De Anza College   Spring 2025   Instructor: Husne Jahan

EWRT1A: Composition and Reading /LART 250: Academic Reading and Writing Syllabi

Class Meeting Times and Venues

Mondays and Wednesdays 10:30 to 12:20. Our regular classroom is L46, but starting from April 16 onwards, on Wednesdays, we will meet in computer lab ATC 305, unless otherwise announced, so all students can get their writing work done equitably. If you want to borrow a computer when you are at De Anza College, there are some options. Check those out from this De Anza College page called Need a Computer.

Course Description: EWRT1A

EWRT1A is a 5-unit transfer-level course that focuses on introduction to university level reading and writing, with an emphasis on analysis, close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions, and practice in common rhetorical strategies used in academic writing and composition of clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic. You are expected to practice rhetorical strategies used in academic writing and compose well-organized and well-developed essays based on clear theses that express your points-of-view. You will be assigned readings from our required textbooks and outside resources, and you will get several types of writing assignments, both take-home and in-class. The assignments will focus on the areas of reading comprehension, critical analysis, paragraph development, sentence craft, essay writing, creating dialogue with other texts, and conducting and incorporating some research in writing.

The core texts used for our EWRT1A reading and writing activities and assignments are *Writing about Writing*, 5th edition, *Achieve for Readers and Writers*, bundled with *Writing about Writing*, and the novel *Life of Pi*.

Student Learning Outcomes: EWRT1A

By taking this course, you should be able to:

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.

Course Description: LART 250

LART 250 is a 3-unit non-transfer level course. Integration of reading and writing skills necessary for success in EWRT 1A or EWRT 1AH. Emphasis on evaluation, analysis, synthesis, questioning, and critical inquiry of assigned readings and in essays in this course and in the target course, EWRT 1A or EWRT 1AH. Immersion in the reading and writing process with opportunities for just-in-time instruction on strategies and skills to succeed in transfer-level curriculum.

The core texts used in LART 250 are still *Writing about Writing*, 5th edition, *Achieve for Readers and Writers*, bundled with *Writing about Writing*, and the novel *Life of Pi,* but as the supporting course, LART will use the Achieve sections more extensively.

Student Learning Outcomes: LART 250

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

Bundled and Co-requisite Courses

EWRT1A and LART 250, these two courses work together to provide more practice and support, so that you can become a skilled academic reader and writer. The two courses are graded separately, but the assignments are integrated. LART 250 is 3 units and EWRT 1A is 5 units. You will see the assignments and points for each in the syllabus and those will be reflected in the "Grades Section" on Canvas.

A Note about AB 705

Due to a bill titled AB 705, community college students are all placed in EWRT 1A now (either only 1A, 1A + 250), but in the past a large percentage of students placed into 1 or 4 pre-transfer-level classes (that were credit/ no credit), allowing more time and practice with college-level reading, writing, and thinking skills without earning a letter grade. Another bill, AB 1705 has been passed as an amendment to AB 705 to clarify and accelerate that process. Due to these two bills, you have the opportunity to accomplish what has typically taken 2 or 3 quarters, but you also have to work faster and more. Knowing this, we hope you put in the time and effort these courses need. If the course load or material feel like too much, there are other options and support we can recommend.

Class Format: Hybrid

In-person classes meet on Mondays and Wednesdays from 10:30 AM to 12:20 PM at the De Anza campus in Room L46. I have reserved lab time in ATC 305 on Wednesdays, starting from April 16, and if most students are unable to bring laptops to class, we can meet in the lab on most Wednesdays, unless I announce otherwise. Together, EWRT1A and LART 250 carry 8 units. 8 units equals to 8 hours of class time. As we are meeting only a little under 4 hours in class every week, the rest of the 4 hours are online asynchronous, so you are expected to log on and do course readings and assignments throughout the week, at times convenient to you. On Canvas, submissions are typically due by 11:59 PM on Wednesdays and Sundays of the week and work that is to be completed in class will be due on Mondays and Wednesdays, as those are our class meeting days. Overall, you may need 10 to 16 hours of time per week to read class materials and complete course work, depending on your pace.

