the basic requirements for CHLS 104

**Course Aims and Objectives:**

*Aims*

This course is designed to develop reading, critical thinking, and writing strategies necessary for academic success. The course will offer students an opportunity to read a variety of selections in order to experience a wide range of ideas from many different cultures.

*Learning Objectives:*

Students completing this course will be able to:

- acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem. The student accesses needed information effectively and efficiently
- formulate a manageable research topic, translate it into a research question, and from it, design a thesis statement
- understand that information is organized and accessible in recognizable patterns and will gain awareness of how information is created and disseminated in popular and scholarly form
- Use reading and writing as a mode of learning and as a tool for critical thinking. (See Part 1 in *Keys for Writers*).
- Read and analyze a variety of writings, recognizing such elements as: purpose, thesis, audience, tone, diction, syntax, point-of-view, and various types of evidence, such as facts, statistics, examples, expert testimony, and/or reported experience. (See “Introduction,” pp. 1-5 in *Identities*).
- Write expository and persuasive essays that are coherent, logical and adequately supported. (See Part 1 in *Keys for Writers* ).
- Demonstrate control of appropriate English usage, syntax, punctuation, and mechanics. (See Parts 6, 7, and 8 in *Keys for Writers*).
- Build a vocabulary with which to analyze and discuss written material. (See Part 10 in *Keys for Writers*).

### **Format and Procedures:**

**Classwork:** In this course, there will be a variety of activities to help you enhance your writing ability. There will be lectures giving relevant information about how you are to complete the assignment. Some of this material might be information you have already acquired in other writing courses, or it might be somewhat different from what you have come to expect. In any case, these lectures will be important because they will give you specific information about the essay you will be working on. If, for some reason, you do not understand or your notes are incomplete, you may access the presentation on BeachBoard, or you can always contact me directly. Please do not rely only on the lecture notes of the presentation, for they are a mere skeleton of the presentation as a whole. TAKE NOTES IN CLASS because I will give extensive explanation and commentary on the presentation.

**Assignments:** In addition, you will be asked to complete assignments that are designed to help you to write a college-level essay. Some of these assignments will be done

individually, others during class in groups. You will be given credit/no credit for completing the assignments, or you may receive points. If you pay close attention to completing these assignments the best way you can and follow the instructions to the letter, you will find that writing the essay will be much easier.

Group work in particular can be most helpful. It will be your responsibility to come prepared to share ideas. In turn, you will gain some new insights from other members of the group that will help you when you write your essays.

**Grading:** To earn a "B" or an "A" in this course, you must fulfill all the requirements in a satisfactory manner. **Note: You should show improvement over the semester; consequently, *written work after midterm will be given more weight.* In order to improve your writing skills, it is strongly suggested that you meet with me privately. I am frequently on campus during the late morning and early afternoon on Monday through Thursday.** If this time is inconvenient for you, I am willing to schedule an appointment at any reasonable time. **You may also call me at home BEFORE 11:00 PM.** You will be graded following the standards of the University from "A" to "F". Some assignments will be given (✓), indicating that credit was given and will be considered when I assign the "Improvement" grade. Rough drafts will have to be rewritten for a grade. **Special arrangements may be made to rewrite graded drafts.**

**Specific Assignments:** weekly reading and writing assignments. They include:

- **4 individual out-of-class essays**
- approximately **3-6 pages** (The assignment is designed to fit this criterion).
- **Requirements:**
- Format
- All essays, including rough drafts, will be word processed, using Microsoft Word 2000 or later.
- All essays must follow the format described in Section 25 in *Keys for Writers*.
- Mechanics – See Sections 47-58 in *Keys for Writers*
- Readability
- Organization – See Section 2 in *Keys for Writers*.
- Style – See Sections 29-36 in *Keys for Writers*.
- Content – See Section 4 in *Keys for Writers*.
- **2 in-class essays will be:**
- done in blue or black ink on white, ruled notebook paper, every other line
- written in class in response to a prompt which will be provided at that time
- included as part of the participation/attendance grade
  
- **keeping a journal** - (See separate "Learning Journal" sheet.)
  
- **group work and class participation**
  
- **regular attendance**

- If you must be absent, notify me by telephone or through e-mail **the day of your absence**. *Otherwise, late work will not be accepted.*
- Please make every attempt **to be on time**.
- Make-up work will be given only under the direst of circumstances.
- Late and make-up work will be penalized.
- *Exceptions can be made.* Consult with the instructor.

**Extra Credit:** There will be several opportunities to receive extra credit. Please consult the Announcements section of BeachBoard for opportunities and instructions.

**Grading Percentages:** This breakdown is approximate. If these percentages change, I will notify you.

- 4 out-of-class essays: 50%
- Journals: 20%
- Tests: 5% (in-class writings and final)
- Participation/Attendance 5%
- Improvement: 20%

**SMARTHINKING™** provides online tutoring where you can receive live, online, text-specific tutoring Sunday-Thursday from 2pm-5pm and 9pm-1am (EST).

In addition, you can submit a question to receive a response, usually within 24 hours. View past online sessions, questions, or essays on your personal academic home page. View a tutoring schedule to find a favorite e-structor (SMARTHINKING™'s live online tutors).

