

**Instructor:** Erica Brozovsky

**Unique number:** 31520/34445

**Class Time and Place:** M/W 10-11:30am, FAC 7

**E-mail:** [ebroz@utexas.edu](mailto:ebroz@utexas.edu)

**Course Website:** Canvas - <http://canvas.utexas.edu/>

**Office:** FAC 16

**Office hours:** M/W 9am-10am, 11:30am-12pm  
and by appointment

**Flags:** Writing, Cultural Diversity

**Prerequisites:** One of the following: E 303C (or 603A), RHE 306, 306Q, or T C 303C (or 603A).

**Description:** As the fastest growing ethnic group in the United States, the Asian population has made an indelible mark on American culture. However, as a community and as individuals, they must continually negotiate the tensions between life in the United States and ties to their “cultural homelands,” answering the question: What has it meant, and what does it mean to be “Asian American?”

This course will explore how Asian American literature attempts to negotiate these tensions.

Through the lens of 20th and 21st century Asian American novels and short stories, we will explore issues of nationhood, ethnicity, race, and gender in the project of constructing “Asian-American” identity. We will attempt to unpack the ways in which literary texts assert belonging, negotiate the immigrant experience, and balance the demands of different cultural traditions.

The primary aim of this course is to help students develop and improve the critical reading, writing, and thinking skills needed for success in upper-division courses in English and other disciplines. They will also gain practice in using the Oxford English Dictionary and other online research tools and print resources that support studies in the humanities. Students will learn basic information literacy skills and models for approaching literature with various historical, generic, and cultural contexts in mind.

This course contains both a cultural diversity flag and a writing flag. The writing assignments in this course are arranged procedurally with a focus on invention, development through instructor and peer feedback, and revision; they will comprise a major part of the final grade.

#### **Required Readings**

*Michelle Kuo - Reading with Patrick*

*Thi Bui - The Best We Could Do*

*Milton Murayama - All I asking for is my body*

*Lisa Ko – The Leavers*

*Other readings, provided on Canvas*

#### **Writing Flag**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

#### **Cultural Diversity Flag**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

#### **Coursework and Grading**

Grades in this class will adhere to the university standard established below:

A = 94-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59

The assignments will be weighted according to the following scale:

**Paper 1 – 15%**

**Paper 1 Revision – 10%**

**Paper 2 – 15%**

**Paper 3 (Research paper) – 25%**

**Short Writing Assignments (3) – 15%**

**In-class Presentation – 10%**

**Participation, Quizzes, Group Work – 10%**

### Major Assignments

For this course, you will complete three short papers, the first of which will require instructor-guided revision; so, effectively, you will produce three independent papers and at least one additional paper that is a revised version of one of those three. Subsequent papers may also be revised and resubmitted by arrangement with the Instructor. Writing projects will be weighted at 80% of the final grade evaluation.

The remaining 20% will be determined by participation, a presentation, quizzes, and in-class group work.

### Late Work

It's due when it's due. Work that is submitted past the deadline, *even by a margin of minutes*, will be a significant hindrance to high achievement in this class. Late assignments will be accepted at a 10% point reduction for every 24 hours past the deadline, with a maximum of 3 days. Past the 3-day point, assignments will no longer be accepted and will receive a 0%.

## Class Policies

### Email Policy

If you have any questions about homework, assignments, or any other class-related matter, be sure to refer to the following resources:

- The syllabus
- Canvas
- Your notes and/or material recently passed out in class
- Your classmates

If your question was not answered by either of these resources, I am available by email. Keep in mind that I check my email only a handful of times a day, and rarely after business hours. You can expect a response from me within forty-eight business hours, but you should not expect to hear back immediately, and you should plan accordingly. Please be sure to use a proper salutation and observe proper rules of grammar and punctuation. If your question cannot be answered in a few sentences, you should come see me in office hours.

### Learning Procedures:

It is never okay to laugh at, belittle, or harass a colleague because of their opinion or point of view. **Always think about how your comments will support our learning as a group.** However, safe doesn't mean operating in an environment where beliefs and ideas go unchallenged. Challenging colleagues to explain their arguments in a thoughtful manner is key to creating an engaging learning community.

- Make a commitment to understand unfamiliar positions from the context or point of view of your peers.
- Speak for yourself rather than for a group (use "I" statements).
- Be present – really listening to your colleagues will dramatically improve your in-class experience and prevent most misunderstandings.
- Take risks in speaking honestly; this will help the learning of the group.

### Tardiness

Every three tardy arrivals count as one absence. Part of learning how to be a respectful student is learning how to be on time, so make it a priority to be in your seat by the start of the class. Although I will be keeping track, it is not my responsibility to inform you of where you stand with absences and tardiness.

**\*\*You are responsible for keeping track of your own attendance and tardiness. \*\***

### **Attendance**

In this class, attendance is vital to the cultivation of the skills that we will be learning. You have **three free absences** to use during the semester. **A fourth absence will result in failure of the class.** This count is inclusive of tardy-based absences, described above.

### **Technology Policy**

We will be using a technology-assisted classroom with access to desktop computers and as such, you will not need to use a personal laptop or tablet, though you may as long as they prove not to be a distraction. Please silence and put away all cell phones before class begins. Any excessive distraction from technology will result in being marked absent without warning.

