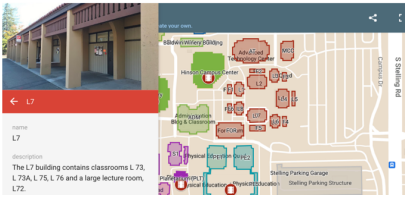


De Anza College: Fall 2024 (8-unit course)

LART250 (Academic Readings and Writing) + EWRT 1A(Composition and Reading)

<p>EWRT1A 13D 22574 LART 250 13D 25478</p> <p style="text-align: center;">Office hours</p> <p>Tuesdays in person: 1:30 - 2:30 pm in ATC 309 (WRC Tutorial Lab)</p> <p>Thursdays in WRC Zoom Room from 1:30-2:20 pm</p> <p style="text-align: center;">or</p> <p>by appointment via my Zoom (based on your schedule)</p>	<p style="text-align: center;">Hybrid course</p> <p>Every Tuesday: Meets In person in L73A from 10:30:AM - 12:20 PM.</p> <p><small>On the map below, you can click on any building to see its name, a photo and a brief description of what is at that place there. Click on one of the red video icons to watch a short video that shows more about that building location.</small></p>  <p>Every Thursday: Meets on zoom from 10:30 – 12:20 pm.</p>
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Professor Vivian Bejarin (She/Her)

bejarinvivian@fhda.edu

VBejarin@gmail.com

Note: This course is bundled together with your COUNS 5 course as a LINC (Learning in Community). Christian Rodriquez, who is your instructor, will also be your English Performance Success Counselor. You will have access to Christian as a primary college counselor for your college journey here at De Anza College. You will be attending his class right before my class on Tuesdays in L75.

About me

I was a college student at De Anza back in the day, so I know what it is like to take a fast-paced class here. I am a San Jose resident and a De Anza transfer alumna; I graduated from SJSU with a Masters in Communication Studies and a Bachelors in Journalism and Mass Communication. As a college student, I was a part-time English tutor at SJSU for 7 years; this work experience is what helped me land this job. The one aspect I love about teaching is spending the extra time to provide good, critical feedback on writing assignments. It is a lot of work, but some students have said they appreciate it.

One aspect of my identity that is hidden is that I am an identical twin; unfortunately, my sister was still-born, so I grew up an only child. I am the daughter of two Filipino immigrants. My father migrated from the Philippines to find his older brother, who was working as a farm worker in Hawaii and throughout California from 1919 to 1950s. There were no phones, so imagine trying to find a relative by word-of-mouth and "snail mail." My dad landed in "America" when he reached Seattle, Washington in 1930. He found some friends from his hometown in the Philippines and asked where his brother was. Within a few days, he and his friends drove to Los Angeles, California to connect my dad to one of his first cousins. With no phones and just by word-of-mouth, my dad found his brother Apolinar in La Mesa, California. My dad eventually settled in Stockton, California, working odd jobs, tried to attend college as a "foreigner", and even worked on the "Great Admiral Hughes" during WWII, until he left sea life in 1947. Unfortunately, four years later, my Uncle Polinar, a California Farmworker, died at the age of 50 in the us; he could not realize his dream of returning home to the Philippines. My dad lived on, thinking he would forever be a Pinoy bachelor, but eventually, through his cousin, he met my mom a little more than 20 years later.

My mother migrated from the Philippines as the first in her family to work as an Overseas Filipino Worker. She worked as a midwife in Germany for 3 years; she was introduced to my dad when she came to the US with her best friend on a visitor's visa in the early 1970s. My mom and dad arranged to get married within 2 weeks of meeting

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each other. My mom finished another one-year contract in Germany as an OFW until her petition was approved. She finally settled in Los Angeles with my dad. My dad died when I was still a toddler; the story we share is that my sister was meant to go ahead of my dad, so she could meet him in the afterlife. My mom moved us to North San Jose to connect with her cousin and her aunt, my Lola Candie. Lola Candie raised me during my elementary school years while my mom worked full time during the beginnings- (fab wafer industry) of what is now Silicon Valley. When I entered middle school (Ocala Middle), my mom bought a house in Eastside SJ on her own.

