

Tuesday, February 11

[8:00 – 9:15 / 9:30 – 10:45]

today

homework due Thursday, February 13

• **Essay 1 due**

- What is a graphic-novel memoir?
- *The Best We Could Do* introduced
- Essay 2 introduced

- Read / analyze *The Best We Could Do* (1-41)
- Read “Active Reading” by Brogan Sullivan
- Read “How to Read Comics: A Beginner's Guide” by Hannah Berry

• SI, TTh 11 – 12, Library

advice hours: MW 11 – 12:30 & TTh 11 - 1

• PAL, TTh 1:30 – 4:30, LSC

I. Take roll.

II. Essay 1 Due

[8:05 – 8:30 / 9:35 – 10:00]

A. Briefly proofread. Spell check. Print.

B. Reflection

[½ page, 5-10 minutes]

1. Which steps in your writing process for Essay 1 were most helpful? Why?
2. What might you do differently for Essay 2?

C. Assemble

1. final draft & works cited page
2. tutoring receipt or my comments**
3. rough draft(s)
4. peer review sheet (yellow)
5. outline
6. interview notes
7. interview questions
8. proposal
9. today's reflection

D. Briefly discuss today's reflection

III. What Is a Comic Book? [8:30 – 8:50 / 10:00 – 10:20]

A. What do you think a comic book is? Define together.

B. Examples

1. Look at the examples together.

- format
- colors
- styles
- topics
- stories

2. How do these examples affect or change or expand your definition of a comic book?

C. Discuss.

1. How do you define what a comic book is now?

2. What do you think a graphic-novel memoir is?

IV. *The Best We Could Do* [8:50 – 9:00 / 10:20 – 10:30]

A. *The Best We Could Do* – What do you think when you first look at it?

B. Ideas for reading techniques – English 1A – Essay 2

- judge a book by its cover
- read words *and* images

C. sample pages – how to read – on projector

D. Topics and themes:

family history / social history / war / refugees / family / environment / sacrifice

V. Essay 2 Introduced [9:00 – 9:15 / 10:30 – 10:45]

A. Assignment sheet for Essay 2

1. Read / annotate.
2. Explain to a partner.
3. Tell me / ask me about the assignment.

B. Next steps / how to get started / etc.

Thursday, February 13

[8:00 – 9:15 / 9:30 – 10:45]

today

homework due Tuesday, February 18

- *The Best We Could Do* (1-41)
- “Active Reading” by Brogan Sullivan
- “How to Read Comics: A Beginner's Guide”
by Hannah Berry
- active reading & analyzing comics

- **proposal for Essay 2 due**
- Read *The Best We Could Do* (42-90)

- LSC #2 due Thursday, Feb. 20

- SI, TTh 11 – 12, Library
- PAL, TTh 1:30 – 4:30, LSC

advice hours: MW 11 – 12:30 & TTh 11 - 1

I. Take roll.

- Any late papers for Essay 1?

II. Essay 2

[8:05 – 8:15 / 9:35 – 9:45]

- A. Questions or concerns?
- B. Review instructions again
- C. How to write proposal

III. How to Read

[8:15 – 8:45 / 9:45 – 10:15]

- A. “Active Reading” by Brogan Sullivan
 - Which suggestions are most helpful? Why?
 - reading = conversation
 - read more than once
 - annotate
 - pace yourself
 - eliminate distractions
 - how & why?

III. How to Read

cont.

[8:15 – 8:45 / 9:45 – 10:15]

B. “How to Read Comics: A Beginner's Guide” by Hannah Berry

“A common tactic is to read all the text - because that surely contains the serious and pertinent information - and then go back and look at the pictures, which are all just decoration anyway. It makes perfect sense if you're unfamiliar with the medium. Important details, then pretty pictures. To do otherwise seems like mashing your dessert into your main. Yet this is exactly what needs to be done: **the text and the image need to be absorbed at the same time.**”

“Looking at the page of a graphic novel or comic can be overwhelming to a beginner, just as looking at a page of text can be alarming to someone learning to read. It can seem like a ridiculous amount of information to absorb. But although it may look wild and disordered, a page in the comic format is just as strictly laid out as a page of text. Your eye may flit around the page initially like a bird trapped in a room (known as 'panoptic reading', I believe), **but you just need to learn to take in the information slowly, piece at a time.**”

“Also worth noting is the fact that, in comics, **everything means something.** Everything. If you look at the layout or the composition of different elements or the way the writing is on the page, you can glean subtle levels of meaning around the content.”

IV. Discuss *The Best We Could Do* (1-41)

[8:45 – 9:15 / 10:15 – 10:45]

A. How was your reading process?

B. What did you learn about Thi Bui and her story in the first 40 pages?

C. Analyze these pages.

- How do the images help you understand the words?
- How do the words help you understand the images?

