**EWRT 1A-7QD**

**Fall 2019**

**Community Healing**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

L62, 9:30-11:20 Monday-Thursday (with LART 250)

Office Hours: Tuesdays and Thursdays, 11:45-1:00, and by appointment

Office Hours Location: MCC-14

Final Exam: Portfolio

**EWRT 1A Student Learning Outcomes**

1. Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
2. Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

**Community Healing**

The topic of this course is healing as a community-based process that strengthens a community that has suffered trauma. On the one hand, we will look back to traumas that have shaped our communities, and especially traumas related to colonization, invasion, and militarization that have forced people to migrate. The individual traumas that we have experienced are results of traumas that have afflicted whole communities. For example, domestic violence, suicidal ideation, and bullying are symptoms of prior traumas experienced by our families.

While we will identify and acknowledge traumas, the focus of the course, though, will be on healing. We will look at healing as a process with multiple steps. We will try to identify and understand traumas in the past, learn older indigenous methods for recovering from trauma and avoiding self-harm, and explore directions to move forward in a way that strengthens the community.

This course is part of the IMPACT AAPI cohort program, a year-long program which is designed to promote the success of students of Filipino, Southeast Asian, and Pacific Islander heritage. This course is focused on Filipinos, and a course in the Winter will focus on Pacific Islanders. However, not everyone in this course is part of the IMPACT AAPI program, and most students are not of Filipino descent. I have tried to design this course in a way where, if you are motivated, you will receive support in learning about the historical traumas that have afflicted your communities and ways you can help your communities heal from them.

This course is bundled with LART 250. In EWRT 1A you will be graded according to finished assignments. In LART 250 you will receive another grade, and the assignments are steps for completing the assignments for EWRT 1A.

**Textbooks**

You will be required to purchase one textbook, *The Pilipinx Radical Imagination*, which is available at the campus bookstore. IMPACT AAPI will loan you a copy of *They Say/I Say*, a handbook for persuasive writing, and you will have the option of using another book provided by IMPACT AAPI, *The Oracles*. You will not need additional textbooks for LART 250.

**Class Policies**

Attendance is mandatory. All class time counts and attendance every day is required unless I tell you otherwise. Please contact me before class if you are unable to attend, and we will set up a way for you to make up the missed class time. Please respect my time and the time of your classmates by coming to class on time. Please turn in assignments on time to make it easier for me to track the progress of everyone in the class.

The pace of this course will be fast, and it will be very difficult if you fall behind. I understand that emergencies and illnesses occur, and if you need to miss a few classes, I will try to work with you so that you can catch up, as long as you fulfill one condition: stay in contact with me. If I do not hear from you for a week, I will become very concerned and I might recommend to you that you drop the class.

This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.).

**Short Schedule of Assignments**

Please note that assignments for LART 250 will prepare you for completing the assignments for EWRT 1A.

Week 1: In-class Essay 1 (Two hours)

Week 3: Analytical Essay 1 (3-4 pages)

Week 5: Analytical Essay 2 (4-5 pages)

Week 7: Argumentative Essay (4-5 pages)

Week 9: Narrative Essay (4-5 pages)

Week 10: In-class Essay 2 (Two hours)

Week 11: Reflective Essay (3-4 pages)

**Detailed Class Schedule**

Week 1: 9/23-9/26

In-class 1

Create reading and writing groups

Start writing Analytical Essay 1

Reading:

Poems by Guiao

Essays by Ruanto-Ramirez, Valdez, Sicat

Objectives:

Get a sense of the strengths and weaknesses of your writing and identify the specific skills that you need to develop.

LART Assignments: *They Say/I Say* 3-8, 8-10, 30-41 (summarizing)

Pre-reading

Week 2: 9/30-10/3

Workshop draft for Analytical Essay 1 due

Objectives:

Summary/paraphrase/extraction

Using direct quotations

MLA citations

MLA works cited

LART: Writing process, controlling idea, triple-entry journal, outline

*They Say/I Say* 42-51 (Quoting), 55-67 (Ways to respond)

Week 3: 10/7-10/10

Wednesday 10/9: Study Abroad reportback

Final draft of Analytical Essay 1 due

Reading:

Poems by Hieu Minh Nguyen and Sahra V. Nguyen

Poems by Pag Asa, De Ocera, Guevarra, Cabana, Felicitas

Objectives:

Structure

Sentences

Paragraphs

Sequence of paragraphs

LART Assignments: Purpose and coherence (topic sentences, thesis statements)

Pre-reading, triple-entry journal, outline

Week 4: 10/14-10/17

Workshop for draft for Analytical Essay 2 due

Start writing the argumentative essay

Reading:

Essays by Hodges and Desai

Objectives: Transitions

LART: Identify transitions in reading; review structure, paragraphs, sequence of paragraphs; introduce parts

*They Say/I Say* 105-120 (Transitions)

Week 5: 10/21-10/24

Final draft for Analytical Essay 2 due

Begin working on the argumentative essay

Reading:

Essays by Defoe, Villa, and Crayne

Objectives:

Audience/Genre/Conversation

Purpose

Counter-argument

Critical Thinking

LART: Paragraph that shows relationships between writers; research question; outline

*They Say/I Say* 55-67 (entering conversation), 68-77 (Clearly differentiate I Say and They Say), 78-91 (Counterarguments), 22 (Introductions/conclusions)

Week 6: 10/28-10/31

Tuesday 10/29: Al Robles Express

Mid-term review: Prepare report for each student

Argumentative essay workshop draft due

Reading: *The Oracles*

LART: Pre-reading for *The Oracles*

Week 7: 11/4-11/7

Argumentative essay final draft due

Reading: *The Oracles*

LART: Triple-entry journals; narrative outline

Week 8: 11/12-11/14

Holiday 11/11

Personal narrative/family narrative workshop draft due

Week 9: 11/18-11/21

Personal narrative/family narrative final draft due

Tuesday 11/19 Rock the School Bells

Portfolio prep, begin revisions

Week 10: 11/25-11/27

In-class 2

Holiday 11/28-12/1

Revisions

LART: They Say/I Say 121-128 (Voice)

Week 11: 12/2-12/5

Revisions

Reflective essay workshop draft due

LART: Reflective essay outline

Week 12: final exams 12/9-12/13

Portfolios due

**Canvas**

Canvas is a “learning management system” that you will need to use in order to turn in final drafts of your out-of-class essays. Please note that there is a separate Canvas page for the LART 250 assignments.

**Reading/Writing Groups**

One of the objectives of IMPACT AAPI is for you to become part of a support network. While the program will provide support, the most effective kind of support might be the support that you provide to your classmates or that classmates provide to you. You will form reading/writing groups. Members of each group will meet repeatedly throughout the quarter to discuss course readings and to help each other with writing assignments.

**Portfolio**

Your final grade in this course depends on two processes:

1. If you complete all of your work in the class, you will submit a portfolio of selected writing for review by members of the English Department at the end of the quarter. Most likely, your portfolio will contain one of your argumentative or analytical essays, your second in-class essay, and your reflective essay. If the readers agree that your portfolio demonstrates the appropriate skills for a student who has completed this quarter of EWRT 1A, you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the class.

2. If the English Department determines that you should pass, your actual final letter grade (A, B, C) will be determined by the points you earned throughout the quarter. For example, if you total 895 points on your assignments throughout the quarter and you pass the portfolio process, you will receive an A- in the class. However, if you do not pass the portfolio process, you still cannot pass the class. See the following section (Grades) for a discussion of how the points translate into grades, but remember those grades apply only if you pass the portfolio process.

This system means that, in order to pass this class with a good grade, you should complete all of your work and score as many points as possible during the quarter, and revise and polish selected essays in order to assemble a strong portfolio at the end of the quarter.

**Grades** (The LART250 grade is separate)

Assignment Points

In-class Essay 1 (Week 1) 50

Analytical Essay 1 (Week 3) 200

Analytical Essay 2 (Week 5) 200

Argumentative Essay (Week 7) 200

Narrative Essay (Week 9) 200

In-class Essay 2 (Week 10) 100

Reflective Essay (Week 11) 50

A failing portfolio will result in an “F” in the class.

Grade with a passing portfolio:

A 900-1000

A- 890-899

B+ 860-889

B 800-859

B- 790-799

C+ 760-789

C 0-759

**Appointments and Rewrites**

During Weeks 10 and 11 you will have an opportunity to make 30-minute appointments with me to discuss revisions on your out-of-class essays. Your first priority should be to revise essays that you will submit along with your portfolio. If time permits, we can also discuss revisions of other essays so that, if your portfolio passes, you will receive a higher grade.