Technology Requirements

Students must have access to a computer, the internet and an individual email address. We recommend a laptop or desktop computer to successfully complete the course; a tablet or phone may not be adequate for all assignments and tests. The Canvas Resource Library for Students is a source for helpful information about Canvas and Online Education. Another useful De Anza web link: Student Resource Hub offers extensive information and help with online learning. When you attend the in-person classes, please have your textbook *Writing about Writing plus Achieve* accessible to you in either e-book or loose-leaf format. Also bring your phone, and or laptop, as well notebooks, pens, pencils, and highlighters, if you prefer to do some of your work in non-electronic formats.

Word Processor: You will need to be able to create documents. If you do not have access to Microsoft Word, you can use a **free** word processing program, such as Google Docs (Links to an external site.) or LibreOffice. (Links to an external site.)

PDF Reader: You will need to be able to view PDFs for this class. You can download a **free** PDF reader here, if you don't have one already on your computer: Adobe Reader (Links to an external site.)

Office Hours on Zoom

Office hours are on Zoom from 2 to 4 PM, but you are welcome to talk to me after our in-person class, and if you have the time, and we can find a nearby place to talk, I will gladly answer any questions you have.

Your Instructor and Her Contact Information

My name is Husne Jahan. I am your instructor for this course. I have a BA and MA in English Literature, MA in Composition and Reading, and a PhD in English Literature. I have taught at Rutgers and Santa Clara University in the past, and have been teaching at De Anza College since 2005.

Communication Plans & Methods

Besides seeing you in our in-person class meetings, you can expect that I will contact you frequently via the following methods:

- Announcements about course content and reminders.

- Canvas Inbox messages: I send some announcements as Canvas Inbox messages as well as posting as announcements. You should message me on Canvas for faster response as I try to respond to Canvas messages within 48 hours on weekdays.

- Posting in discussions: I provide feedback individually to your discussion posts through instructor comments in SpeedGrader, post summary/overview/reflective comments on the discussion boards for the whole class, and individually respond to some posts.

- Feedback: I will provide feedback on every assignment. Even auto-graded quizzes give you feedback on what you do well, and how you can improve what you need to improve. There is at least one assignment due every week, so you will get feedback on your work from me every week. I aim to grade assignments within a week of their due dates. I will try to post feedback and grades within a week after due dates, but sometimes, grading could be delayed, and you are welcome to ask me about any delays.

- E-mail: I will e-mail you if I think you have not been reading my Canvas messages and announcements; otherwise, I will e-mail you in response to any e-mail from you. The fastest way to communicate with me is by Canvas Inbox. You can also send an email to my college email, jahanhusne@fhda.edu. However, sending a message through Canvas Inbox may be better as the Inbox only contains messages from students, they can be seen and responded to more efficiently. (How do I send messages in Canvas?) I will try to respond within 24-48 hours to both e-mail and Canvas messages on weekdays during the current quarter.

- Office Hours: Two hours every Tuesday from 2 to 4 PM, I have office hours on Zoom, during which students can drop in and talk to me. You can also request appointments outside those office hours, and I can try to talk to you on Zoom at hours which are convenient to you. Please utilize office hours as these are great for getting to know one another and discussing those areas of course content where some extra attention is needed.

About This Syllabus

Some of the information found on this syllabus is also available in different pages of the Orientation Module of this class on Canvas, but the syllabus definitely has additional information that you may not find in other places on Canvas. The syllabus itself is available on Canvas.

Two Required Text Books

Writing about Writing W/ Achieve, **Edition:** 5th edition **ISBN:** 9781319332365, **Author:** Wardle and Downs, **Publisher:** Macmillan Learning. If you get the book from the bookstore, you will be given an access code to enroll in the course (Writing about Writing + Achieve is also called a course, but don't worry it is not a new course, just your access to the book).

You can also rent *Writing about Writing + Achieve* directly from Canvas: Students can join/pay for Achieve directly from the course ($42.99). Achieve access includes the full eBook.

If you are prompted to put a course ID number to join the course, this is the course ID number **vwexvd.**

How to Access Writing about Writing + Achieve

Once you have got access to the book, you have two ways to access the book.

1. Click on the Achieve E-book link in the *Achieve with Writing about Writing* textbook module at the top of all the modules. You can read the book from there directly on Canvas because the content gets loaded onto Canvas.
2. You can also click on the Macmillan Learning link on the red Navigation menu on your Canvas screen, then click on the Achieve link near the top of the page, and then on the next screen, the e-book link indicated by a book icon These links will work properly when you are in your EWRT1A Canvas course. If you do this, you are reading the book from the publisher's web site.