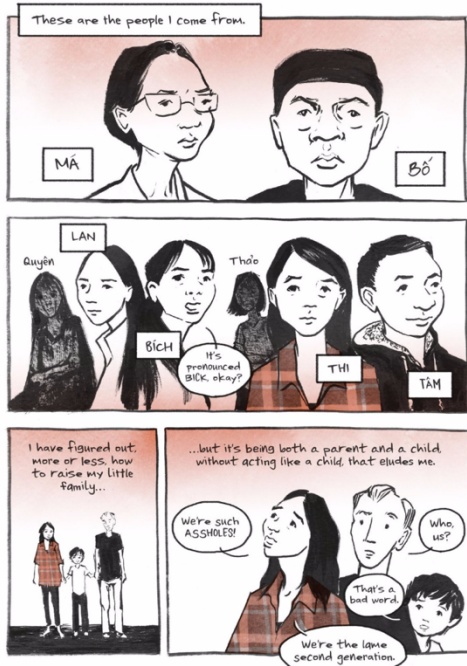
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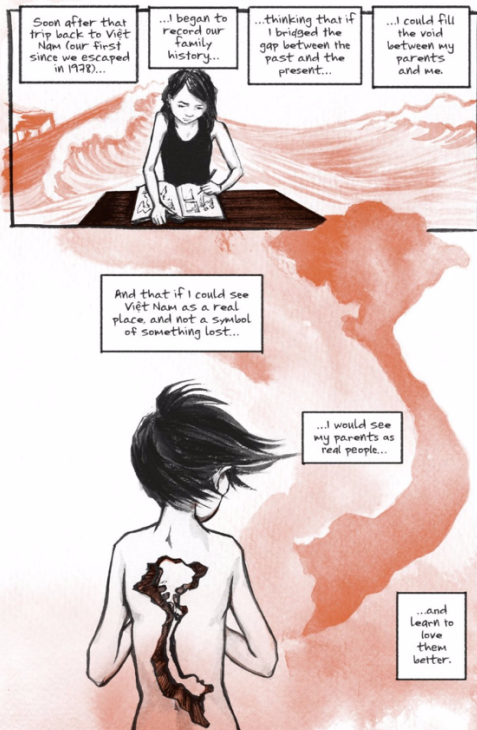
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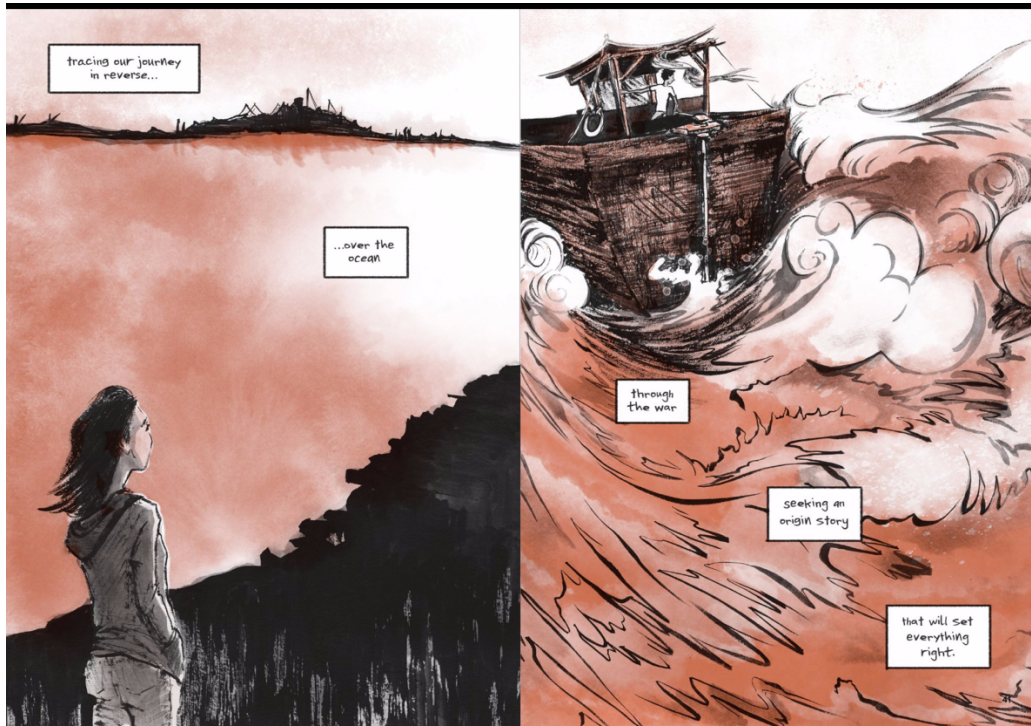
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pp. 36-37