My mom remarried through another arranged marriage when I was in high school (Overfelt High). My mom is now in her late 80s. She has even surpassed her second husband who passed away 8 years ago. Now, in this post-pandemic era, I make sure she is safe, happy and healthy.

Post-COVID -19, in my spare time, I am back to hanging out with family and friends, attending local music concerts and film festivals, and participating in community work. Since I graduated, I've traveled to Europe, Australia, parts of Baja Mexico, parts of Canada, the Philippines, Thailand, Indonesia, and Cambodia. Within the US, I've only been to Los Angeles, San Diego, Las Vegas, Reno, Seattle, Hawaii, Oregon, Boston, NOLA, Denver, Texas, New Hampshire, and New York.

Every time I go abroad, I say "I want to live here!" However, when I return to the Bay Area, I realize a lot of the global world is already here, especially the food. My favorite comfort foods, other than homemade Filipino food, have been Poke Bowls, Pho, Lion King Sushi Rolls, Palak Paneer, Ethiopian vegetarian platters, and lots of Boba!

LART 250+EWRT 1A Student Learning Objectives: We expect to...

EWRT 1A: (Letter grade)

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

LART 250: (P/NP)

- Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

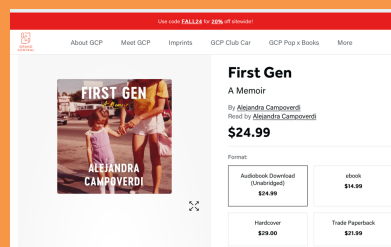
These two courses work together to provide more practice and support, so you can become a highly skilled college reader, thinker, and writer. The two courses are graded separately, but the assignments are completely integrated. Specific objectives include the following:

- | | |
|--|---|
| <ul style="list-style-type: none">• Learn to write description and analysis• Connect, reflect, and dialogue about readings• Journal growth as a critical thinker, reader, and writer• Learn to support personal views with credible, academic, peer-edited library sources. | <ul style="list-style-type: none">• Collaborate in a classroom community, developing deeper relationships and making friends• Transition into the identity of a college student• Practice crafting structured outlines before writing all-encompassing essays |
|--|---|

Required Text

1. In terms of your first out-of class essay, you will need to purchase the book below; read and annotate the entire book. (NOTE: Ask Finsnvisl Aid or Christian, yout voudrlot, if you have access yo s nook voucher.

Campoverdi, Alejandra, [Grand Central Publishing](#), 2023.



2. In terms of your first timed essay, the book you will be reading **will be on reserve in the De Anza Library for use around Week6. Thus, you will not need to purchase the book.** However, if you wish to gift a copy to yourself or someone else after reading it, then you will be able to purchase a copy directly from the author. [Here's a video about the author](#)

- Practice writing lengthy, thought-provoking research essays based on one's own viewpoint.

Refer to Canvas under "What are the Required Essays" – 200 Required Points

- 2 out of class outlines = 10 points each
- 2 out of class analysis essays between 4-6 pages double spaced = 50 points each
- 2 timed essays of at least 4 full paragraphs double spaced = 10 points each
- 5 Bi -weekly Critical Writing Reflections for Final Portfolio Cover Letter 1.5 - 2 pages double spaced = 2 points each
- Final Cover Letter 1-1.5 pages = 50 points

Extra Credit – based on your time, effort, and investment in qualifying for the portfolio process

- Customized Support Activities – up to 20 extra credit points for participating in these activities through the Writing and Reading Center.

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- The points earned are “buffer” to supplement any missing points as you move forward each week throughout the quarter.

Customized Support Activities

This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter.

Pick activities you think will help you most. Complete at least **three** Customized Support Activities by the due dates below. I hope you can try tutoring at least once, but feel free to mix and match.

Options include:

- In-person tutoring sessions Monday-Thursday 9:30-6:30 in ATC 309
- Zoom tutoring sessions--[Click to Join](#) during WRC [open hours](#)
- Zoom Skills Workshops--[Click to Join](#) after checking [workshop schedule](#)
- Counseling appointments ([info about Counseling](#))
- Writing, reading or grammar resources (DLA's) that you complete on your own time

Fall 2024 CSA due dates:

- Complete Activity 1 by Friday, October 25 (end of week 5)
- Complete Activity 2 by Friday, November 8 (end of week 7)
- Complete Activity 3 by Friday, November 22 (end of week 9)
- Complete Optional Activity 4 by Friday, December 8 (end of week 11)

Watch your email and accept your invitation to join the CSA Canvas site. This is not a separate class—it's just a tool to keep track of your completed activities and a resource for links and explanations of all the activities.