What is Achieve?

Achieve is a reading, writing, and grammar handbook packaged with different books according to instructor preference. Its reading, writing, and grammar sections are very useful for first-year composition students. I will assign many sections of *Achieve* in our LART course, as they will help you with your work for your EWRT1A course. The *Writing about Writing* e-book without *Achieve* access has a different ISBN number, so please be aware of that. You have to get *Writing about Writing* with Achieve.

Life of Pi (Trade Ed)

$7.50 to $16.99, ISBN: 9780156027328, **Author:** Martel, **Publisher:** Houghton Mifflin Harcourt Company, **Formats:** PAPERBACK or BryteWave (digital) Format

Links for Books

[Writing about Writing with Achieve](#)

[Both Books at De Anza College Bookstore](#)

Note

There are two options available at the De Anza College bookstore to get *Writing about Writing* with Achieve. Option 1, which will give you a loose-leaf paper copy of *Writing about Writing* with online access to *Achieve* is $72.75 and seems much too expensive. Option 2, which is *Achieve for Writing about Writing* (1-term online multi-course) is $46, so much less expensive. As a student, I would prefer to get Option 2, or buy the book directly on Canvas, or from the publisher, all of which are less expensive and more effective options.

You can get [Life of Pi on Kindle from Amazon](#), and read the book by downloading a Kindle App on any of your device (computer, tablet, and phone).

Additional Reading Materials

You will also need to read some articles researched from the De Anza College Library (mostly from the library web site) and from the Internet. Most of these have already been researched and posted by me on Canvas in the relevant modules.

Course Expectations

- Learn to **read and analyze** a variety of college-level texts;
- Use **schema** to read and comprehend;
- Demonstrate **vocabulary** growth;
- Apply **pre-reading and annotation** strategies;
- **Develop** topics and ideas for essays (pre-writing strategies);
- Write and support **thesis statements**;
- Build **introductions and conclusions;**
- **Organize** ideas in essays;
- Identify and practice writing for different **audiences and purposes**;
- Develop a **foundation** for handling many writing and reading tasks;
- Practice writing and reading as a multi-step **processes**;
- Compose organized, developed essays that **increase in complexity**;
- Practice various s**entence structures** to improve sentence complexity and style while cultivating your own **voice**;
- **Proofread** for recurrent usage and sentence-level errors.
- Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
- Go through all the processes of writing, such as planning, prewriting, writing, and revision.
- Submit multiple drafts of essays.
- Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
- Create syntactically varied sentences that are free of mechanical errors.
- Produce a minimum of 6000 words of writing for the EWRT1A course. Write four essays including one research paper and one timed essay. You will write analytical, compare/contrast, persuasive/argumentative, and reflective essays. One single essay may combine elements from more than one of these essay types.
- Submit essays and other assignments, quizzes, and discussions electronically on Canvas and on paper in class, as specified.
- Research and gather supplementary information to strengthen your essays as asked or needed.

Tutoring

The [Student Success Center](#) offers online/Zoom tutoring in several subjects. Check the subjects and tutoring options using the link given above. The [Writing and Reading Center (WRC)](#) offers tutoring in writing and reading, as its name suggests, so check out their online tutoring options if you need individual help with work you do in this class. If you need one-on-one help from a tutor online, you can use the following service. Look for NetTutor on your Canvas course page. You will find NetTutor in one of the categories on the left side of your screen on the home page of the Canvas page for this on Canvas. Once you click on NetTutor, you will see a list of subjects in which tutoring is available. The categories relevant to this class would be **English and Literature** (for asking specific questions) and **Writing and Paper Center** (for submitting and getting help on papers). NetTutor is only online, while the Writing and

Reading Center and Student Success Center are housed on campus in the Advanced Technology Center (ATC) building while also offering some services online.

Required Customized Support Activities (CSA)

This class has partnered with the Writing and Reading Center (WRC) to offer Customized Support Activities (CSA) to help you this quarter. You have to complete at least **three** Customized Support Activities by these due dates, which are spread over two months to help you make the time. The due dates are May 9, May 23, and June 6. Activity Options include: tutoring sessions, workshops, and directed learning activities. To utilize CSA, you will receive an invitation to join the S25 Customized Support Activities Canvas course. You must accept this invitation and join the course. Below are some links that take you to those options to sign up for CSA activities. Completing three activities is required and they carry points in the LART course.

