

EWRT 1A: Composition and Reading

Course Syllabus

Class Details: EWRT 1A: Hybrid class mode:

EWRT1A- (5 units) Mondays & Wednesdays (11:30 am-12:20pm) on campus in room S72 & AT 305 (computer lab)

Instructor Contact Information:

- Canvas messages (through the inbox)
- Text/phone call: google number **(408) 520-1537**

***Note:** I will try to respond to email between 9am-5pm, after 5pm my responses will be more sporadic. Just like you, I am trying my best to have boundaries between work and personal time to decompress from this online world. I recommend looking at assignments ahead of their deadlines and asking me questions ahead of time. On the weekends, please give me 48 hours to respond as I tend to take time off on the weekends to relax & prepare for the following week. Thank you for respecting this!*

Office Hours:

****Office hours: on campus F31G (my office) or on Zoom**

- Mondays: (in Language and Communication Village, L-47) 12:30-2:00pm
- Tuesdays: (zoom) 9:30-10:30am
- Wednesdays: (in Language and Communication Village, L-47) 12:30-3:00pm

- *Thursdays (zoom) 9:30-10:30am*
- *Every other Friday (schedule to come) optional Extra Credit workshop (zoom); time TBD*

Let me know if these times don't work for you & I would be happy to work with you to find a time that works for both of our schedules.

Table of Contents:

Table of Contents:	2
Class Meetings:	2
Student Learning Outcomes (SLOs):	2
Texts/Readings:	3
Other Suggested Materials:	3
Calendar:	3
Tech Components:	3
Participation/Class Discussions:	4
Assignments, Exams, & Grading:	5
Informal Reading and Writing Assignments	5
Major Writing Assignments:	5
Grading Scale:	6
Class policies:	6
Feedback and Reflection in this course:	8
*Plagiarism & Cheating:	9
Expectation Agreement: (fill in together)	10
Accommodations & Student Resources:	11
Other Helpful Resources:	11

Class Meetings:

Our course will be taught Hybrid this quarter; 2 hour in person (on Mondays & Wednesdays) each week. These are both mandatory sessions. That means that for the 5 units you have been enrolled in, we will meet every week for 2 of those hours, the remaining hours will be completed on your own. You are expected to complete the remaining hours on your own through, reading, writing, reviewing in-class assignments/notes.

Student Learning Outcomes (SLOs):

By the end of the quarter in EWRT 1A:

- 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.

Texts/Readings:

- Collected essays & other handouts needed for class given as PDFs on Canvas



- *Concrete Rose* by Angie Thomas (you are responsible for getting this book. We will read the entire book). We begin this soon, so get your book ASAP!



- *We Were Eight Years in Power* by Ta-Nehisi Coates (I recommend getting your own copy of this book, but I will provide PDFs on Canvas on the chapters we will be reading in depth).



- In Tupac's collection of poetry, *The Rose That Grew From Concrete*,

Other Suggested Materials:

Calendar:

- Calendar/planner to help you keep with the fast pace of summer quarter! We will have assignments due each Monday, Wednesday, and Friday.

Tech Components:

- You'll need to check our Canvas page and your email & canvas announcements daily
- Zoom is mandatory for our Wednesday classes and for some office hours.
- All assignments, grades and feedback from me will be provided on Canvas. The Canvas page has your assignments divided into separate categories and with the percentage of each (**Essays– 75%; Informal reading and writing activities– 15%; In class activities/discussions– 10%**)
- **You will be asked to upload most of your assignments as docs or PDFs.**
 - If you are using google docs, here are instructions of how to convert to these files. For any other program you are using, it may help to search online using keywords like this: “how to convert pages to Word or PDF”
 - <https://www.maketecheasier.com/convert-google-docs-to-word/>
 - <https://9to5google.com/2019/11/09/create-google-docs-pdf-document/>
 - <https://support.apple.com/en-us/HT202227>

Participation/Class Discussions:

- I want all of us to see this course as a seminar/workshop course and not a lecture course. While lecture classes consist of professors lecturing to their students, seminar courses revolve around **class discussions and small group work**. Even though we are online for some of the week, I still want to try to recreate the feeling of us all being in the same room. This is why I want us to complete discussion posts and peer assignments to help build community together. I believe that this can help us create a space for learning that allows you to challenge & grow in a safe community.
- In class lessons and canvas assignments really **help me see what you are understanding and what you need more clarification on**; this helps me in planning the classes each week.
- Our course involves discussing and grappling with questions and challenging texts as a reader and planning, drafting, revising, and editing as a writer. **It is important to be prepared to do this kind of work both in and outside of class. Your participation in class is required and essential.** (Including discussion posts, group work---small group discussions in person– & meetings with me).
- Though I will guide the class, this is **your space** and your community in which to freely discuss ideas and share thoughts about reading & writing in all its stages, so that you may learn from each other's unique perspectives. **You will get out of this class what you put into it.**

Assignments, Exams, & Grading:

Informal Reading and Writing Assignments

- **Reading Notes/Annotations:** Annotations include asking questions of the text you are reading, making connections to other things you have read and/or the real world we live in. Annotations **are not summary and are not highlighting or underlining** specific pieces of a text. Annotation is taking the text one step further (why have you highlighted this passage; what are you using this piece of text to do?).
- **Critical Analysis Assignments/Outlines:** Include short responses that help me see that you have understood the reading and are grappling with the concepts by asking questions & making connections and practicing MLA format.
- **Short Writing assignments:** You will also be practicing writing techniques in shorter assignments. I may have you focus on the audience, creating thesis statements, introduction strategies, paragraph structure, how to analyze your quotations, and transitions.

