**EWRT 1A**

**Spring 2020**

**Writing for Public Health**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

12:30-1:20 Monday through Friday

Office Hours: Mondays, 11:00-12:00, and by appointment

Final Exam: Wednesday, June 24, 11:30-1:30

**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.

**Writing for Public Health**

The topic for this section of EWRT 1A will be public health. Right now, public health is an academic discipline that is having a profound effect on people at De Anza College, and most likely, the discipline will shape your academic future and the world that you will enter after you graduate.

Public health will be at the center of the writing and reading assignments for this section. We will begin with personal narratives in which the major turning point is the change in our daily lives as part of a collective response to COVID-19. The next assignments will be about producing face masks. In the second half of the course, you will read a short history of public health, and then you will write a history of the discipline of your major. At the end of the quarter, we will read a publication about climate change in California that was published just a few years ago. Your final essay will be a proposal for reconsidering the preparation for climate change in California in light of the COVID-19 pandemic.

The world that you will enter when you graduate will not be the world that you expected to enter when you began college. This course will hopefully help to prepare you to learn about, think about, and write about the changes that you will live through and that you and your classmates will need to carry out.

**Textbooks**

This course will have four major texts:

1. *English Composition: Connect, Collaborate, and Communicate*
2. “Sample Essays” from *Writing for Success*
3. “A History of Public Health” from *The New Public Health*
4. *Climate Change and Health: Understanding How Global Warming Could Impact Public Health in California*

As necessary, we will also use resources for improving specific writing skills such as those provided by the De Anza English Department, the Writing and Reading Center at De Anza, and the Purdue OWL.

**Short Schedule of Major Writing Assignments**

Week 1: Timed Writing Assignment 1

Week 2: Personal Narrative (600-800 words)

Week 3: Process Analysis (600-800 words)

Week 4: Compare and Contrast (900-1200 words)

Week 5: Timed Writing Assignment 2

Week 7: History of your academic discipline (900-1200 words)

Week 9: Research-Based Persuasive Essay (1200-1500 words)

**Detailed Class Schedule**

Week 1: 4/13-4/19

Timed Writing Assignment 1

Begin the personal narrative

Reading: *English Composition*, sample essay

Week 2: 4/19-4/26

Personal narrative due

Begin process analysis

Reading: *English Composition*, sample essay

Week 3: 4/27-5/3

Process analysis due

Reading: *English Composition*, sample essay

Week 4: 5/4-5/10

Compare and contrast due

Reading: *English Composition*, resources to prepare for the WST

Week 5: 5/11-5/17

Timed Writing Assignment 2

Begin the history of your academic discipline

Reading: “A History of Public Health”

Week 6: 5/18-5/24

Research

Drafting of historical narrative

Reading: *English Composition*

Week 7: 5/25-5/31

Holiday Monday, May 25

Historical narrative due

Begin the persuasive essay

Reading: *Climate Change and Health*, sample essay

Week 8: 6/1-6/7

Research

Reading: *English Composition*

6/5: Last day to drop the class with a “W”

Week 9: 6/8-6/14

Persuasive essay due

Week 10: 6/15-6/21

Revisions

Final Exam: Wednesday, June 24, 11:30-1:30

**Grades**

Assignment Points

Final exam 50

Timed Writing 1 (Week 1) 50

Timed Writing 2 (Week 5) 100

Personal Narrative (Week 2) 100

Process Analysis (Week 3) 100

Compare and Contrast (Week 4) 200

Historical Narrative (Week 7) 200

Persuasive Essay (Week 9) 200

Short assignments (10 points apiece) About 200

Total About 1,200

 Minimum Score

A 90%

A- 89%

B+ 86%

B 80%

B- 79%

C+ 76%

C 70%

**Writing Groups**

During the first week of this course, you should join a writing group. I will encourage you to think of the members of your writing group as the primary audience for your writing. You will aim to make your writing clear, logical, and persuasive to the members of your writing group. Furthermore, as a reader of writing produced by members of your group, you will read not just from your own perspective, but also from the perspective of someone in an academic community in the US.

Each week after the first, at least one scheduled class day will be set aside for me to meet with your writing group. During that time we will discuss your group’s writing, go over assigned reading, and make plans for completing assignments.

**Zoom Appointments and E-mail**

We will communicate primarily in three ways. We will have full-class meetings and small-group meetings through Zoom. When we are not meeting through Zoom, we will communicate over e-mail. Finally, you will turn in assignments through Canvas, and feedback for your assignments will be available on Canvas.

Here are three things to keep in mind. First, it might take up to 24 hours for me to respond to e-mail. Second, I will not schedule a Zoom meeting on the day of the meeting—in other words, I will not agree to meet with you over Zoom on the day when you ask. Finally, I will send you invitations to Zoom meetings on the mornings before we have the zoom meetings. Hopefully, those meeting dates will be set well in advance. When you are preparing to meet over zoom, check your e-mail for the meeting link.

**Class Policies**

Attendance will be mandatory, but this course will not meet during every scheduled class day. Attendance on Mondays will be mandatory, but at the beginning of each week I will announce other days when we will meet as a class. Furthermore, you will be required to meet with your writing group at least once per week. If possible, we will schedule group meetings during regular class times (12:30-1:20).

Please contact me before class or a group meeting if you are unable to attend. Please respect my time and the time of your classmates by logging in 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.

Keeping up with this course will be particularly important because many of the assignments will involve discussions and feedback with your writing group members. You will receive a grade of 0 on Canvas for a group discussion or feedback that is more than 24 hours late.

You will need to turn in short writing assignments such as proposals for topics and outlines before you turn in major assignments. Those short writing assignments will be announced before the Monday of the week when they will be due. You will be required to turn in those short writing assignments at least 24 hours before you can turn in the major assignments.

I will drop you from the course if you fall more than two weeks behind. If you fall one week behind the assignments, I will e-mail you to try to make a schedule for you to catch up. You will begin to receive grades of 0 on Canvas for major writing assignments that are more than one week late. If you have no contact with me for two consecutive weeks, I will drop you from 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.).

**Appointments and Rewrites**

During Week 10 you will have an opportunity to make 30-minute appointments with me to discuss revisions on your major essays. If a grade for a revised essay is higher than the grade for a previous draft, the higher grade will replace the lower grade. If time permits, you will be able to revise essays more than once.