In-person and Zoom Tutoring with WRC
WRC Workshop Information
Directed Learning Activities (DLAs)

EWRT1A Grade Distribution

(Subject to changes if necessary due to scheduling and other evolving needs)

3 Essays= 40 Points: Essay One =15 (which you can revise after an instructor and possibly peer-reviewed rough-draft submission), Essay Two = 10 (single-submission essay which you cannot revise), Essay Three: Research Paper = 15 (which you can revise after an instructor and potentially peer-reviewed rough-draft submission); **2 rough drafts of essays: 8** = (4+4); **6 Assignments** of various point values: **33** points; **5 Quizzes = 19 (2+4+4+4+5)** points; **Total Course Points= 100**

EWRT1A and LART Grading Scales Based on Total Course Points

A+ = 100 % or above	C= 70-74%
A= 94 – 99 %	D+= 65-69%
A- = 90-93%	D= 60-64%
B+= 85-89 %	D- = 55-59%
B=81-84%	Under 55%= F
B-= 78%-80%	
C+= 75-77%	

LART Grade Distribution

LART Assignment 1: LART Essay One =10   LART Assignment 2: Life of Pi Reading Journal=10
LART Assignments 3 through 10= 6 points each x8= 48 points.
CSA Assignments = 3x7= 21 points
Meeting with EPS Counselor= 6 points
Final Exam: 5 points

Course Total= 100 points

Submission Guidelines and Late Policy

When submitting assignments, write LART on the top left of LART assignments and EWRT1A on the top left of EWRT1A assignments. It is strongly recommended that you draft (and save) all assignments in Microsoft Word (or other word processing program) and then **copy and paste** the information into discussion forum postings. That way you will have a copy saved on your computer should anything go

wrong. Keep a copy of all assignments in your computer. Check the grade book and assignment feedback throughout the quarter. If you have questions or concerns about a grade, please contact me as soon as it comes to your notice. **Do not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook** because final grades cannot be changed.

I know and understand that people may be experiencing challenges at times that throw us off schedule. Nevertheless, **the quarter has an end date of June 29, 2025** and weekly assignments are due throughout the quarter. **While you don't have to worry about being penalized for being minutes/hours, and even a few days late to submit an assignment, you should try to submit your work on time.**

If an emergency arises that makes it difficult for you to keep up with the class, please message me as soon as possible so that we can figure out your options. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: illnesses, accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

Incompletes - (I's) will not be given except under extenuating circumstances that are discussed and formally arranged with your instructor prior to posting final grades.

Attendance, Participation and Drops
- Students are expected to participate actively in the class by attending and participating in-person class meetings, logging onto and being engaged with the course on Canvas, submitting work, and participating in Canvas discussion board posts.
- If you miss 4 classes, you have missed too many, and you may be dropped from class. If you miss class due to your own or a dependent family member's illness, you must let me know, and we can figure out how you can catch up with classwork.
- Instructors may drop students from class if they do not log on to Canvas, stop attending class meetings, and do not submit at least 90% of the assigned work.
- There are two deadlines for students to drop themselves or for instructors to drop students: the last day to drop without a W, which is on the Sunday of the second week of classes, which this Spring is Sunday, April 20, and the last day to withdraw with a W, which this quarter is on Friday, May 30. If you become irregular with your work submission and participation within the first two weeks, you have to be dropped by April 20 to not get a W. If you become irregular with your work submission and participation after that, you could be dropped by or before May 30, 2025.
- A student who simply stops attending without formally dropping may receive an unsatisfactory grade and may be required to repay financial aid funding. It is the ultimate responsibility of the student to drop from a course when they cannot continue; do not expect an instructor to know your intentions. You may drop a class through your portal. To be eligible for a refund of fees and/or prevent a recorded grade of F or W, you must drop the class on or before the appropriate deadlines.

Important College Deadlines
April 20: Last day to [drop classes] without a W
May 24-26: Memorial Day Weekend - no classes, offices closed
May 30: Last day to [drop classes] with a W
June 19: Juneteenth Holiday - no classes, offices closed
June 23-27
[Final exams]

Accommodations for Special Learning Needs

If you have a learning or physical need that requires special accommodations in this class, please contact the Disability Support Services. If you have a hearing need, contact the Deaf/Hard of Hearing Services If you require any special accommodations for this class, please notify me as soon as possible to ensure a quality learning experience. I will be happy to work with you to meet your specific needs.

