

Course Information:

English 1S E3449
Fall 2022
TH 12:30-1:55
LRC 105
.5 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 downtown campus)

Course Description:

A learning community experience that offers students additional support and practice through collaborative and hands-on learning activities facilitated by the instructor of their English 1A class.

Student Learning Outcomes:

1. Demonstrate a reflexive understanding of specific course content, ideas, or processes within English that are challenging or confusing and identify methods to strengthen or address those challenging areas.
2. Decode and practice the skills and ways of thinking that lead to success in college reading and writing.
3. Decode and practice the skills and ways of thinking that lead to success within academic/discourse communities.

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 1S
Self-Evaluation
October 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.

Requirements:

Discussion/In-class Participation
Conferences
Mini-Assignments
Metacognitive Reading Logs
Self-Evaluations
Final Reflection Essay on Reader/Writer Identity in English 1A

Grading:

This is a credit/no credit co-requisite course taken in combination with your English 1A lecture. Students who pass the lecture portion of English 1A with a C or above will also pass the lab portion English 1S and earn credit. Students who do not pass the lecture portion of English 1A will not earn credit for the lab portion English 1S.

Things to Know about the Course:

Reading: All textbook reading should be read before class on each day listed in your English 1A schedule. We will use our time in the lab to explore our identities as readers: our strengths, our struggles, our confusion, our insights. We'll use lab time to practice critical reading skills, to write metacognitive reading logs and to weave together what we read into our written opinions and thoughts.

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. Your active participation in discussion is a vital part of our composition classroom and your time in the lab.

Essays: We will use lab time to complete a series of mini-assignments designed to build towards your complete essays, to improve your ability to give feedback and edit your classmate's work and your own, to authentically take on the process of revision.

Exams: There will be no exams in this course. The "final exam" will be a reflective essay on your evolving identity as reader and writer in English 1A.

You may also find additional tutoring helpful for your growth in the course. 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:

8/25

Deep dive into reader identity, identifying strengths and weaknesses as a writer/reader

Practice Reading Critically with different texts

Discuss Essay Four Assignment: Questions, Confusion, Concerns, Curiosity, Excitement, Interests

Questions about Canvas

Week Two:

9/1

Questions about Library Research Session
Practice with Close Reading Strategies
Metacognitive Log practice with Introduction of *Here for It*, “The Audacity” and/or “There’s Never Any Trouble in Bubbleland”
Practice with Introduction, Crafting a Thesis
Grammar Questions about Fragments

Week Three:

9/8

Practice Close Reading with “Molly, Urine Danger Girl” and “She’s Got Herself a Universe”*(HFI)
How to Make Metacognitive Logs work for your process as a reader/writer
Freewriting Really Do it!
Practice writing a support paragraph using SEE-Statement/Evidence/Analysis with MLA format

Week Four:

9/15

Practice Close Reading with your Essay of Choice
Questions about Writing a Conclusion and practice writing one
Choose a Pre-Writing Technique that works for you
Questions about Essay 1
Questions about Comma Splices/Run-ons
Self-Evaluation 1 and Conference

Week Five:

9/22

Questions about Library Research Session for Essay Four
Practice Close Reading/Metacognitive Log with Essay of Choice/Group Work
Time for Reading
Choosing Quotes for your paper/essays
Questions about Response Paper
Group Peer Reviews of Response Paper

Week Six:

9/29

Final Discussion of (HFI)
Questions about Grammar
Improving Evaluation/Analysis of Quotes
Questions about Rough Draft
Moving from a Rough Draft to a Final Draft
How to use Feedback and Revise your Work

Week Seven:

10/6

Close reading of *Minor Feelings*(MF) essay of your choice
Metacognitive Logs
Freewrite or other pre-writing technique of choice
Discuss questions regarding Essay Two

Week Eight:

10/13

Student Led Discussion of your essay of choice(MF)

Metacognitive Logs, Freewrite

Pre-write for Response Papers/Group Peer Review of Response Paper 2

Self-Evaluation 2 and Conference 2

Week Nine:

10/20

Questions about Library Research Session for Essay Four

Student Led Discussion“Portrait of An Artist” (MF)

Metacognitive Logs, Freewrite

Week Ten:

10/27

Time for reading “The Indebted” (MF)

Metacognitive Logs, Freewrite

How to Improve Feedback Given on rough drafts

Revising your Essay Two

Week Eleven:

11/3

Student Led Discussion *The Undocumented Americans* (TUA)*

Metacognitive Logs, Freewrite

Discuss Essay 3

Pre-writing Techniques

Response Paper 3/Group Peer Review

Week Twelve:

11/10

Time for Reading from TUA

Student Led Discussion

Metacognitive Logs, Freewrite

Self-Evaluation 3/Conferences 3

Week Thirteen:

11/17

Brush up on Reading

Brush up on Writing

Brush up on Revision

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

Week Fourteen:

12/1

Questions about Library Research Session for Essay Four

Integrating Quotes, MLA citations, and annotated bibliography

Research Paper Q and A

Week Fifteen:

12/8

Revisions on Essay Four

Self-Evaluation 4/Conferences 4

Finals Week:

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