Puente Project English 90, #55988

T, TH 1:30-3:20PM, Library Room 1738 (Map)

*This is a linked course: students are also required to enroll in:
Counseling 100, section 54203 T, TH 11:00-12:15PM, AND
English 84 #60748 (The Writing Center)

Professor Cathy Gillis
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Join Our Facebook Class Group: http://www.facebook.com/groups/144687828988751
to keep updated on announcements and information during the semester.

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Required Texts: Bookstore textbook search
EW Exploring Writing: Paragraphs and Essays 3rd ed (Langan)
ASL A Summer Life (Soto)
CF Chicana Falsa (Serros)
SFB Songs From the Barrio (Rios)

Course Description:
This is a class designed to build the student’s skill level and confidence as a reader and writer and has the same course requirements as any other English 90 course. It includes instruction in writing, discussion and critical analysis of reading material, beginning research and review of grammar. Students will write in class and complete a number of reading and writing assignments. Students will also be asked to participate in peer group brainstorming, peer evaluation and presentations. Success in this class will depend mainly on participation, cooperation, and regular attendance by all students to understand and master effective writing, reading and thinking skills. English 90 is preparation for English 120, College Level English. The Puente approach to English 90, Developmental Writing, is unique in that we will read Latino and Mexican-American literature, essays and cultural writings. Alejandro Guerrero, Counseling Instructor, Christina Rivera, Mentor Coordinator, and I will be working with you as a group, or a cohort throughout the year. This is also unique to the Puente project and better enables us to reach the goals of preparing you for four-year college-level writing and transfer status. Minimum of 5000-6000 words of writing required. Students must also enroll in English 84 (The Writing
Center) as this puts you first (and last) in line for help with your papers, grammar, editing, etc. throughout the semester. You must complete a brief orientation in the writing center during the first week of the semester.

**Course Objectives:**
By the end of this course, students will be able to generate ideas for writing assignments; students will write essays with unity, substance and clarity; students will be able to formulate a thesis statement that clearly expresses the central idea of the essay, organize essays in logical sequence so that the central idea of the essay is developed to a logical conclusion, develop effective sentence structure and variety, identify and correct errors in grammar and spelling, and identify common rhetorical modes, apply critical thinking skills needed to compare, contrast, analyze, evaluate and argue in writing. In addition, students will be able to write clearly with a distinct voice, style and with coherence. A greater awareness of Latino and Mexican-American literature and culture is one of the intangible benefits of the Puente approach and methods of instruction.

**Course Requirements English 90:**
All students will be expected to write a series of essays in which skills in organization and development of ideas are demonstrated. Final drafts of essay assignments must be word-processed or typewritten and double-spaced according to the MLA format. Papers must include one-inch margins and must have page numbers. Each student must also submit rough drafts periodically for peer review. Students must submit other assignments related to final drafts of essays. You must be present for the in-class writings to get full credit. Writing is a process, and we will be taking a journey in discovering our writing strengths through practice, practice and more practice.

**HOW TO COPE WHEN YOUR COMPUTER/PRINTER BREAKS:**
Have a back up in place! Save copies of your work in Google Documents so that you can access them on as many computers as you like via a normal web browser. A flash drive may be used as an additional backup, but students can experience problems with lost files on flash drives. A broken computer or printer is NOT a valid excuse for missing deadlines; you need to get in to campus if you don’t have access to a working computer or printer elsewhere and NOT wait until the last minute to find out you lost your files or that there is a long line at the copier. I can only help you (if I can) if you come at least 45 minutes before class will begin.

Each student is responsible for the assigned readings and/or activities. Rough drafts do not have to be typed, but final drafts must be typed, double-spaced. Have all assigned texts with you EACH DAY. Reading passages assigned for a particular day should be read by THAT day. Being unprepared counts as an absence. In addition, being late to class, leaving early, or spending excess time out of class during class counts toward an absence. After three absences, you may be dropped from the class or each additional missed class will mean the loss of one-third (1/3) from the FINAL CLASS GRADE.

- Regular attendance in all classes is important for satisfactory academic progress, particularly since the 2 class meetings per week = one regular week of classes. You cannot miss the first day
of class or more than 3 classes or you will be dropped. Know the college’s attendance policy. Absences are reserved for documented emergencies.

* Assignments are due at the beginning of class on indicated days. Late assignments are NOT accepted; under extraordinary circumstances if I receive a late paper, a full letter grade will be deducted.

Note: Failure to complete an assignment will significantly affect your grade as it results in a loss of 100 to 200 points each. You will likely not pass the class if you miss any of the major writing assignments.