Major Writing Assignments:

Essay 1: This essay will focus on Tupac's poetry collection, *The Rose That Grew From Concrete*, analyzing the poems and how they relate to things in our own society; our own lives. (100 points/750 words) **Essay doesn't count towards final grade in the class**

Essay 2: [Neil Gaiman's idea of empathy](#) and the purpose of analyzing fictional stories from this perspective; using characters from Thomas' book, *Concrete Rose* and themes from her novel to argue why empathy for a specific character in this book matters; what is the impact of using empathy for the characters in this book? Also, we'll investigate the ramifications of the lack of empathy as well. (100 points/1000 words)

Essay 3: This essay will focus on Coates' essay, "The Black Family in the Age of Mass Incarceration". It will include taking a topic from the other texts you have written about as well as studying Coates as a "mentor" to your own writing. How analyzing his writing (voice, sentence structure, paragraph structure, & language can help us integrate more of these tools into our own writing). (100 points/1000 words)

Essay 4: Student's Choice! Choosing either the prompt that focuses on Tupac and Coates or the prompt that focuses on Coates and Thomas. This essay is considered the revision essay because you are building off of ideas from earlier in the quarter and then adding in Coates to expand upon and add complexity to your initial writing. (Building off of the Essay #1 or Essay #2 and integrating Coates' ideas to revisit the ideas you've previously written about; thought about (200 points/1500 words)

Final Reflection presentation and short writing assignment (submitted and presented in week 11 in person) 100 points

Grading Scale:

A 93% and above

*I will round up your course grade to whole numbers, so 89.5 will round up to 90 (an A-) and 89.4 will round down to 89 (a B+).

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

D+ 70-72%
(not passing)

D 60-69% (not passing)

****Your Final Grade in EWRT1A is determined by your writing ability**

Class policies:

- Attendance is required: (this will be demonstrated by coming to weekly Monday & Wednesday classes in person)
 - Attend every class meeting, arrive on time, bring the course readings, *be prepared to write and participate*, and read and review my emails.
 - I will take roll during these class sessions. I also recommend having your phone put away during these class meetings sessions and anytime you are completing online assignments/exams. This helps you stay present and focused.
 - Arriving late and missing meetings may result in being dropped from the class. **Missing more than 4 meetings will affect your grade and**

will result in being dropped. Let me know if you can't make a meeting so we can schedule a partial make-up during office hours.

- **Communicate if you're having trouble!** Come to the drop in office hours in person on campus or schedule a Zoom meeting if you are having any problems with getting to class, reading, getting started on your essays or finishing assignments. We can figure something out together.

Assignments/Late Work:

- Turn in all Assignments: Produce **complete, thoughtful drafts** of every assignment, and turn all work in on time.
- Post every assignment online by the deadline. Brainstorming & draft assignments **must meet word count requirements to be complete.**
- **Late, missing or incomplete assignments/drafts will lose points and result in your grade in the class dropping.**
- I realize that life happens and I have a late point policy to help support you when things get tough. For late assignments, 10% is taken off for each day late until 50%. I am unable to accept HW more than a week late. Please take advantage of this policy for emergencies and don't misuse it. I will also offer extra credit opportunities and workshops for those looking to make up points.
- **I am unable to accept late assignments over email.**
- Coming prepared for class by completing the required reading, any writing assigned, and bringing the text(s) you are working on that week is essential to completing in class assignments satisfactorily.

Group Work:

- Work with your group mates to complete group assignments to the satisfaction of everyone in the group.
- Divide group assignments fairly and complete, on time, all the work you agree to take on for your group.
- **Participate actively during every group assignment and push yourself to provide your group mates to become better writers throughout the quarter**

by providing thoughtful written feedback. Taking their work seriously enough to think hard about how it can be improved is crucial for your success and theirs, in this course.

Feedback and Reflection in this course:

**I see this course as divided into 2 parts: “Creation” and “Revision/Reflection”

- Use the Feedback provided by me and your classmates to improve your writing. You do not have to make every change suggested by your readers, of course, as readers will sometimes disagree. **But you must take all feedback seriously, and your drafts should show evidence of your careful consideration of your readers’ suggestions.**
- **Revise thoroughly and thoughtfully** after every draft. **Revision means** substantially clarifying your ideas, re-organizing your argument, rethinking your claims, strengthening your evidence, deepening your research, adjusting your style, and/or reimagining your relationship with your audience. Even if you have not received thorough feedback, **make at least one substantial revision turning in the final draft. I would like to see this indicated in your final drafts.**
- Proofread drafts (even first drafts) to eliminate distracting surface errors and typos. **Revised drafts do not have to be perfect**, but you should learn any grammar rules that consistently cause you trouble, by talking with a classmate, using a handbook, working with a tutor, and/or meeting with me.
- **Avoid Plagiarism***
- Submit all writing assignments and drafts with all outlined requirements completed by the due dates.