### **Grading Policy**

I am happy to talk to you about your progress in the class at any time. Keep in mind that these discussions can only happen in person due to FERPA regulations. Before discussing grades please keep in mind:

- Look at the minimum requirements. If you met them, then you can expect a C. Meeting the minimum is not A or even B work. If you did no more than what was asked, expect a C. Even if you worked really hard but still didn't do what was asked, you will not get A. In high school, A's are often given for effort, but the same is not true of this class.
- Did you follow the directions completely? If you were absent and didn't get notes from a peer or look at any class documents, then that was a mistake on your part which will likely be reflected in your grade.
- Be proactive about your success in this class. Don't wait until the end of the semester to ask how your C- can be bumped up because you need an A to get into McCombs. It will not happen. I am happy and willing to work with you from the outset to help you succeed in this course.

### **DWRL Student Media Lab**

We are working in a computer classroom where we have access to specialized software to create multimedia assignments. So that you can work on these kinds of projects outside of class time, the DWRL has a Student Media Lab in PAR 102 that is open 9am to 5pm, Monday to Thursday. Students in DWRL classrooms can check out equipment for their digital projects from the office in FAC 8. For more information, visit the Digital Writing & Research Lab website at <http://www.dwrl.utexas.edu>

### **Snacks and Drinks**

You can bring drinks and snacks into our classroom, but they must remain on the center table. No food or drinks are permitted on the computer tables around the outside of the room. Please keep your drinks in a container with a secure lid. Do not let food or drinks become a distraction to you or your classmates.

### **Scholastic Honesty**

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University.

So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

**This class will make use of the "TurnItIn" software available on Canvas, which evaluates the originality of student writing.**

### **Students with Disabilities**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available on the *Services for Students with Disabilities* website at <http://ddce.utexas.edu/disability/>

## **Course Schedule**

**I reserve the right to alter the following course schedule at any point in the semester.**

Week	Day	Lesson	Assignments Due	Required Preparation
1	W 8/28	Class Introduction		
2	M 9/2	<b>NO CLASS: Labor Day 9/3: Last Day to Add/Drop</b>		
2	W 9/4	UNIT 1: CLOSE READING		<i>My Dear You</i> , Rachel Khong; <i>Paper Menagerie</i> , Ken Liu; Selected poems (on Canvas)
3	M 9/9	Close Reading Basics		<i>Sexy</i> , Jhumpa Lahiri; <i>Who's Irish?</i> , Gish Jen; Selected poems (on Canvas)
3	W 9/11	Using the OED		<i>All I asking for is my body</i> , pp. 1-50
4	M 9/16	Close Reading Practice	<b>Short Writing Assignment 1 due by noon</b>	<i>All I asking for is my body</i> , pp. 51-103
4	W 9/18	Wrapping up Unit 1		<i>The Leavers</i> , chapters 1-3
5	M 9/23	UNIT 2: INFORMATION LITERACY		<i>The Leavers</i> , chapters 4-5
5	W 9/25	Research Skills		<i>The Leavers</i> , chapters 6-9
6	M 9/30	Assessing Sources	<b>Short Writing Assignment 2 due by noon</b>	<i>The Leavers</i> , chapters 10-12
6	W 10/2	Using Databases		<i>The Leavers</i> , chapters 13-15
7	M 10/7	UNIT 3: ESTABLISHING CONTEXT		<i>The Leavers</i> , chapters 16-21
7	W 10/9	Peer Review	<b>Paper 1 draft due in class</b>	HARD COPY draft, 2 page minimum
7	F 10/11	<b>NOT A CLASS DAY</b>	<b>Paper 1 due by 5pm</b>	
8	M 10/14	<b>NO CLASS: WRITING CONFERENCES</b>		
8	W 10/16	<b>NO CLASS: WRITING DAY</b>	<b>Revision due by noon</b>	

9	M 10/21	Additional Research Skills Start Presentations	If presenting	Watch the film <i>Always Be My Maybe</i> (available on Netflix)
9	W 10/23	Integrating Sources	If presenting	<i>The Best We Could Do</i> , chapters 1-5
10	M 10/28	Texts, Contexts, and Conflicts	If presenting	<i>The Best We Could Do</i> , chapters 6-10
10	W 10/30	Types of Context	If presenting	New York Times Viewfinders June 28, 2019 (on Canvas)
11	M 11/4	Peer Review	<b>Draft of Paper 2 due in class</b>	HARD COPY draft, 2 page minimum
11	W 11/6	Wrapping up Unit 3	If presenting <b>Paper 2 due by noon</b>	<i>Reading with Patrick</i> , intro-chapter 2
12	M 11/11	UNIT FOUR: PUTTING IT ALL TOGETHER	If presenting	<i>Reading with Patrick</i> , chapter 3
12	W 11/13	Productive Research Questions	If presenting	<i>Reading with Patrick</i> , chapter 4
13	M 11/18	Implementing Research	If presenting	<i>Reading with Patrick</i> , chapters 5-6
13	W 11/20	Implementing Research 2	Last presentation day	<i>Reading with Patrick</i> , chapters 7-8
14	M 11/25	In-class writing workshop	<b>Short Writing Assignment 3 due by noon</b>	<i>Reading with Patrick</i> , chapters 9-10
14	W 11/27	NO CLASS: Thanksgiving break		
15	M 12/2	Reading Experience		<i>Reading with Patrick</i> , chapter 11 and end poem
15	W 12/4	Literature as Culture		Michelle Kuo's Ted Talk
16	M 12/9	LAST CLASS	<b>Paper 3 due by noon</b>	<i>Two Kinds</i> and <i>In the Canon, for all the Wrong Reasons</i> , Amy Tan (on Canvas)