• Plagiarism, whether intentional or accidental, is an offense punishable by failure of this course. You will be asked to submit final drafts to www.turnitin.com.

Having someone extensively edit and revise your writing is also dishonest and a form of plagiarism. All essays must contain the student’s original work, or else they must be scrupulously documented/cited. Any student who turns in an essay that is plagiarized will be subject to the Napa Valley College’s Academic Honesty Policy. You will be flunked from the course.

• Cellphones and smartphones and other electronics must be turned off for the duration of class unless we use them for class projects. If you must have one on due to an emergency, you must have the device set to vibrate. No texting under the desk!

• Harassment of any kind (implied, written, oral or physical) toward any member of the class or the instructor will not be tolerated.

• You are urged to contact me via email at any time, particularly if you have a question or would like feedback on an essay. All emails I receive will be answered within 48 hours. DO NOT CONTACT ME 12 HOURS BEFORE AN ESSAY IS DUE, HOPING FOR LAST MINUTE HELP BECAUSE THERE IS NO GUARANTEE I WILL GET YOUR EMAIL AND BE ABLE TO RESPOND IN TIME--PLAN AHEAD.

Grades are based on the final version of five essays (70%), a final (10%), response papers and participation (20%). Note that response papers, reading, participation and attendance count as a significant part of your grade (20%), adding up to a major paper assignment. You can easily get an “A” for this 20% if you consistently show up for class and do the assignments, or an “F” if you consistently fail to keep up with the reading and attend and participate in class.

Response Papers
You will be asked to submit frequent (once a week), short (1 pg) response papers in the course of our reading. These papers should NOT be a summary of what you read even though they may bring up aspects of the reading; rather, they should be your critical response to what you’re reading (what surprises you and why, questions that came up, an exploration of ideas that might

1 An excused absence needs back up paperwork such as a doctor’s note.
This is an interactive syllabus. Click on highlighted links and pictures for more info.

interest you to write about, etc.) The best way to get into the flow of writing these short responses is to annotate while your read (either in the margins or on sticky notes) and simply put those thoughts and responses together into a cohesive few paragraphs right after you are finished with the reading. These papers must be typed and properly formatted according to MLA including standard 1” margins, double-spacing, name, date, class, and indentions (see Exploring Writing).

Grading:
Response papers/participation 20%
Essay #1 (2-3 pgs) 5%
Essay #2 (2-3 pgs) 15%
Essay #3 (2-3 pgs) In-class essay 15%
Essay #4 In-class Assessment Essay (3-4 pgs) 15%
Essay #5 Mentor Essay (3-4 pgs) 20%
Final In-class Essay (2-3 pgs) 10%

• You must be present for the in-class writings to get credit.

• You are allowed an optional revision of each of the first two essays contingent upon a meeting with me first, and then the revision must be turned in within one week of the essay’s having been returned to you. Revision grades are averaged with the originals.

Papers will be on a range of topics including your community and your mentors.

Schedule
Reading the assigned pages is the only way to understand the essays and assignments you must complete! Copies of the books will be at the library checkout counter.

**Syllabus will continue to be interactive throughout the semester; watch for new items

AUG T 20 Introduction to course

→ Don’t forget to bring your textbooks and materials we’re working on with you every day!

TH 22 Email to me due, bring SW to class with you.

Sat. Aug. 24th Puente Picnic at Kennedy Park

T 27 ASL “The Buddha,” The Grandfather,” The Taps,” The Handbrake,” “The Giant.” SW 5-7, 11-19, complete e-writing #2 (start with www.napavalley.edu); sample response paper
This is an interactive syllabus. Click on highlighted links and pictures for more info.


Mon. Sept 2nd Labor Day, no school

SEP  T  3 ASL “The Colors,” “The Rhino,” “The Shirt,” “The Inner Tube,” “The Pie,” “The Haircut” SW 170-174, AST 3-20, 1st Response paper due (AST); “Discus” (in class)

TH  5 ASL “The Confession,” “The Catfish,” “The In-Between Dinner Snacks,” “The Chicks,” SW 199-205; grammar review

Fri. Sept 6th Last day to drop without a “W” and get a refund


Wed. Sept. 12th Puente Event 6pm

TH  12 Rough draft (narration) workshop #1 (bring 2 copies)


Fri. Sept 20 Last day to request pass/no pass grading

T  24 CF “La Letty,” “Annie Says,” “Dead Pig’s Revenge”, SW 54-61, do e-writing #1

TH  26 CF “Disco Gymnasium,” “What is Bad,” “Tag Banger’s Last Can,” “Attention Shoppers,” “White Owned” 90-96, bring notes/ideas for process essay, Response paper (AST) due

