

EWRT 1B: READING, WRITING, AND RESEARCH

WINTER QUARTER 2025

INSTRUCTOR: JILL QUIGLEY

About this Course

- EWRT 1B is a student-centered hybrid course that meets in person once a week (Tues or Thur, 1:30-3:20, L64) and in the online learning space of our Canvas course
- All reading materials are available in our Canvas course
- Please log into our Canvas course before the first class on Tuesday (or Thur, depending on your section)
- Check out the Weekly Module and first Discussion Post (due at the end of Week 1)

How to Contact Me

I love connecting with students and understanding more about your experience in the class. Plus, I'm here to be your guide throughout the quarter.

- Message me *in Canvas* anytime and I will respond within 24 hours (72 hours on weekends)
- Right after class! I'm available to meet with students after class most days.
- Weekly In Person Office Hours: Tue and Thur 11:30-12:30 in the Language & Communications Village, L47
- Weekly Zoom Office Hour: Wednesdays 12-1 via Zoom (Recurring Meeting ID 227 088 6794 and Passcode: 33 in my Zoom Personal Meeting Room)

How You Will Hear from Me

- In class! Since we're a hybrid class, I look forward to engaging with you and the course material every week. Attendance is required, and not an optional component of the hybrid learning model. Since I value your time, I take attendance and aim to make our weekly lectures meaningful, fun, and supportive. Attendance counts for 10% of your final grade.
- Throughout this course, I will post an Announcement every Monday with an update for the week, reminders, and support materials along with the new weekly Module. I'll use the Canvas Announcements feature for any new updates or events on campus. *Be sure that you have set your Canvas notifications for the course, so you don't miss out on an important announcement/message.*
- Assessment of your work. I will respond to all of your written work in this class within one week of submitting it, sometimes longer for the 4 essays since I provide personalized messages for each student assessment. You will *always* receive feedback on your essay before your next one is due.
- If you haven't submitted an assignment, you will be hearing from me in Canvas inbox. I will send a group message to all students who haven't submitted an assignment. This is a warm reminder to complete the work, so you don't get behind. Please see Late Policy below.

Course Description

EWRT 1B is a course focused on the advanced development of reading, writing, and critical thinking. Through the process of interpretive, analytical, creative, and reflective writing we will critically explore themes of transformative love, belonging, power, consciousness, and storytelling within a historical and contemporary scope. As writers, you will practice a multi-step process including planning and revision with attention to varying purposes, audiences, and rhetorical strategies. While reading and examining multiple genres of literature (poetry, novel, short fiction, non-fiction, and theory) you will develop analytical and integrative skills through multiple forms of academic and expressive writing. This is a challenging course (and you can expect to work hard), but we'll also have a lot of fun in the process. Your final project for the class is a theoretical research essay which will be a synthesis of your reading, writing, and research skills.

Course Objectives:

1. Learn how to “read” literature—literally, figuratively, critically, and creatively.
2. Evaluate argumentation and its logical elements in literary texts.
3. Interpret a variety of literary genres (poetry, short fiction, novel, non-fiction, media) from different historical and literary periods by writers diverse in background and style.
4. Develop analytical, logical, organizational, verbal, and documentation skills in writing.
5. Understand and appreciate the distinctive qualities of voice, tone, persona, irony, diction, allegory, metaphor, imagery, sound, and a variety of literary structural forms.
6. Apply theoretical lenses: Feminist, Psychoanalytic, Queer, Deconstructionist, and Post-Colonial to reading and writing.
7. Develop literary and social-historical awareness—a recognition of how the past has shaped the present.
8. Relate various literary and social movements to yourself and your surroundings, and explore the contribution of texts to the human experience: culture and consciousness.
9. Acknowledge and account for alternate textual interpretations.
10. Examine the changing perspectives of literature and the current discussions and debates over the social construction of values in a 2025 academic scope.