You can access this feature that comes with *Keys for Writers, 4e* by going to [http://college.hmco.com/students/stu\\_smarthinking.html](http://college.hmco.com/students/stu_smarthinking.html) Use the passkey that came with your textbook.

**Writer's Resource Lab:** You are strongly encouraged to use the services offered by the Writer's Resource Lab. You may make an appointment by calling (562) 985-4329 or by dropping in at LAB-212. You may also contact the Lab through their web page: <http://www.csulb.edu/~wrl>

## Assumptions

### What the I owe you:

- \* **An assignment that you are capable of doing**
- \* **An assignment that you can fully understand**
- \* **Assistance in completing that assignment through:**
  - **handouts that are meant to help you complete the assignment accurately and fully,**
  - **availability for consultation, and**
  - **an explanation of why your essay received the grade it did.**

### What you owe me:

- \* **Assistance in making the assignment more understandable by asking questions,**
- \* **Following the instructions completely and accurately, and**
- \* **Turning in the assignment on time**

## **Academic Integrity**

Whenever you use outside sources in your writing, you must credit those sources, using appropriate documentation. You must also avoid overdependence on this material because it is meant to support and extend essay content—not to be a substitute for it. **You plagiarize when you incorporate into your texts, either through inadequate documentation or improper use of paraphrased material, another person’s words or ideas as if those words or ideas were your own.** If I find that you have deliberately plagiarized, you will be warned and then dealt with severely. Please see the “General Information” section in the current *Schedule of Classes* for the official university policy regarding plagiarism.

You are encouraged to study together and to discuss information and concepts, covered in lecture and the sections, with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both, the student who copied work from another student and the student who gave material to be copied, will automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

## **Accommodations for students with disabilities**

In compliance with the California State University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Tentative Course Schedule: (May change to accommodate student needs)

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Incorporate this table with disclaimer!

	AGENDA	ASSIGNMENT	NOTES
1/2 4	Introduction to Course Syllabus/Textbooks Writing Sample	Read: <i>Identities</i> , Intro. And “My Name” by Sandra Cisneros	
1/2 6	Go over Syllabus Student Questionnaire	“Keith and Raymond” and “The Strange Burden of A Name”	
1/3 1	Lecture-The Writing Process	“Lost Names” and “Names and Choice of Ancestry”	
2/2	Essay Plan Form	Work on Rough Draft of Essay #1	Meet in LA5-369
2/7	Essay#1-RD due Computer Review	Assignment TBA	Meet in LA5-369
2/9	Go over Essay#1	Begin revision of Essay #1-Rough Draft	Meet in LA5- 369
2/1 4	Lecture- Descriptive/Narrative Essay	“The Moths” by Viramontes	
2/1 6	Topic and Planning Form for Essay #2	Group Work: “Mariachis At My Funeral”	
2/2 1	Holiday	Work on Rough Draft for Essay #2	Meet in LA5-369
2/2 3	Group Work: “Boy With No Face” by Al Martinez	Read: “Only Daughter” by Cisneros	

<b>2/28</b>	Lecture-Writing a Comparison/Contrast Essay	Read: "Linguistic Terrorism" by Anzaldúa	
<b>3/2</b>	Group Work: Soto Poems	Read: "It's Hard Enough Being Me" by Raya	
<b>3/7</b>	Analysis of "Linguistic Terrorism"	Comparison/Contrast Worksheet	
<b>3/9</b>	Group Work: Anzaldúa & Raya	Work on Rough Draft for Essay #3	
<b>3/14</b>	Comparison/Contrast Essay Form	Work on Rough Draft for Essay #3	Meet in LA5-369
<b>3/16</b>	Work on Rough Draft for Essay #3	Work on Rough Draft for Essay #3	Meet in LA5-369
<b>3/28</b>	LIBRARY BRIEFING	Do preliminary research to establish your topic	Spidell Classroom-1 <sup>st</sup> floor-Library
<b>3/30</b>	Lecture: Topics and Thesis Sentences	Narrow your topic and continue to research	
<b>4/4</b>	Lecture: Writing an Argumentative Essay	Continue Research	
<b>4/6</b>	Lecture: Bibliography and Note Cards	Work on cards	
<b>4/11</b>	Work on Cards	Work on cards	Meet in LA5-369

4/1 3	Lecture: Drafting A Working Outline	Work on Outline	
4/1 8	Lecture: Planning and Writing the Rough Draft	Work on Outline	
4/2 0	Work on Rough Draft	Begin working on rough draft	Meet in LA5-369
4/2 5	Lecture: "Sandwich Technique"	Continue working on rough draft	
4/2 7	Work on Rough Drafts	Work on Rough Drafts	Meet in LA5-369
5/2	EVALUATIONS		
5/4	Lecture: Plagiarism and How to Avoid It	Work on Final Drafts	Meet in LA5-369
5/9	Lecture: Writing Introductions and Conclusions	Work on Final Drafts	Meet in LA5-369
5/1 1	Work on Final Drafts	Work on Final Drafts	Meet in LA5-369
5/2 0	<b>Final Exam (8:00-10:00)</b>	<b>Meet in LA5-355</b>	