

Course Information:

English 1A E2686
Spring 2022
M/W 2:45-4:50
Humanities Room 114
4 units

Instructor Contact Information:

Kendra Dwelley Guimaraes
Email: kendra-guimaraes@redwoods.edu
Office Hours: TBA and/or by appointment via Zoom

Course Description:

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

Student Learning Outcomes:

1. Demonstrate the capacity to read, analyze and evaluate nonfiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

Accessibility:

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Course Materials:

Required:

Here For It: Or How to Save Your Soul in America by R. Eric Thomas ISBN 9780525621058

Minor Feelings: An Asian American Reckoning by Cathy Park Hong ISBN 9781984820389

The Undocumented Americans by Karla Cornejo Villavicencio ISBN 9780399592706

Access to online site: https://owl.purdue.edu/owl/purdue_owl.html Purdue University's online writing lab for grammar exercises, and MLA citation guidelines.

Course Policy:

All final essays must be typed, double-spaced, using a standard 12-point font like Times New Roman or Calibri with one-inch margins. Every paper will have a single-spaced MLA format heading to be placed on the top left side of your paper. No header needed. It should look like this:

Student Name
Kendra Guimaraes
English 1A
Essay 1
January 18, 2022

Late work will be accepted one day after the due date but will be marked as late and receive a penalty of 10% off the final grade. Extensions may be granted on classwork for students who communicate the need for an extension either face to face in class or via email **in advance** of the due date.

Please turn off your cell phones before class begins.

Requirements and Grading:

Response Papers: 1,2,3	60
Peer Review: 1,2,3,4	100
Essay 1: Literary Analysis	120
Essay 2: Literary Analysis	130
Essay 3: Literary Analysis	135
Essay 4: Research Paper and annotated bibliography	150
Group Author Presentation	40
Discussion/In-class Participation	100
Grammar	35
Final Portfolio	130

900-1000 A in the course
899-800 B
799-700 C
699-600 D
599-0 F

Things to Know about the Course:

Reading: All textbook reading should be read before class on each day listed in your schedule. Be an active reader! Underline, highlight, ask questions, or jot notes in the margins of your textbook. You will read 40-50 pages per week. And through this reading, if you search for it, you will find connection. As writer James Baldwin puts it, "You think that your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me the most were the very things that connected me with all the people who were alive, or who had ever been alive." Reading can be a way to cultivate an awareness of the human condition, to build compassion and to incite compassionate action in the world.

Discussion: Each week we will take part in discussion and activities around the reading, grammar, writing tips that will help you engage with the textbooks on a deeper level and will facilitate your essay

writing for individual assignments. Critical thinking and animated discussion of the reading results in clear writing about the class material. In our discussions with each other, I expect that students will be respectful of each other's different views, and I hope that you can learn not only from the intersection of your life experience and those of the author you are reading but also from the interplay of your classmate's diverse identities and life experiences and their understanding of the reading. As bell hooks writes in *Teaching to Transgress*, "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence." Your active participation in discussion is a vital part of our composition classroom.

Essays: You will write a total of four essays for this class. For each essay, you will receive guidance on reading critically, respond to and create questions that will deepen your understanding of the reading and prompt new ways of thinking about your beliefs/the reading. The first three essays will be 4 pages, and the last essay will be 6-8 pages. For all four essays we will participate in pre-writing activities followed by group work to peer review your rough drafts. Writing is dynamic, an act of creation. In the words of writer CS Lewis, "You can make anything by writing." Imagine the possibilities! Or as Joy Harjo explains, "As I write, I create myself again and again." Writing is a tool for self-invention and transformation!

Exams: There will be no exams in this course. The "final exam" will consist of your final portfolio.

Final Portfolio: The final portfolio will include 8-12 pages of revised work from the essays you have written for this class. Your revisions will be based on a combination of my comments and any suggestions you may not have incorporated from your peer reviews. You can choose any 8-12 pages, but they should be complete works. You will also include a one-page reflection letter about what you've learned about yourself as a writer: your thinking process, writing process, revision process, or other key areas of improvement.

How to Succeed in the Class:

*Complete all assigned reading and writing on time by checking the class schedule included with our syllabus.

*Participate thoughtfully and critically.

*Complete all assignments carefully and at a college level.

*Be engaged with the material and committed to your own success. Contact me and/or your fellow classmates as soon as possible if you have questions or need help.

*Remember to be inquisitive about the reading material and your own reading and writing process. Always attempt to find a "way in" to coursework through a personal, professional, or academic connection.

In addition, The Academic Support Center 707 476-4154 located in the Student Services building provides tutoring and writing support for all students.

Academic Integrity Policy:

Academic dishonesty is defined as an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Any evidence of academic dishonesty/plagiarism will result in a failing grade on the assignment and/or a failing grade for the course. If you are ever unsure about how to quote another person's work, talk to me, and I will be happy to help. It can be tempting to scout around online for material to craft your essays, but please avoid doing this. I am interested in hearing your writer's voice, your perceptions, your opinions regarding our class material. For our first three essays, you will cite only your primary text. Our final essay will be a research paper that expands your analysis with outside research and cites the research in an annotated bibliography, so here you will be free to explore books, journals, data bases, and credible online sources. All of your essays will go through Turnitin.com which will help you avoid plagiarism and keep your writing authentically yours.

