English 1AMC: Puente Project  
Spring 2010

Instructor: Dr. Adela Najarro  
Office: 451a Apts  
Office hours: TTh 12:40 pm to 1:15 pm  
and by appointment  
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Course # 65615  
TTh 11:10-12:30  
Room 406  
Puente Weekly Mtg:  
T 12:30-1:30

PREREQUISITES & COREQUISITES
- Enrollment in the Puente Project.
- Assessment or successful completion of English 100 and 100L.
- Enrollment in Library 10 required, section 65896.

COURSE MATERIALS
- *Readings for Diversity and Social Justice* edited by Maurianne Adams, Warren J. Blumenfeld, et. al. (Required)

COURSE DESCRIPTION

English 1AMC focuses on the expository essay and research paper. In this course you will write numerous analytical essays using various writing techniques, such as comparison, summary, argument, analysis, and definition. In your writing, you will synthesize information, concepts, and ideas from a variety of sources and show control of all major grammar, usage, and punctuation standards. You will also use the library to find information in books, magazines, specialized journals, electronic databases and a variety of on-line sources. Course readings, films and discussion topics aim toward developing your critical thinking skills and will require you to consider the historical, social, cultural, and political forces surrounding our lives. Hopefully by successfully completing this course, your writing, reading and analytical skills will progress to a level that leads to success in future college level writing assignments.

In order to facilitate the above mentioned goals, this course is organized on a theme and class sessions center on small group work. Taking the title from the required texts, the course theme is “Diversity and Social Justice.” Throughout the semester we will consider cultural dynamics, such as race and ethnicity, through a social justice conceptual framework, and we will culminate the semester by completing individual research projects that focus on a social justice issue in the United States. Most class sessions include group work where you may be asked to share your writing. I have organized the class in order to create a learning environment where we work as a writing community in support of each other’s efforts.
STUDENT LEARNING OUTCOMES

1. Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.

2. Analyze and evaluate assigned and researched texts on multicultural topics.

COURSE REQUIREMENTS AND GRADING POLICY

During the semester you will be required to turn in the following assignments:

1. One paragraph about each mandatory Puente Project Activity

2. Two Research Projects; each project must include the following:
   a. Prospectus (1-2 pages double spaced)
   b. Three reader responses (each 1 page double spaced)
   c. Annotated Bibliography (1-3 pages single spaced)
   d. Abstract (1 page maximum)
   e. Essay (7-8 pages; if you get to 10 pages=extra credit)

3. Presentation on either research project

Grading percentages are as follows:

1. Puente Project Activity Paragraphs  5%

2. Immigration research project:
   a. Prospectus  5%
   b. 3 Reader Responses 10%
   c. Annotated Bibliography 10%
   d. Abstract 5%
   e. Essay 10%

3. “Your Choice” research project:
   a. Prospectus 5%
   b. 3 Reader Responses 10%
   c. Annotated Bibliography 10%
   d. Abstract 5%
   e. Essay 10%

4. Presentation 5%

Plus

5. Peer Review Participation 10%

6. Extra Credit: Puente Project Mentor Reports (5%)
*Peer Review Participation*
Throughout the semester you are required to complete multiple drafts for numerous writing assignments, and you will share your first drafts during peer review sessions. In order to ensure that first drafts are brought to class on the required due dates, you will receive a grade for peer review participation.

*Peer Review Grading Criteria for Individual Assignments:*

1. Draft brought to class on time, with the right number of copies, and the minimum number of pages completed = A.
2. Draft brought to class late, incorrect number of copies, or 50% of minimum number of pages completed = B.
3. Draft brought to class under 50% of minimum number of pages completed or handwritten = C.
4. No draft brought to class = F.
   a. In order to replace the F, you may write a note of explanation, but only if you attend that class session!
5. Absent on Peer Review day = F.

*Grading Policy*

In order to pass the course all assignments must be turned in and all assignments must be passing in regards to quality of work completed. I must emphasize the point that if you do not turn in all assignments, then you will not pass the course. The best route to follow in order to receive credit for the course is to come regularly to class having completed the required reading and writing assignments. Keep up with the work. This course is very demanding and if you fall behind, it will be very difficult to catch up. So again, please follow the syllabus and come prepared for each class session.