*Plagiarism & Cheating:

Plagiarism is the means of taking someone else’s ideas and representing them as your own.

This can include:

- Using someone else's ideas (even if it's not the exact wording) w/o giving the original author credit.
- Plagiarism can also include having another person write your assignment for you or using an essay that someone has already written (from another student or from an online source or a book).
- This also includes using AI. Turning in work generated by AI, is considered cheating as you have not completed the work and met the requirements of the assignment.

If a student is caught plagiarizing one or all of the following consequences could occur:

- Receiving a zero on an assignment
- Reporting the incident to administration (which may result in being dropped from classes, or from coming back to De Anza)

Some ways to avoid plagiarism:

- taking careful notes to help you distinguish between your own ideas & language & those you have borrowed from sources
- attempting to cite all sources correctly even in first drafts & double-checking that all sources are cited correctly by the time you submit the final drafts
- never attempting to disguise another's work as your own (this includes AI)
- never purchasing essays online
- never engaging in any other act of academic dishonesty, including re-submitting work you've previously submitted. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.

Values & Expectations Updated (see doc)

As your instructor: (other things to add?)

Means of Communication: I will be available by email (see email etiquette note above as there is a caveat) and will be present at my listed office hours & other times by appointment ***When you email me please keep emails clear, respectful, and to the point. I cannot explain HW or lessons over email. For that kind of support, I'd prefer if you met with me in person or on Zoom.*** My office hours can be an opportunity to discuss any of the following things: help with writing, grammar, questions about HW, grading policies, the readings we are doing, and/or how to improve writing.

Time Management and Planning: I will keep canvas sites up to date and respond to email inquiries in a timely manner. ***I have created a calendar (look at the **Syllabus tab** on Canvas) and a Canvas site in order for me to get my comments on your drafts back quickly so you can revise and progress in the course. I will do my best to stick to the calendar & I'll tell you ahead of time should I need to make any changes.***

Behavior: I will assist you in finding extra support if you need it, I will also listen to your ideas, and concerns and try to make this classroom community one in which you feel comfortable and able to grow and show up as yourself. I will respect each one of you and answer your questions and respond to your ideas with kindness. I will also be open to change and learning from each one of you as the quarter progresses.

Preparation: I will show up on time and be prepared with material to review/discuss readings and help you expand your creativity and critical thinking abilities. I will also come prepared with feedback on your work and ways to help you continue to grow as a writer.

Accommodations & Student Resources:

Students with disabilities who need reasonable accommodations are encouraged to contact me.

Disability Support Services (DSS) is available to facilitate the reasonable accommodations process. The DSS is located in the Student and Community Services Building and can be reached by telephone (408-864-8753) or by email: dss@fhda.edu

Other Helpful Resources:

Food Pantry https://www.deanza.edu/outreach/food_pantry.html

[\(Links to an external site.\)](#)

Financial Aid <https://www.deanza.edu/financialaid/>

[\(Links to an external site.\)](#)

Library <https://www.deanza.edu/library/>

[\(Links to an external site.\)](#)

Bookstore <https://www.deanza.edu/bookstore/>

[\(Links to an external site.\)](#)

Student Success & Retention Services: <https://www.deanza.edu/ssrsc/>

[\(Links to an external site.\)](#)

Transfer Center <https://www.deanza.edu/transfercenter/>

[\(Links to an external site.\)](#)

Math Performance Success Program (MPS) <https://www.deanza.edu/mps/>

[\(Links to an external site.\)](#)

Honor's Program <https://www.deanza.edu/honors/>

[\(Links to an external site.\)](#)

Counseling <https://www.deanza.edu/counseling/index.html>

[\(Links to an external site.\)](#)

Child Care <https://www.deanza.edu/child/>

[\(Links to an external site.\)](#)

Disability Support Services <https://www.deanza.edu/dsps/dss/index.html>

[\(Links to an external site.\)](#)

EOPS (Extended Opportunities Programs & Services) <https://www.deanza.edu/eops/>

[\(Links to an external site.\)](#)

Health Services <https://www.deanza.edu/healthservices/>

[\(Links to an external site.\)](#)

HEFAS <https://www.deanza.edu/vida/hefas.html>

[\(Links to an external site.\)](#)

Psychological Services <https://www.deanza.edu/psychologicalservices/>

[\(Links to an external site.\)](#)

Here is the link to our college's services page which lists all the services our campus offers. I recommend checking this out on your own to see what might be helpful during your time as a student here!

<https://www.deanza.edu/services/>

[\(Links to an external site.\)](#)