Our Pact

What you can expect from me:

- I will provide you with a clear, organized course designed to guide you toward meeting the course outcomes.
- I will be engaged, active, and present in your learning.
- I will provide a variety of cool assignments and readings that build in difficulty to inspire new growth toward small, medium, and large goals.
- I will create a safe and supportive learning climate to share and develop ideas with your peers.
- I will be available if you have questions or need help with an assignment.
- I will offer you grace and inspiration. I will see you.

What I will expect from you:

- You will strive to be an engaged and active participant in this course and aim to meet due dates and keep up with the weekly reading.
- You will reach out to me if you have any concerns with an assignment or meeting a due date.
- You will be open to the process and practice of new learning strategies and ideas.
- You will maintain the safety and respect of the classroom community agreement
- You will be forgiving of yourself and your mistakes. You will be courageous in finding your voice.
- You will embrace a growth mindset.

Textbook:

All course texts (poetry, fiction, and non-fiction) will be available in our Canvas course. For the 2 book-length novels, (*Their Eyes Were Watching God* by Zora Neale Hurston and *Franny and Zooey* by J.D. Salinger) hard copies are for sale in the bookstore.

Student Learning Outcomes:

1. Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by a common theme or issue.
2. Demonstrate analytical, organizational, verbal, and research skills in writing.
3. Evaluate multiple sources and integrate them into an analytical research paper.

My Grading Practice

In this class, the grading system will:

- Recognize your skill-building and process
- Inspire your new growth toward small, medium, and large goals (SLOs)
- Encourage you to challenge yourself with each essay
- Invite you to metacognitively understand areas for improvement
- Offer a goodie-bag of resources to apply to those areas
- Honor your textual engagement, creative ideas, and individual voice

Assignments

Your grade for the course will be based on the following percentages:

- Essays: 40%
- Discussion Posts: 20%
- Quizzes: 20%
- Class Participation: weekly attendance and engagement, in-class writing exercises, group work, and extra credit. In addition to these factors, your course participation grade is calculated via the Canvas data of your pages viewed and hours logged in our course: 10%
- Metacognitive and Creative Writing: 10%

For each of the 4 Units throughout the quarter, you will complete: 1 Quiz, 1-3 Discussion Posts, 1 Creative/Metacognitive Writing Exercise, and 1 Essay

Discussion Posts

Discussion posts are an opportunity to flush AND flesh out your ideas about the reading in the class community as you develop your essay in process steps. As long as you meet all the criteria of the assignment, you'll get full credit. If you get partial credit, you're invited to (but not required to) revise your post for full credit within one week from the due date.

Quizzes

All Quizzes are open notes and open Canvas with NO time limit, but only ONE attempt. The Quiz is available a week before it's due, so you can engage in the critical thinking process organically and prepare your answers for success. Quizzes are a combination of T/F, multiple-choice, fill-in-the-blank, and short essay questions based on the course material, reading, and skill development from each module building toward the essay.

Please note:

*Within each of the 4 units, the Discussion Posts and Quizzes are designed to develop and support the generation of your ideas and lower-stakes writing in preparation for each essay. Submitting these assignments late alters the necessary timeline established to write your essay successfully. **All assignments are locked after the 5 day grace window for submitting late work.***

Essays

You will write 4 text-based analytical essays in this class, all of which will be at the end of each of the 4 units--so you'll build toward the essay by developing skills and writing in response to the reading over a 2-3 week period. For each essay, you'll receive an assignment guideline sheet at the beginning of the unit, so the goals and expectations are clear. Those same guidelines will be used in a rubric to assess your essay. ****Please read the Academic Integrity section down further for my policies on Plagiarism, specifically AI-generated essays.***

Metacognitive Reflections

For each essay, you'll provide a brief reflection on your writing process. The goal is to grow with each unit, and each essay; creating a transparent dialogue with your own experiences is vital to that success--making the invisible visible. Also, the metacognitive reflections are an opportunity for you to have a voice in your assessment.

Grading Scheme

This class uses the standard De Anza Letter Grade Scheme.