**ATTENDANCE**

The class will only work if you’re here to participate, and therefore attendance is very important. You are expected to come to every class session on time and prepared to discuss the assigned reading selection. English 1AMC is committed to learning through discussion, rather than lecture only, so come prepared. If you miss a class, you are responsible for making up missed work. **If you must be absent, send an email in order to receive the in-class writing assignments, which you can then do on your own.**

Missing class may mean missing steps in the writing process, so you need to make-up class time independently and/or by coming to my office hours. There is no free ride or class that you don’t have to go to—come prepared everyday and on time. I reserve the right to drop students who exceed Cabrillo’s attendance policy concerning unexcused absences.


Accommodations

Students needing *accommodations* should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student services, Room 810, 479-6379, or Learning Skills Program Room 1073, 479-6220.

LATE POLICY

I accept late work, but the grade will be affected.

Here are the rules:

One class session late: The grade will drop by one letter grade.

More than one class session late: The highest grade possible is a “C,” and I reserve the right to give a “D” or “F,” as I see fit.

*Reminder:* All assignments must be turned in at a passing level of competency in order to pass the course.
Schedule

2/9  Introduction
2/11  Library 10 Presentation: Georg Romero
Read: All Poems by Urayoán Noel

2/16  Read: Handout: “Does Illegal Immigration Harm America?”
Peer Review: Reading Response 1 on “Does Illegal Immigration Harm America?”
2/18  In-class Writing: My Family History & Immigration
Due: Final version Reading Response 1—draft must be attached.

Peer Review: Reading Response 2 on “Immigration Policy” or “The Dream Act”
2/25  Research Tutorial (Meet in 507) Find article on immigration and write Reader Response 3
(Rudy and Dr. Adela at Puente Training Thursday & Friday)

Peer Review: Reading Response 3 on an article found in the library
Due: Final version Reading Response 2—draft must be attached.
3/4  Intro: Annotated Bibliography (Bring all 3 reader responses to class)
Due: Final version Reading Response 3—draft must be attached.
Read: All Poems by Brenda Cárdenas

3/9  In-class Writing: Prospectus
Peer Review: Annotated Bibliography
Peer Review: Prospectus
Due: Final version Annotated Bibliography—draft must be attached.

3/16  In-class Writing: Introduction and Thesis Statement for Immigration Essay
Due: Final version Prospectus—attach draft.
3/18  Peer Review: Introduction and Thesis Statement
Read: All Poems by María Meléndez

3/23  Peer Review: Immigration Essay (Five pages minimum)
3/25  Begin “Your Choice” Research Paper (Bring textbook to class!)
Due: Immigration Essay (Seven pages minimum)

3/30  Spring Break
4/1  Spring Break

4/6  Library Tutorial: Find at least two articles (Meet in Library)
Due: Prospectus
4/8  Library Tutorial: Find at least two articles (Meet in Library)

4/13  Read: Essay 3, “Prejudice and Discrimination”
In-class Writing: Prospectus

4/15  Peer Review: “Your Choice” textbook article Reader Response 4
Peer Review: Prospectus
4/20  Peer Review: “Your Choice” library article Reader Response 5
Due: Final version “Your Choice” textbook article Reader Response 4
4/22  Peer Review: “Your Choice” library article Reader Response 6
Due: Final version “Your Choice” library article Reader Response 5
4/27  Intro: Annotated Bibliography (Bring all Reader Response 4,5, 6 to class)
Due: Final version “Your Choice” library article Reader Response 6
4/29  Peer Review: Annotated Bibliography

5/1   Social Justice Conference
5/2   Social Justice Conference

5/4   Thesis & Introduction
Read: All Poems by Adela Najarro
5/6   Body Sections, Transitions & Conclusion
Due: Annotated Bibliography

5/11  Peer Review: Draft of the introduction and thesis (One page minimum)
5/13  Peer Review: Draft of a body section or conclusion (Three pages minimum)

5/18  Research Paper: Abstract (Bring what you have of the research paper)
5/20  Writer’s Workshop: Complete Draft and Abstract
      Peer Review: Complete draft research paper and Abstract

5/25  Research Presentations
5/27  Research Presentations
      Due: Final version Research Paper (Seven pages minimum)

5/28  End of Year Dinner

6/1   Puente Final Exam:
      Thursday, June 1st: 10:00 to 12:50