Get verification for CSA credit for tutoring, workshops, counseling sessions or do-on-your-own activities. You don't submit assignments yourself—When you see the friendly SSC staff or tutors, they will mark the activity as completed.

At the end of the quarter I will check your activities in the CSA Canvas site myself, or ask you to send me a pdf/screenshot/photo of your grade sheet. You may also include the CSA grade sheet in your final portfolio to show the extra effort you made.

If you have questions or are not sure where to start, please ask me, or contact Victoria or Diana at the WRC at kahlervictoria@fhda.edu or alvesdelimadiana@fhda.edu.

Portfolio Process

Your final grade in this course depends on two processes:

1. All students who satisfactorily complete the required coursework in the course will submit a portfolio of their writing for departmental assessment.
2. If the sum of your required assignments falls into the 70 percentile of the total required points (140/200), you will submit a portfolio of selected writing for review by the Portfolio Committee, which includes myself at the end of the quarter. If these readers agree that your portfolio demonstrates a good command of the Student Learning Outcomes for a student who has completed this quarter of EWRT 1A,

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you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the EWRT1A.

3. My grades on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely know if you are maintaining a level of a passing C on all required assignments. Keep in mind that, even though, extra credit points are available, these points are typically more difficult to earn than the required points. Often times, students who attend WRC workshops and/or meet with an English tutor will have a stringer chance of effectively ingraining the Student Learning Outcomes for EQT1A.
4. If the English Department determines that you should pass, your actual final letter grade (A, B, or C) will be determined by the points you earned throughout the quarter for all the requires assignments and the extra credit points you accrue from your Customized Support Activities (CSA).

<p>HOW POINTS ARE EARNED</p> <p>dependent on individual effort</p>	<p>Required Assignments</p> <p>Uploaded to CANVAS File extensions Docx, doc, pages, PDF</p> <p>OR</p> <p>Shared as Google Doc using vbejarin@gmail.com</p>	<p>Varied additional points</p> <p>These points help to replace missing required points and are deadline oriented.</p> <p>NOTE: maybe easily attained or maybe more challenging than required assignments to attain.</p>
<p>(up to 200 points)</p> <p>A+ 201 and up) points A 180-200 B 160-179 C 140-159 D 120-139 F 119 (and below)</p>	<p>Outlines: 10 points Analysis essay 1: 50 points Outline 2: 10 points Analysis essay 2: 50 points Timed Essay 1: 10 points Timed Essay 2: 10 points Critical Writing Reflections Weeks 2,4,6,8,10: 10 points Reflective Cover Letter: 50 points</p> <p>NOTE: Late out-of-class essays are due within 3 days after official deadline. Afterwards, the essay will not be scored.</p>	<ul style="list-style-type: none"> ❖ Group Work: preparation for an out-of class essay or a timed essay = 3 points ❖ Individual zoom meeting or in person office time- first 10 minutes once a week) = 2 points each meeting ❖ Analytical Write-ups (1 page) (ie. based outside articles, podcasts, or videos) = 5 points ❖ Participate in CSA activities (ie. Workshops) = up to 40 points (2 points per activity) ❖ Cross-Cultural Partners meet-ups: You must sign up to participate (2 points per meeting)

Attendance

As your instructor, I'll facilitate you through the course until the end, trying to have fun along the way. The investment you put in this class will be well worth it if you "hang on through the ups and downs." Participation points are earned when one attends and engagingly participates in class activities (a combination of in-class and out-of-class activities).

How do I succeed?

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You will be asked to delve deeper “than the surface” in order to process what you are learning. To “do well” in this class, you must consciously be awake and aware.

“No matter what [a person], does, every person on earth plays a central role in the history of the world. And normally [that person] doesn't know it”

(Paulo Coelho, author of *The Alchemist*).

Be mindfully present as you walk into the classroom. Eat something healthy. Drink something healthy. We are in a learning community that requires respect of yourself and respect for your community of peers as well as your professor. This class “is not an individual race to earn an A”; it is about learning--creating and fostering relationships with folks who you may know and folks who do not know you. And, it is a space where you create the foundation of your identity as a “De Anza College Student.”