A (100% to 94%)

A- (94% to 90%)

B+ (90% to 87%)

B (87% to 84%)

B- (84% to 80%)

C+ (80% to 77%)

C (77% to 74%)

C- (74%to70%)

F (69% and below) **I don't give D-range grades for final grades since they are passing but NOT transferable and bring your GPA down drastically. Instead, it's better to get an F and retake the class so the new grade eclipses the F whereas you cannot retake a class if you got a D.*

Policies

Late Policy

Because the 12-week quarter goes like the wind, time management is a practiced skill, and life gets life-y, all assignments will remain unlocked for 5 days after the due date with a 5% point deduction, per day, for late submissions. Since this course is organized in 4 sequential three-week units, turning in assignments on time is important to the pace and development of your learning, including time for me to review your work and provide meaningful feedback. All assignments are locked after the 5 day grace window for submitting late work and cannot be completed retrospectively. If you're having trouble completing an assignment on time, message me in Canvas. Due dates are designed to recognize your skill-building and process, inspire new goals, and honor your voice.

Academic Integrity Policy

I'm here to help you discover, develop, and define your own voice this quarter. I have a keen ear for student writing and over the course of 12 weeks, my job is to become attuned to your unique talents and areas for growth. I cannot do that if the voice you're submitting is not your own voice.

Using the writing or ideas of your peers or online texts without citing them is plagiarism. Using AI generative tools to substantially complete an assignment (e.g. by entering exam or assignment questions) is plagiarism.

While generative AI tools have value in fostering quick access to understanding, these tools can also be used in ways that bypass key learning objectives. Keep in mind that what you're getting from AI is crowdsourced information, not the reliable product of research and assessment. All large language models have a tendency to make up incorrect facts and fake citations and manufacture hallucination of truth and texts. You will be responsible for all inaccurate information submitted from AI. Also, do not use AI to draft your paper. Do not use AI to give you citations. I am saying this both for purposes of coming up with reliable evidence and also from an academic integrity (i.e, cheating) standpoint. If you didn't write it, don't put your name on it and claim that you wrote it. Close the window before you start drafting and understand the context of your textual evidence in relation to the reading. If you use AI tools during your writing process, acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Please note: assignments containing undisclosed AI-generated writing will receive 60%; students will be invited to a conference with me to discuss the extent of the plagiarism. If a revision option is allowed, the grade will be combined with the 60%.

Attendance and Participation Policy

Since this EWRT 1B is a hybrid course, consistent attendance and participation in person (weekly in-person class) and online (weekly reading and discussion posts) is essential to your success. Our Canvas course is organized by weekly modules, which will be posted at least one week ahead of time, along with a reading/assignment schedule and weekly announcements. You can count on my consistent engagement and presence, and I invite you to join me. For our weekly on-campus classes, I take attendance. Your time is valuable, and I will do my part to make class dynamic, meaningful, and fun. Attendance is required, so please do your part to come. So much about success is literally just showing up. I reward that commitment to presence. I have a low-key photographic memory, so don't be surprised if I memorize your name on the first day. It's important to me that you feel seen in this course. **If you have perfect attendance, you don't have to take the final quiz and will receive a 100%! Since life is unexpected, you are given 2 excused absence passes throughout the quarter. After your second absence, your participation grade will be impacted.** For the online components, participation looks like logging into the course frequently and reviewing the content pages in the weekly module, participating in discussion posts, and completing assignments. In addition to these factors, your course participation grade is calculated via the Canvas data of your pages viewed and hours logged in our course.

