

Course Information:

English 1A E3448
Fall 2022
T/TH 10:15-12:20
Humanities Room 106
4 units

Instructor Contact Information:

Kendra Dwelley Guimaraes
Email: kendra-guimaraes@redwoods.edu
Office Hours: Tuesdays 1:30-3:30 and Mondays 12:30-2:30 or by appointment
Office Location: 333 Sixth St. Suite A in Eureka (CR's downtown campus)

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: Extensions on assignments 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.

Rewrites: All major assignments including response papers and argumentative essays may be rewritten for a higher grade. You will be awarded the score given on your rewrite for work that has been revised and improved upon. Every student has the opportunity to improve upon their graded work in the class.

Requirements:

Response Papers: 1,2,3
Essay 1: Argumentative Essay
Essay 2: Argumentative Essay
Essay 3: Argumentative Essay
Essay 4: Research Paper and annotated bibliography
Final Portfolio

Grading:

All assignments and activities will be graded as complete or incomplete except for the response papers, essays, group presentation, and final portfolio which will be graded on the following four point scale. Each of these graded assessments will be evaluated with rubrics linked to Student Learning Outcomes.

- 4- Exceeded the standard (A)
- 3- Met the standard (B)
- 2- Student has key gaps in his/her/their understanding of the standard (C)
- 1-Student is unable to demonstrate B or C levels without assistance (D)
- 0-No evidence (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. Reading logs will help you to take a deep dive into what we read in the class.

Discussion: Each week we will take part in discussion and activities around reading, writing, and self-evaluation 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 a combination of complete essays and/or with complete response papers. 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:

General Tips from past students on being in English class:

1. Ask for help from your instructor- It might be terrifying, but trust me, it HELPS SO MUCH.
2. Show up to class as much as you are able.
3. Learn the way you can understand the best.
4. It's ok to recognize when you don't understand.
5. Talk to your fellow classmates and ask for help when you need it.
6. Participate in discussions - participating or even just listening will help with your essays in the future.
7. Tutors are everywhere-- you just have to reach out to them.

8. Your teacher is there to help you, not to criticize you.

Tips from past students on reading:

1. Keep up with the reading! Budget time, when broken down daily the reading isn't too overwhelming. If you are like me and have a hard time remembering things, highlight important passages if possible or write down key words that will help you remember a part of the text.
2. If you don't like the book, try to find at least *one* aspect of it to relate to. You don't have to love the book but enjoying it will make reading it easier.
3. Participate in the readings - the books Kendra hands out are amazing and eye-opening. I learned a lot about people and perspectives that I never would've known if I didn't read the books.
4. Always have a pencil on you to underline and note quotes and things you find interesting while reading.
5. Everyone has their own idea on the same topic, so don't be afraid to share yours.

Tips from past students on writing:

1. Don't procrastinate essays - I did this a lot and feel I would've written stronger material and made more progress as a writer if I would've focused a bit more.
2. Use class time to bust out assignments and understand material better - I don't know how long the next English class time will be, but in my class we had over 2 hours together. This really helped me get some assignments out of the way. It's also beneficial to do work in class because you have the teacher to help direct you when you're stuck.
3. Be time efficient - space out readings over the week (read 10 pages a night), dedicate 30 minutes to essays a day, use your time wisely. It will greatly benefit your overall grade in the class and help your writing and reading skills improve at a college level.
4. Use the resources Kendra gives you - A lot of the little assignments like "Writing an Introduction" or "Writing body paragraphs" helped me a lot. Use them to your advantage.
5. Don't be afraid to ask for help (especially from Kendra, she's really chill).
6. If there's something that stands out to you or catches your interest while reading, make sure to remember it! It could be used later to potentially help you write your essay. The essay writing process definitely is a lot easier when you're invested and passionate about what you're writing.
7. Read your essay aloud! Detach yourself from your idea that it's perfect as is. It's all about making an effort to "get over yourself." Your writing is beautiful, now push yourself out of the way and rewrite it.
8. Try to relax and have fun with the essays. There is a lot of freedom with what you write in this class.

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 conference with me and a required re-do of the assignment. 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:

This schedule is subject to change depending on student pace of reading/learning. We may need to spend more time in one area or another, but this will give you a general idea of the schedule including due dates for essays. I will, of course, keep you posted in class with any changes.