Format for College Essays and Outlines

The screenshot shows an EasyBib interface for creating an MLA title page. The page is set to US Letter size with 1-inch margins on all sides. The text is double-spaced, plain text, and title case. The format includes the following elements:

- Author: Samson E. Sato (with a field for "Your First and Last Name")
- Instructor: Dr. David Maxwell (with a field for "Class or Course Name")
- Course: EDU 200 (with a field for "Teacher's Name")
- Date: 25 Feb. 2020 (with a field for "Date paper is due")
- Title: Piaget's Journey to Understanding the Child's Mind (with a field for "Title of Your Paper")
- Text: The theory of cognitive development, created by psychologist Jean Piaget, is a theory that helps us understand how human intelligence develops. Piaget interviewed and observed children during his experiments and created four stages of cognitive development: the sensorimotor, preoperational, concrete operational, and format operational period. (with a 1/2 inch indent)
- Running Head: Sato 1 (with a field for "Running Head: Last + Name Page #")

At the bottom of the screenshot, there is a search bar and a "Visit" button. The text "Creating an MLA title page | EasyBib" and "Images may be subject to copyright. Learn More" are also visible.

Note: Make sure the page size is US Letter. If you are using Google docs to complete your essays, you don't have to worry about changing the page size.

Weekly Schedule

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The schedule will be provided separately from syllabus through CANVAS and will be semi-structured. Even if you miss a class session (DON'T MISS a session of class!); you can find the lecture notes and assignments on CANVAS. Because learning is fluid, students must be able to "go with the flow!"

My face-to-face lectures are not recorded. However, I may type updates and briefs that will show up in CANVAS Announcements when needed and/or I may share an old video lecture within the current week, so I am flowing with your learning as a class community.

Note: When we are in the face-to-face class, there will be some reiterating of the concepts just to provide clarifications, ensuring that various skills and concepts are reinforced throughout the course. Classroom space is reserved for outline preparation, group discussions, individual check-ins, class discussions, questions and class bonding.

Instructors reserves the right to adjust the schedule as needed.

Need Help?

[The Student Success Center](#) Doffers free workshops throughout the quarter. If you wish to attend any of the workshops and earn CSA credit, [here is the schedule](#).

[English Performance](#) Counselors (EPS): [Christian Rodriguez](#) is your counselor here at De Anza.

NOTE: One counselor meeting to discuss your education plan earns two CSA points.

Writing and Reading Center
[Tutoring Schedule](#) and Each tutor
Note: a weekly one on one meeting or a drop in 30- minute meeting earns CSA credit.

[Online tutoring](#): NetTutor – Accessible through CANVAS or Smarthinking

Psychological Services [Make an appointment](#)

De Anza has its own [Food Pantry](#)

[Disability Support Programs and Services](#)

Cathy Patel or Bianca Melendez. If you have an IEP or a 504, and you wish to use DSPS services, including extra time on a timed essay, please contact Cathy or Bianca as soon as possible.

patelcathy@fhda.edu
melendezbianca@fhda.edu

[Veteran Services](#)

Manija Ansari,
ansarimanija@deanza.edu

College Behavior

Academic Honesty: "Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action which may include a recommendation for dismissal."

- Plagiarisms – Copying somebody's work either word-for-word, stealing an idea without giving credit to the original source, or not using quotations around the sentences or paragraphs taken from the internet or other written sources. NOTE: A personal turnitin.com account will not be needed; I will upload a copy myself to my own account to check for [plagiarism](#).

Cheating – Basically do your own work! Don't ask others to do the work for you because it doesn't benefit your learning.

Students with Disabilities – Students requiring special services or arrangements because of hearing, visual, or other disabilities should contact their instructor, counselor, or the [Disability Student Services Office](#).

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Classroom Etiquette – Classrooms and guidelines are stipulated and discussed the first day of class; the green sheet becomes the written contract agreement between the instructor and each student. Anyone who does not adhere to the contract will be subject to dismissal for the remainder of the class session. Any continuous disruptions such as group arguing or fighting will result in more formal disciplinary actions as stipulated by the Standards for Student Conduct (see Catalog).