OCT  T  1 CF “What Boyfriend told me..” Mi Problema,” “Johnwannabechicano,” “The Day My Sister..” “El Cielo or Bust,” “A Belated Victory”, essay work in class

TH  3 Rough draft (example) workshop #2 (bring 2 copies)

T  8 FINAL DRAFT #2 DUE; Bring SW, 300-309 in class CF “Dear Diary,” “The Superhero Scam” Tentative: Noche de Famila night 6-8pm

TH  10 CF “Stuff,” “Mr. and Mrs. White Guilt,” “Mr. Boom Boom Man”, SW 317-318, in class work, Response paper (AST) due
This is an interactive syllabus. Click on highlighted links and pictures for more info.

Tentative: Sat. Oct. 12th Puente Motivational Conference (Be sure to take the day off from work from the morning until the late afternoon!)

T    15  CF from “The Real Me” to end of book, SW 595-599, 607-608
TH   17  SFB 1-16, student paper, Response paper (AST) due
T    22  SFB 17-27 bring notes/ideas on comp/cont essay
TH   24  IN-CLASS ESSAY (Essay #3), bring outline and dictionary
T    29  SFB 29-47; SW 462-470
TH   31  SFB 49-66, SW 471-479, Response paper (AST) due

NOV  T    5  In-class practice for assessment essay
TH   7   SFB 67-82, Discussion of Assessment Essay Response paper (AST) due

Mon. Nov. 11 Veteran’s Day, no school

T    12  SW 481-483 (be ready to answer questions); SFB 83-96
TH   14  English 90 Assessment Essay (written in-class), bring a blank, blue book

Fri. Nov. 15th Last day to drop with a “W”

T    19  SFB 97-114, SW 484-491, Response paper (AST) due
TH   21  SFB 115-121, SW 492-499 be ready to answer questions; meet with mentors if you haven’t already!!!

T    26  SFB 123-130, SW 513-525; Response paper (AST) due
TH   28  Happy Thanksgiving!

Fri. Nov. 29th, no school

DEC  T    3  SFB 131-154 (end), SW 545-551, MLA practice
TH   5   SW 552-556, MLA Works Cited practice
T    10  Mentor essay rough draft (argument) workshop (Essay 5) (bring 2 copies)
TH   12  MENTOR ESSAY FINAL DRAFT DUE
“I take pride in being a Hispanic writer. I will continue to write and to struggle to say what no other writer can say in quite the same way. I write, in part, because Hispanic perspectives need to be part of our literary heritage — including children's literature and juvenile poetry.” — Pat Mora, award-winning writer.

“Also, I would advise someone not to lose their curiosity. If something is very interesting, they should keep working at it, and it will become more interesting. Another thing I would advise is to find friends who share your interests.” — Mario Molina, 1st Mexican-American to win the Nobel Prize in science.

“I think that it's important for children to have a role model to see what they can grow up to be. It's important they know that if they work hard, they can be and accomplish whatever they want. I am proud to be an example of that.” — Ellen Ochoa, first Hispanic-American woman in space, April, 1993.

“Before I actually illustrate, I make visual notes and talk to the editor. Then I start thinking about how to transform the story into a complete experience. I try to bring across on the page what a particular character would have seen, smelled, tasted, heard.... I'm always thinking about how to make this more of an experience, not just something you read. I want people to open the books and say, "WC! Look at this!"” — David Diaz, acclaimed artist for books.
Any student who feels s/he may need an accommodation based on the impact of a learning disability should contact Learning Services in the Library and Learning Resource Center (LLRC), room 1766, phone (707) 256-7442. A Learning Disability Specialist will review your needs and determine appropriate accommodations.

If you need accommodations for physical or other types of disabilities, schedule an appointment with DSPS Counselor, Sheryl Fernandez, in the Counseling Department located on the top floor of the 800 building, phone (707) 253-3040 for appointment.

All information and documentation is confidential.

Please feel encouraged to make an appointment with me privately to discuss your specific learning needs in my class.

English 90, Fall 2013, section 55988

I have read and understood the contents of this syllabus, and I understand the consequences of not following the assignments and rules. It is my responsibility to
complete the assignments of this course, to study the course material and to attend each class meeting on time. I also understand that it is my right to ask the instructor, at any time, for clarification of any assignment, rule or my responsibilities for this course.

Signature__________________________________ Print name_________________________________

Date___________________________

Phone number____________________ cellphone___________________________

Email address (print very neatly)_____________________________________________________

Anything I should know?______________________________________________________________

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