pp. 40-41



| WEEK | TUESDAY | THURSDAY |
|------|---|--|
| 5 | Feb. 11 <ul style="list-style-type: none"> • Essay 1 due • <i>The Best We Could Do</i> introduced • What is a graphic-novel memoir? • Essay 2 introduced | Feb. 13 <ul style="list-style-type: none"> • <i>The Best We Could Do</i> (1-41) • “Active Reading” by Brogan Sullivan • “How to Read Comics: A Beginner's Guide” by Hannah Berry • active reading & analyzing comics |
| 6 | Feb. 18 <ul style="list-style-type: none"> • proposal for Essay 2 due • <i>The Best We Could Do</i> (42-90) | Feb. 20 <ul style="list-style-type: none"> • LSC Requirement 2 due • <i>The Best We Could Do</i> (91-130) • “How to Read a Comic Book: Appreciating the Story behind the Art” by Alex Abad-Santos |
| 7 | Feb. 25 <ul style="list-style-type: none"> • reading notes for Essay 2 due • <i>The Best We Could Do</i> (131-172) • outlining Essay 2 | Feb. 27 <ul style="list-style-type: none"> • outline for Essay 2 due • “Writing about Comics and Graphic Novels” by Duke University Writing Studio • writing Essay 2 |
| 8 | March 3 <ul style="list-style-type: none"> • rough draft of Essay 2 due • peer review | March 5 <ul style="list-style-type: none"> • Essay 2 workshop – bring revised draft • keep reading <i>The Best We Could Do</i> |
| 9 | March 10 <ul style="list-style-type: none"> • Essay 2 due • mid-term reflection & attendance update • Essay 3 introduced | March 12 <ul style="list-style-type: none"> • LSC Requirement 3 due • <i>The Best We Could Do</i> (173-210) • “Thi Bui, Author of <i>The Best We Could Do</i>, on Vietnamese Identity and Telling Her Parents’ Story” by Natalie Bui |
| | March 17 <ul style="list-style-type: none"> • Spring Break • no classes • college closed | March 19 <ul style="list-style-type: none"> • Spring Break • no classes • college closed |
| 10 | March 24 <ul style="list-style-type: none"> • proposal for Essay 3 due • <i>The Best We Could Do</i> (211-262) • “An Illustrated Guide to Escaping the Vietnam War and Making It in America” by Maddie Oatman | March 26 <ul style="list-style-type: none"> • <i>The Best We Could Do</i> (263-292) • “Life as a Refugee Is Explored in the Stunning Comics Memoir <i>The Best We Could Do</i>” by Abraham Riesman • reading & evaluating research articles |

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| 11 | <p>March 31</p> <ul style="list-style-type: none"> • reading notes for Essay 3 due • <i>The Best We Could Do</i> (293-330) • “Review: <i>The Best We Could Do</i>” by Robert Kirby • outlining Essay 3 | <p>April 2</p> <ul style="list-style-type: none"> • outline for Essay 3 due • rough works cited for Essay 3 due • “Avoiding Plagiarism” by Angela Edward-Mangione • paragraphs, drafting, quoting, citing • April 3 = last day to drop with a W |
| 12 | <p>April 7</p> <ul style="list-style-type: none"> • rough draft of Essay 3 due • peer review | <p>April 9</p> <ul style="list-style-type: none"> • Essay 3 workshop – bring revised draft • MLA Olympics |
| 13 | <p>April 14</p> <ul style="list-style-type: none"> • Essay 3 due • language, identity, code-switching • Essay 4 introduced | <p>April 16</p> <ul style="list-style-type: none"> • library research (in-class workshop) • “Understanding Library Sources” by Amy Coughenour • finding & evaluating sources |
| 14 | <p>April 21</p> <ul style="list-style-type: none"> • Faculty Lecture Day • no classes | <p>April 23</p> <ul style="list-style-type: none"> • proposal for Essay 4 due • “The Power of Slang” by Tom Dalzell • “The Case for Cursing” by Kristin Wong • “I Don’t ‘Code-Switch’ to Hide My Identity. I ‘Code-Switch’ to Celebrate It” by Vaidehi Mujumdar |
| 15 | <p>April 28</p> <ul style="list-style-type: none"> • research notes for Essay 4 due • works cited page • dividing, classifying, comparing • outlining Essay 4 | <p>April 30</p> <ul style="list-style-type: none"> • outline for Essay 4 due • rough works cited for Essay 4 due • integrating research • writing Essay 4 |
| 16 | <p>May 5</p> <ul style="list-style-type: none"> • rough draft of Essay 4 due • peer review | <p>May 7</p> <ul style="list-style-type: none"> • Chaffey Event Review due • Essay 4 workshop – bring revised draft • Final Exam introduced |
| 17 | <p>May 12</p> <ul style="list-style-type: none"> • Essay 4 due • review for Final Exam • perfect attendance awards • course evaluations | <p>May 14</p> <p>Section 10971 (TTh 9:30 am class)</p> <ul style="list-style-type: none"> • Final Exam • Thursday, May 14 • 8:45 – 11:15 a.m. |

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| 18 | May 19 | Section 10970 (TTh 8 am class) • Final Exam • Tuesday, May 19 • 8:45 – 11:15 a.m. |
| FINALS WEEK ADVICE HOURS Thurs., May 14 / Mon., May 18 / Tue., May 19 / Wed., May 20 11:30 a.m. – 12:30 p.m. | | |