As a part of the college attendance policy, I am required to drop students who do not participate in the first week of class (attendance and discussion) by the census deadline. **Therefore, if you are not able to attend the first class or complete the first discussion post, please let me know so I don't give your spot to a waitlisted student.**

Student-Centered, Learning-Centered Policy

Our EWRT 1B centers students' voices in a dynamic, challenging, inspiring, and supportive environment. Consider this class a safe space, and please do your part to keep it safe. My job is to create a container for deep intellectual inquiry and emotional expansion—none of which happens without safety. I am both the bouncer and the hostess of this space. You are invited to share your ideas and express yourself--from the heart and mind--without judgment, and I will do my part to keep the inspiration flowing with cool content and ideas. The good news about literature is there's rarely "one right answer" so we can play, debate, analyze, create, and figure out how we feel within the academic atmosphere of exciting learning. Pro-tip: reading is the key to writing. I promise you some cool readings to ignite our discussions. With a mind's eye to a student-centered classroom environment, please use **our class Q&A open discussion space** as a resource throughout the quarter. If anything is unclear, feel free to ask. I'm here for it! Probably other students have the same question. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on their own experience. In critical thinking, more than one thing can be true at the same time. If you wish to counter a specific argument or claim, please do so intelligently and respectfully. When your classmates talk during the discussion, you are asked to

respect them with your focused attention and encourage them—if you feel moved—in the chat and discussion spaces. Vulnerability and courage are synonymous and key to learning. Remember that our course goal is to learn from each other with kindness and curiosity. With that in mind, be aware of whether you tend to dominate classroom conversations. Although I encourage active participation, it is also important to leave space for others to participate.

Winter Schedule of Important Dates

1/6/25: First day of Classes

1/19/25: Last day to Add Classes

1/19/25: Last day to Drop **without** a W

1/20/25: Dr. MLK Jr. Holiday (no classes, offices closed)

2/14-17/25: Presidents' Holiday (no classes, offices closed)

2/28/25: Last day to Drop **with** a W

3/24-28/25: Final Exams

De Anza's Student Support Resources

Tutoring

Tutors and Directed Learning Activities at the Writing and Reading Center (WRC) <http://www.deanza.edu/studentssuccess/wrc/> The WRC has both drop-in tutoring and weekly peer tutors via Zoom--and workshops and other online tools There are also Directed Learning Activities(DLAs) on the WRC website that offer additional practice on reading and writing strategies.

Counseling

Mental Health and Wellness Center: <https://www.deanza.edu/psychologicalservices> De Anza's Mental Health and Wellness Center offers a variety of support to all students for a variety of support options designed for you. You are welcome to stop by in person, join an online support group, or drop in for an online session with a MHWC counselor. They also take appointments for one-on-one sessions, held online.

Support/Accommodations for Students with Disabilities

Disabilities Services: <http://www.deanza.edu/dsps/index.html> De Anza College views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. *If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a

confidential discussion regarding equitable access and accommodations. **If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from Clockwork early in the quarter to review how the accommodations will be applied in the course. *If you have a disability, we will create a learning environment that works for you. :)

Campus Health Resources

- Health Services: <https://www.deanza.edu/healthservices/> (408) 864-8732
- Mental Health and Wellness Services: <http://www.deanza.edu/psychologicalservices/> , (408) 864-8868
- Food Pantry: http://deanza.edu/outreach/food_pantry.html , (408) 864-8327
- Title IX: <http://www.deanza.edu/titleix/>

Campus Academic Resources

- Admissions and Records: <http://deanza.edu/admissions/index.html>
- Academic Calendar: <http://www.deanza.edu/calendar/>
- Bookstore: <http://deanza.edu/bookstore/>
- Online Education Center: <http://deanza.edu/online-ed/>
- Faculty and Staff Directories: <http://deanza.edu/directory/>
- Final Exams: <http://www.deanza.edu/calendar/finalexams.html>
- Library: <http://www.deanza.edu/library/>
- Open Education Resources (OER): <http://deanza.edu/academic-services/oer/>
- Pride Center: <https://www.deanza.edu/pride/>
- Registration Instructions and Guide: <http://www.deanza.edu/registration/>
- Student Success Center: <http://www.deanza.edu/studentsuccess/>
- Undocumented Students: <http://www.deanza.edu/students/undocumented.html>