De Anza College Resources

De Anza College offers a variety of resources to help students. If a student is facing a need or challenge, they may not have to face it alone, since a resource at De Anza may be able to help. Here is a short list of some of them; each resource name is a link.

- Disability Support Services
- Student Success Center-Tutoring
- Counseling and Advising
- Library
- Bookstore
- Office of Equity
- Student Health Services
- Psychological Services
- Basic Needs Resources
- International Student Programs
- Guided Pathways Villages
- Vasconcellos Institute for Democracy in Action (VIDA)
- Pride Center
- Guardian Scholars Program: Support for Foster Youth
- Rising Scholars Program for Students Affected by the Criminal Justice System
- Veteran Services
- Assist: Articulation and Transfer Services
- Learning Community for Academic Achievement of Asian American and Pacific Islander Students
- Puente Project
- Umoja Program focused on African-centered Philosophy

Maintaining Academic Integrity and Avoiding Plagiarism

Plagiarism is taking another person's language and ideas and passing it off as one's own. Plagiarism is an offence and can lead to failure in the course and other disciplinary measures. For detailed information read the Academic Integrity Policy of De Anza College. When you research and find information that is not considered "common knowledge," you will have to quote or paraphrase your source with adequate acknowledgement of the source. You can obviously gather information from other sources and much of your essays will be about other people's writings, but you are expected to analyze and interpret them, putting them in the context of your own thoughts, NOT copying them directly. Getting another person to write your paper for you or buying a paper from the Internet is also plagiarism. Having a software such as Chat GPT, Grammarly, a software-based translator, or any form of Artificial Intelligence to write on your behalf is also plagiarism. Research and technology can be used to help, but they cannot be used to substitute your own writing. Most of your essays will be checked through turnitin although you will submit them on Canvas. I expect nothing less than absolute honesty from the students. You should also be aware of De Anza's policy on copyrighted materials and abide by them.

Mutual Respect Policy

De Anza College has a Mutual Respect Policy defined on in the following way:

> The Board of Trustees of the Foothill-De Anza Community College District is deeply committed to the premise that on college campuses full participation in the educational process must be in an environment that is free from harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity. At the same time the Board is, as always, committed to protecting freedom of speech to guarantee the free exchange of ideas. Nowhere is this protection of greater importance than on our college campuses, where the free exchange of ideas fosters knowledge, individual growth, and tolerance for new and different ideas. However, speech or expression used as a weapon to harass specific victims is not to be tolerated and is to be condemned.

Read more details on De Anza's Mutual Respect link.

Two Types of Writing

Low Stakes Writing

Writing assignments that will receive credit for completion can be defined as low stakes writing which show your learning process rather than demonstrating your finished work. Such writing will receive full credit if completed or partial credit if only partially done. Many non-essay course assignments come within this category. Each of them carries fewer points, and you usually get less time to complete them, so do them a little faster without getting delayed by too much fine-tuning.

High Stakes Writing

When you get detailed directions for writing and more time to complete your work, the work will be worth more points and evaluated on the basis of its quality. Do this work with care, attention, and time. Essays are high stakes writing assignments, while their rough drafts can be considered low stakes as they only show work in progress.

EWRT1A Modules with Readings from Books and Course Materials, Spring 2025

Note: The readings in Module 1 through 5 listed below are mostly from your two required books, *Writing about Writing* **(Modules 1 through 5)** and then *Life of Pi* **(Module 5)**, but some additional readings needed for writing help, grammar help, and instructional videos posted on Canvas are not listed here.