Week One:

8/23

Introductions, Reader Identity, Goal Setting and Self-Evaluations

8/25

Reading: Joy Harjo, Assign Essay Four: Research Paper, Reading Critically

Week Two:

8/30

Library Research Session for Essay Four

Reading: Introduction of *Here for It*(HFI)

Writing: Metacognitive Logs, Freewrite, Writing an Introduction/Practice with providing background information

Grammar: Fragments

9/1

Reading: "The Audacity" and "There's Never Any Trouble Here in Bubbleland"(HFI)

Writing: Metacognitive Logs, Freewrite, Writing a Thesis Statement /Practice with writing your own

Grammar: Fragments

Week Three:

9/6

Reading: "Molly, Urine Danger Girl" and "She's Got Herself a Universe"*(HFI)
Writing: Metacognitive Logs, Freewrite, Writing Support Paragraphs and Using MLA format/Practice writing a support paragraph

Grammar: Run-Ons and Comma Splices

9/8

Reading: "Historically Black" and "Disorientation"(HFI)

Writing: Metacognitive Logs, Freewrite, Writing a Conclusion/Practice writing your own conclusion

Grammar: Run-Ons and Comma Splices

Week Four:

9/13

Reading: "Someone is Wrong on the Internet" and "Flames at the Side of My Face"(HFI)

Writing: Metacognitive Logs, Freewrite, Pre-Writing Techniques, Assign Essay 1

Grammar: Commas

9/15

Library Research Session for Essay Four

Reading: "Ball So Soft" and " Fate Bursting through the Wall" (HFI)

Writing: Metacognitive Logs, Freewrite, Review Sample Response Paper

Grammar: Commas

Week Five:

9/20

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

Writing: Metacognitive Logs, Freewrite

Grammar: Apostrophes

9/22

"Eggquity" and "The Past Smelled Terrible"(HFI)

Writing: Metacognitive Logs, Freewrite, Response Paper 1 due

Grammar: Apostrophes

Week Six:

9/27

Reading:"Unsubscribe from all That" "Here for It" and "Epilogue" (HFI)

Writing: Metacognitive Logs, Freewrite

Grammar: Apostrophes

9/29 Rough Draft of Essay One due for Peer Review Essay One

Week Seven:

10/4

Reading:*Minor Feelings*(MF)—"United"

Writing: Metacognitive Logs, Freewrite, Essay One Due.

Grammar: Semicolons

10/6

Reading: "Stand Up" (MF)

Writing: Metacognitive Logs, Freewrite, Assign Essay 2

Week Eight:

10/11

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

Writing: Metacognitive Logs, Freewrite

10/13

Reading: "Bad English" (MF)

Writing: Metacognitive Logs, Freewrite

Week Nine:

10/18

Reading: "An Education" (MF)*

Writing: Metacognitive Logs, Freewrite, Response Paper 2 Due.

10/20

Library Research Session for Essay Four

Reading: "Portrait of An Artist" (MF)

Writing: Metacognitive Logs, Freewrite

Week Ten:

10/25

Reading: "The Indebted" (MF)

Writing: Metacognitive Logs, Freewrite

10/27 Rough Draft of Essay Two Due for Peer Review Essay Two

Week Eleven:

11/1

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

Writing: : Metacognitive Logs, Freewrite Essay Two Due.

11/3

Reading: "Ground 0" (TUA)

Writing: Metacognitive Logs, Freewrite, Assign Essay 3

Week Twelve:

11/8

Reading: "Miami" (TUA)

Writing: Metacognitive Logs, Freewrite

11/10

Reading: "Flint" (TUA)

Writing: Metacognitive Logs, Freewrite, Response Paper 3 Due.

Week Thirteen:

11/15

Reading: "Cleveland" (TUA)

Writing: Metacognitive Logs, Freewrite

11/17

Reading: "New Haven" (TUA)

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

***No Class 11/22 and 11/24 Fall Break

Week Fourteen:

11/29

Library Research Session for Essay Four

Writing: Essay Three Due

12/1

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

Week Fifteen:

12/6

Rough Draft of Essay Four due for Peer Review Essay Four

12/8

Essay Four Due, Revision Session for Final Portfolio

Finals Week:

12/10-12/15 Final Portfolio and Reflection Letter Due

Our Final is 12/15 Thursday from 10:45-12:45