Acts of academic dishonesty include but are not limited to the following:
Cheating—unauthorized copying or collaborating on a test or assignment.

Plagiarism—representing someone else’s words, ideas, artistry, or data as your own (including published and unpublished material, and/or material from the internet, or presenting someone else’s opinions as your own).

Assisting—assisting another student in an act of academic dishonesty.

Weekly Schedule:

Week One:

1/17

MLK Day No Class

1/19

Reading: Joy Harjo, Assign Author Presentation, Reading Critically

Week Two:

1/24

Reading: Introduction of *Here for It*, “The Audacity” and “There’s Never Any Trouble Here in Bubbleland”(HFI)

Writing: Writing an Introduction for a Literary Analysis/Practice with Plot Summary

Grammar: Fragments

1/26

Reading: “Molly, Urine Danger Girl” and “She’s Got Herself a Universe”*(HFI)

Writing: Writing a Thesis Statement for a Literary Analysis/Practice with writing your own

Grammar: Fragments

---Last Day to drop w/out a W and receive refund 1/28

Week Three:

1/31

Reading: “Historically Black” and “Disorientation”(HFI)

Writing: Writing Support Paragraphs and Using MLA format/Practice writing a support paragraph

Grammar: Run-Ons and Comma Splices

2/2

Reading: “Someone is Wrong on the Internet” and “Unsuccessful Black Hair” (HFI)

Author Presentation: R. Eric Thomas

Writing: Writing a Conclusion/Practice writing your own conclusion

Grammar: Run-Ons and Comma Splices

Week Four:

2/7

Reading: “Flames at the Side of My Face”, “Ball So Soft” and Fate Bursting through the Wall(HFI)

Writing: Pre-Writing Techniques, Assign Essay 1

Grammar: Commas

2/9

Reading: “Krampromise”and “Comforters” (HFI)

Writing: Review Sample Response Paper

Grammar: Commas

Week Five:

2/14

Reading: "The Preacher's Husband", "Dinner Guests" and "Eggquity" (HFI)

Writing: Response Paper 1 Due.

Grammar: Apostrophes

2/16

Reading: "The Past Smelled Terrible", "Unsubscribe from all That" "Here for It" and "Epilogue" (HFI)

Writing: Free-Writing on topic of choice for Essay One

Grammar: Apostrophes

Week Six:

2/21

President's Day No Class

2/23 Rough Draft of Essay One due for Peer Review Essay One

Week Seven:

2/28

Reading: *Minor Feelings* (MF)—"United"

Writing: Essay One Due.

Grammar: Semicolons

3/2

Reading: "Stand Up" (MF)

Writing: Working with Themes, Assign Essay 2

Grammar: Colons

Week Eight:

3/7

Reading: "The End of White Innocence" (MF)

Writing: Free-writing on Essay Two Topic of Choice

Grammar: Subject/Verb Agreement

3/9

Reading: "Bad English" (MF)

Author Presentation: Cathy Park Hong

Spring Break! Yahoo! No class: 3/15 and 3/17

Week Nine:

3/21

Reading: "An Education" (MF)*

Writing: Response Paper 2 Due.

Grammar: Common spelling mistakes

3/23

Reading: "Portrait of An Artist" (MF)

Writing: Free-writing

Grammar: Numbers

Week Ten:

3/28

Reading: "The Indebted" (MF)

Writing: Free-writing

Grammar: Class choice

3/30 Rough Draft of Essay Two Due for Peer Review Essay Two

---4/1 Last day to file for a W (No refund)

Week Eleven:

4/4

Reading: "Staten Island" *The Undocumented Americans* (TUA)*

Writing: Essay Two Due.

4/6

Reading: "Ground 0" (TUA)

Writing: Free-writing, Assign Essay 3

Grammar: Samples from student papers

Week Twelve:

4/11

Reading: "Miami" (TUA)

Author Presentation: Karla Cornejo Villavicencio

4/13

Reading: "Flint" (TUA)

Writing: Response Paper 3 Due.

Week Thirteen:

4/18

Reading: "Cleveland" (TUA)

Writing: Free-writing/Writing Style and Seamless Transitions

Grammar: Samples from student papers

4/20

Reading: "New Haven" (TUA)

Rough Draft of Essay Three Due for Peer Review Essay Three.

Week Fourteen:

4/25

Writing: Essay Three Due, Assign Essay Four

Library Research Session

4/27

Writing: Integrating Quotes, MLA citations, and annotated bibliography/practice with your own
Research Paper Q and A

Week Fifteen:

5/2 Rough Draft of Essay Four due for Peer Review Essay Four

5/4 Essay Four Due

Finals Week:

5/9 Monday 3:15-5:15 Final Portfolio and Reflection Letter Due.