Module 0: Orientation (Dates: April 7 to April 13 ~Week 1)

Readings: Materials in the Orientation Module on Canvas

Module 1: Threshold Concepts (Dates: April 7 to April 27~Weeks 1 to 3)

Readings from CHAPTER1: INVESTIGATING WRITING:

1. Threshold Concepts and Transfer (pages 3-4)
2. Why Study Writing (pages 4-7)
3. Threshold Concepts of Writing (pages 8-18)
4. Transfer: Applying Learning to New Writing Situations (pages 19-24)
5. REFLECTING ON THE IDEAS OF CHAPTER 1 (25)

Module 2: Literacies (Dates: April 21 to May 11~Weeks 3 to 5)
Readings from CHAPTER 5: LITERACIES
1. Threshold Concept: Writing Is Impacted by Identities and Prior Experiences (pages 254-257)
2. Sponsors of Literacy-**DEBORAH BRANDT (pages 258-280)**
3. Chinks in My Armor-**JULIE WAN (pages 335-343)**

Module 3: Genres (Dates: May 12 to May 18~Week 6)
Readings from CHAPTER 2: READERS, WRITERS, AND TEXTS: Understanding Genre and Rhetorical Reading
1. Genres and How Writers and Readers Depend on Them *(pages 34-41), skip SETS AND SYSTEMS: HOW GENRES CIRCULATE AND RESPOND TO OTHER GENRES*
2. Rhetorical Reading: The Reader's Role in Conversational Inquiry (pages 42-49)
3. REFLECTING ON THE IDEAS OF CHAPTER 2 (50-51)
4. The last 3 resources in the Writing and Grammar Resources Module.
5. Fragments, Run-ons, and Coordination and Subordination from the SENTENCES part of Achieve for Readers and Writers E-book from the Achieve section of your Macmillan Learning E-book, which has Writing about Writing plus Achieve.

Module 4: Composing and Discourse Communities (Dates: May 19 to June 1~Weeks 7 to 8)
Readings from CHAPTER 4: COMPOSING and CHAPTER 7: COMMUNITIES One article from each chapter.

1. Threshold Concept (Chapter 4): Writing is a Process and All Writers Have More to Learn (pages 83-86)
2. Teaching the Conventions of Academic Discourse-**TERESA THONNEY (pages 177-195)**
3. Threshold Concept (Chapter 7): People Collaborate to Get Things Done with Writing (pages 538-540)
4. Reflections on the Concept of Discourse Community-**JOHN SWALES (pages 558-572)**

Module 5: Life of Pi and Discourse Communities (Dates: June 2 to June 29~Weeks 9 to Final Week)
Readings
1. Intertextuality and the Discourse Community-**JAMES E. PORTER (pages 574-589) from Chapter 7: Communities,** *Writing about Writing*
2. *Life of Pi*
Read entire book, but a separate reading guide to point out the most significant sections will be posted on Canvas in Module 5. You need to begin reading this book on your own. Additional readings posted on Canvas on Module 5 topics. List of articles is on Canvas.

EWRT1A Outline of Schedule
This is an outline form of the schedule. More details are on Canvas. The activities listed per class day are subject to changes as needed. Instructor sends weekly announcements to update and remind students of class activities.

Date Ranges	Modules and Assignments
Week 1~ April 7 to 13	Orientation Module: Introducing the course and getting to know each other, Assignment 1 (Discussion) & Orientation/Syllabus Quiz. **April 7**: Instructor introduces EWRT1A and LART courses.

