

English Writing 1A: Immigration Stories and Experiences

Instructor: Sherwin Mendoza, mendozasherwin@deanza.edu

Room L76, 3:00-5:15 Mondays and Wednesdays

Office Hours and Location: Mondays 11:00-12:00 and by appointment, Multicultural Center (IIS Division main office)

Course Web Site: <http://www.deanza.edu/faculty/mendozasherwin/ewrt1a>

Course Blog (Reading Journals): <http://ewrt1aspring2012.blogspot.com>

In this class you will learn about yourself and your relationship to an experience common to the majority of people around you: immigration. Even if no one in your immediate family is an immigrant, the fact that you go to school in Santa Clara County means that you must interact on a regular basis with immigrants and the children of immigrants. If you are a member of an immigrant family, you will still need to interact with many people who do not think of themselves as immigrants. In this class we will clarify our relationships to immigration and our positions with respect to issues around immigration. It is likely that you will disagree with some of the people around you on aspects of this issue, and that is ok. The important thing is that you develop an informed opinion and express your opinion clearly.

If this classroom is like most classrooms at De Anza College, most of the people around you are either first-generation or second-generation immigrants to the US. The second part of this class will broaden our understanding of each other and, by implication, of immigrants. We will do this by focusing on aspects of our experience that are not directly tied to immigration.

Class time will be devoted to developing our ideas and our ability to put those ideas into written form. On Mondays the emphasis will be on ideas, and on Wednesdays the emphasis will be on writing. On both days, though, we will touch on both topics.

Texts

Kao Kalia Yang, *The Latehomecomer*

Bill Ong Hing, *Defining America Through Immigration Policy*

Readings linked to the course web site

Course Policies

Attendance is mandatory. All class time counts and attendance every day is required. 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.

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

Schedule

Assigned readings after Week 3 will be announced as we progress through the class.

Unit I: Immigrations

Telling Your Story (Three weeks)

Week 1: Intros

April 9 Go over the syllabus

April 11 Census

Latehomecomer Prologue (pp. 1-4)

Immigration as an educational experience

Journal (intro)

Week 2:

April 16 *The Latehomecomer* Part I, Part II, and Part III (pp. 5-210)

Points of comparison, outline in class, journals

April 18 *The Latehomecomer* Part IV, Epilogue (pp. 211-274), journals

Week 3:

April 23 Rough draft, workshopping in class

April 25 Final draft of Essay 1 due

Immigration Experiences (Four weeks)

Week 4:

April 30 Introduce the assignment

May 2 Generate a topic, sources, journals

Week 5:

May 7 Finalize topic, begin research, journals

May 9 Generate an outline, journals

Week 6:

May 14 Thesis statements, journals

May 16 Rough draft of Essay 2 due; workshopping

Week 7:

May 21 Quotations and citations

May 23 Final draft of Essay 2 due, screen videos

Unit II: Who are immigrants?

YouTube (Two weeks)

Week 8:

May 28 Holiday

May 30 Continue screening videos

Week 9:

June 4 Thesis statements, journals

June 6 Rough draft due; workshopping

Show and Tell (Two weeks)

Week 10:

June 11 Essay 3 due; Form groups

June 13 Begin presentations

Week 11:

June 18 Continue presentations

June 20 Continue presentations

Week 12: Course Wrap-up

June 25 Presentation write-up due, journals, prepare for final exam

Final Exam:

4:00-6:00, Wednesday June 27

In-class essay - Compare and contrast

Assignments

Points for each part of each assignment are in parentheses. Descriptions for the essays, the presentation, and the final exam will be posted on the course web site.

100 points: In-Class Participation

In-class writing assignments, group work, quizzes

100: Journals posted on the course blog

600: Formal Essays (100 points for final draft, 100 points for pre-writing)

Personal Essay

Argumentative Essay

Analytical Essay

100: Group Presentations

Presentation

Reflection

100: Final exam (Comparison/Contrast Essay)

1000: Total

Grading Scale

A+	1000 or more points
A	950-999
A-	900-949
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-759
C-	700-729
D	600-699
F	Less than 600 points

Journals

Reading journals are a place where you record your thoughts and feelings about the assigned reading and videos shown in class. Here are some suggestions for what you can post on your journal:

- Parts of the text, especially quotations, that catch your attention. Why is the quotation significant for you?
- Questions that the text or video bring up for you. Is there something that you find confusing or surprising?
- Your opinions about issues the text or video raises.
- Comments about the way the texts and videos are put together.
- Connections between the text or video and your own life or the lives of people around you.
- Constructive criticism. Is there something vitally important yet missing from the text or video? How can the text or video be improved?

You will post your journals on the course blog, and your journals should consist of one or more paragraphs. If you include a quotation, your journal should also include at least five of your own sentences. If your reading journal has grammatical errors I might ask you to revise your journal.

I hope that the reading journals posted on the course blog have the feeling of a conversation. Feel free to refer to the posts of your classmates in a respectful manner, and also feel free to refer to your previous posts as you develop your thoughts as the quarter progresses.