In-person classes meet on Mondays (M) and Wednesdays (W) In-person classes: April 7 & 9	**April 9**: Begin working on LART and EWRT1A assignments.
Weeks 1-3~ April 7 to 27 In-person classes: April 7 & 9, April 14 & 16, April 21 & 23	Module 1: Threshold Concepts: Chapter 1 (Quiz on Chapter 1) & Assignment 2: (How Does Writing Work for Me?) **M April 14:** EWRT1A Assignment 2 introduced. **W April 16:** Students work in computer lab ATC 305. **M April 21:** Deborah Brandt's "Sponsors of Literacy" from Module 2 introduced. **W April 23:** Students work on EWRT1A Assignment 2 and LART assignments in computer lab. On these lab days, instructor is there to help students individually as needed.
Weeks 3-5 ~ April 21 to May 11 In-person classes: April 21 & 23, April 28 & 30, May 5 & 7	Module 2: Literacies: Chapter 5 (Assignment 3: Discussion on literacy & sponsorship), Rough Draft with peer-review & final copy of Essay One. **M April 28:** Instructor introduces Assignment 3, EWRT1A Essay One, and "Chinks in My Armor." **W April 30:** Students work on EWRT1A and LART assignments in lab. **M May 5:** Students do peer-review of EWRT1A Essay One in class. Life of Pi and **LART Assignment 2: Life of Pi Reading Journal** assigned. **W May 7:** Students work on EWRT1A and LART assignments in computer lab.
Week 6~ May 12 to 18 In-person classes: May 12 & 14	Module 3: Genres: Chapter 2 and grammar sections from *Writing about Writing* and Grammar Resources Module and Achieve (Quiz on Chapter 2 and Grammar Practice in Quiz Form) **M May 12**: Instructor introduces Genres from Chapter 2 of *Writing about Writing.* **W May 14:** Students work on EWRT1A and LART assignments in computer lab.
Weeks 7-8~ May 19 to June 1 In-person classes: May 19 & 21, May 26 & 28	Module 4: Composing: Chapter 4 and Discourse Communities: Chapter 7 (Discussion Assignment 4 on Compare/Contrast) & Essay Two: A Compare/Contrast Essay). **M May 19:** Essays and assignments from Module 4 introduced and discussed. **W May 21:** Students work on EWRT1A and LART assignments in computer lab. **M May 26:** It's a Memorial Day Holiday, so no classes on this day. **W May 28:** Students work on EWRT1A Compare/Contrast Essay in computer lab.
Weeks 9 to 12 (Finals Week)~ June 2 to 29 In-person classes: June 2 & 4, June 9 & 11, June 16 & 18. EWRT1A Final Exam is a research paper due on June 29. LART Final Exam: Wednesday, June 25 Time: 9:15 to 11:15 Place: L46 or computer lab ATC 305 or 307	Module 5: *Life of Pi* and Discourse Community from Chapter 7 (Assignment 5 on highlighting/annotating/summarizing "Intertextuality and the Discourse Community" from Chapter 7: Communities, Quiz on *Life of Pi*, Assignment 6: Outline of Research Paper, and peer-reviewed rough draft and final copy of research paper). **M June 2:** *Life of Pi* introduced. **W June 4:** Students work on assignments in lab. **M June 9**: "Intertextuality and the Discourse Community" introduced. **W June 11:** Students work on assignments in lab. **M June 16:** Watch Life of Pi, the movie in class. **W June 18:** Watch Life of Pi, the movie in class.

LART 250 Outline of Schedule

Date Ranges	LART Modules are separate modules and they are moved up and made easily visible as the Module's assignments are published. Assigned readings need to be read before class. Some LART assignments will be completed in class. This is an outline form of the schedule. More details are on Canvas. The activities listed per class day are subject to changes as needed. Instructor sends weekly announcements to update and remind students of class activities.
Week 1~April 7 to April 13 In-person classes on April 7 (M) & April 9 (W)	**Monday**: *Achieve: Reading* ~Instructor goes over "Introduction to the Active Reading Process to Making Predictions and Asking Questions") and introduces EWRT1A and LART courses. **Wednesday**: **LART Assignment 3: Predict a Text's Content** (Began in class). **LART Assignment 1: LART Essay One** and **LART Assignment 2: Life of Pi Reading Journal** will be assigned later. The due dates of LART 1 and 2 assignments to be announced. Plan to meet with an EPS counselorLinks to an external site. . EPS stands for English Performance Success. The counselors are there to guide you with your college education, especially in English. They have drop-in hours for which you don't need appointments. You can contact any of the counselors at eps@deanza.edu. This meeting carries 9 points, so ask the counselor to verify that you met with them. They can give you a confirmation paper or e-mail me at jahanhusne@fhda.edu or jahanhusne@deanza.edu.
Week 2~April 14 to April 20 In-person classes on April 14 & 16	**Mon:** LART Essay One assignment introduced and explained by instructor. EWRT1A Assignment 2: How Does Writing Work for Me introduced and explained by instructor. Students should begin keeping their 5-day writing log this week. **Wed:** Class meets in computer lab ATC 305 to start pre-writing and writing LART Essay One.
Week 3~April 21 to April 27 In-person classes on April 21 & 23	**Mon:** Review EWRT 1A materials (Chapter 1 and EWRT1A Assignment 2) if needed. Students will be asked to talk briefly about their EWRT 1A "Assignment 1: Discussion about You" responses. *Achieve: Reading*~ Students read the 5 "During Reading" Strategies and instructor reviews them. Instructor introduces EWRT1A reading Deborah Brandt's "Sponsors of Literacy. Instructor explains 4 "Post-Reading Strategies" and assigns **LART Assignment 4: Annotate, Summarize, and Paraphrase.** **Wed:** Students work on LART (Essay One, LART Assignment 4: Annotate, Summarize, and Paraphrase) in Computer Lab ATC 305.
Week 4~April 28 to May 4 In-person classes on April 28 & 30	**Mon:** Students, read 3 sections from **Achieve Writing** starting from "Introduction to the Writing Process" to "Introduction to Topic, Audience, and Purpose," 4 sections starting from "Introduction to Pre-Writing Strategies" to "Basic Organizational Strategies" by Monday. **Wed:** Students read 5 sections from "Planning for Writing" to "Strategies for Drafting a Thesis Statement" by Wednesday and do **LART Assignment 5:**

	Revisit & Revise EWRT1A Essay One Thesis Statement and Paragraphs in class**.** Also use posted files on PIE paragraphs.
Week 5~May 5 to May 11 In-person classes on May 5 & 7	**Mon: Achieve: Writing** ~Students read 13 sections starting from "Drafting Body Paragraphs for Essays" to "Revising with Instructor Feedback" by Monday and do a peer-review of EWRT1A Essay One on Literacy Experiences in class on Monday May 5. This also counts as **LART Assignment 6: Peer-Review of Essay One.** **Wed:** Students work on assignments in the lab. Complete a **Customized Learning Activity (CSA):** Work with a tutor at the Writing Reading Center (WRC) **by Friday, May 9**. This assignment is titled CSA Assignment 1. You have to get proof of your activity signed off by WRC staff for it to count.
Week 6~May 12 to May 18 In-person classes: May 12 & 14	**Mon:** Achieve Writing ~ Students read 8 sections starting from "Introduction to Summarizing" to "Strategies for Analyzing" and class reviews them. **Wed:** Students work on assignments in the lab.
Week 7~May 19 to May 25 In-person classes: May 19 & 21	**Mon:** Instructor & students review Parts of Speech and Sentences: Achieve and students work on **LART Assignment 7: Grammar, Sentence, and Mechanics Packet** (Monday). Instructor also reviews the Vocabulary section of Achieve. **Wed:** Instructor & students review Achieve: Style and Mechanics and students continue work on **LART Assignment 7: Grammar, Sentence, and Mechanics** (Wednesday). Complete your CSA Assignment 2: Do a Directed Learning Activity (DLA), or work with a WRC tutor or online Net Tutor, or attend a workshop by Friday, May 23.
Week 8~May 26 to June 1 In-person classes: May 26 & 28	**Mon:** It's a Memorial Day Holiday, so no classes on this day. **Wed:** Students work on **LART Assignment 8: Framing a Quote** and other EWRT1A assignments in Computer lab.
Week 9~June 2 to June 8 In-person classes: June 2 & 4	**Mon:** Instructor & students review 10 sections in Research: Achieve. **Wed: LART Assignment 9: Highlighting and Annotating** *Life of Pi*. Complete your **CSA Assignment 3:** Attend a workshop or work with a WRC tutor by **Friday**, **June 6** of Week 9.
Week 10~June 9 to June 15 In-person classes: June 9 & 11	Both Monday and Wednesday, review materials as needed and students work on Students work on **LART Assignment 10: Documenting Research.**
Week 11~June 16 to June 22	In the 11th week, the class will watch *Life of Pi*, the movie.

In-person classes: June 16 & 18	
Week 12~June 23 to June 29 Finals Week Final Exam: Wednesday, June 25 Time: 9:15 to 11:15 Place: L46 or computer lab ATC 305 or 307	In the 12th week, there will be one in-person final for LART on Wednesday, June 25 from 9:15 to 11:15 in one of the computer labs (ATC 305 or ATC 307). In the final exam, students will work on and submit the rough draft of their EWRT1A research paper as a LART Final Exam.

Recommended Optional Readings for LART

Achieve: Reading~13 sections starting from "Introduction to Understanding Vocabulary" to "Reading Mixed Patterns."

Achieve Reading~5 sections starting from "Introduction to Topics, Main Ideas, and Supporting Details" to "Identifying Major and Minor Supporting Details.

Achieve: Reading ~9 sections starting from "Introduction to Reading Interpretively" to "Interpreting Figurative Language."