

De Anza College

EWRT 2. 65Z (48045)–Spring 2025

Critical Reading, Writing and Thinking

Syllabus and Class Policies

Instructor: Dr. Margaret Hanzimanolis

This class is a fully online course. While we will have opportunities to chat by phone or zoom (if you need personal assistance) much of the success of the course will be up to you. If you keep up with the reading and writing tasks, you will find online learning a rewarding and efficient way to complete your English requirements independently, and prepare for your next educational or career step.

- You can access all course materials by clicking on the CANVAS app, via your De Anza College portal.
- You should review the “[Canvas Student Guide](#)” if you would like an overview of the features CANVAS makes available to you, and that you are likely to need to know about for this course.
- Also helpful: A number of **De Anza online learning resources** are found here: [Information for New Online Students Links to an external site.](#)
- If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation \(Links to an external site.\)](#)
- [Links to an external site.](#)
- that the campus provides. It covers some common myths related to online coursework.

Office Hour:

Tuesday's, 5:30-6:30 pm (Pacific time). Online only.

Contact the professor:

Canvas inbox or hanzimanolismargaret@fhda.edu,

Cell: 415-516-7949 (text)

Responses to email or text inquiries:

In most cases, I will be able to respond to you **within 24 hours**. I have set aside dedicated time for grading and for student queries on Mondays and Fridays. In most cases, **I will not be available on the weekend**. Please make sure you understand the tasks you need to complete over the weekend, if that is your usual time to finish work, by Friday!!

Course Description:

This course, EWRT 2, has been developed to assist students in advancing their critical thinking skills and to further develop these skills in reading and writing tasks. Students will formulate, seek

evidence for, write, edit and proofread (4) analytical / argumentative academic essays based on reading of complex texts, and the use of outside research. The papers will consist of analysis, synthesis of sources, and comparative forms of writing. You will be assigned an MLA-cited research paper (1500 words) in the last three weeks of the course. The average expected word count for your formal writing is 6000 words, in alignment with De Anza's published Course Outline of Record, the basis for the academic rigor and quality of the educational services here.

Prerequisite: English Writing 1A.

Your assignments will advance rapidly from relatively simple summary-type assignments to quite complex tasks which require synthesis of multiple sources. These assignments will give you the opportunity to practice common rhetorical strategies used in academic writing and to gain experience crafting and supporting claims about the themes of this quarter: global history and how our knowledge is limited because of the narrow focus of typical educational curriculum. Your goal will be the composition of clear, well-organized, and well-developed essays that have varying purposes and audiences, and to show that you can construct a claim or set of claims using carefully researched facts and/or opinions from respected and reliable sources.

I hope that this course will help you with the writing tasks that you're likely to encounter in your further college and university experiences, and your work life. My intention is to help you establish lifelong habits of sustained reflection, effective research, close reading, rigorous analysis, and persuasive written communication, all of which will be of use as you come to better know yourself, to better analyze the world, and to better contribute to solving civic, environmental, economic, and social problems.

Departmental Student Learning Outcomes:

1. Apply critical thinking skills to writing and complex readings.
2. Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.

Required and Optional Material:

Your primary source for complex readings will be the De Anza library catalog. IN addition there are two required texts! The Galeano book is about \$3.00 for an ebook and is available at the De Anza bookstore or through an online vendor of your choice.

1. Required: Galeano, Eduardo. *Children of the Days*. Bold Type Books., 2015.
2. Optional: For grammar and punctuation guidance, I suggest bookmarking the online grammar/punctuation and MLA citation source: [Owl at Purdue writing site](#). You may also use a grammar handbook you purchased for another course.

Special Help: I am committed to delivering educational guidance and mentoring for you via a method and in a style that works for you, so that you can best develop your writing, thinking, and reading skills. Please let me know if you need special instructions or assistance.

Here are several other excellent options for extra help.

- The De Anza [student success center](#) offers tutoring, skills workshops and other services to assist you. The winter term schedule is not yet up, but check it out after the first week of school.
- Your portal may have a link to an outside tutoring service for writing tasks, called Smarthinking, though this service may have been discontinued.
- Net Tutor is a link to help from the student success center from Canvas.

Navigation:

The weekly modules will be the core of the navigation system. The Modules will be posted (or will be opened up) each week on Tuesday by 10:00 am, Pacific Standard Time. Most of your assignments will be due on the following Monday, though you may also have one or two mid-week due dates each week!

Submissions:

Submit all work online, via CANVAS, unless instructed otherwise. Large (major papers) assignments should be file uploads, smaller submissions can be pasted in as text blocks if you like (ie "I read the week's summary").

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (i.e. approximately 4.5 hours of discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class.

A 5-credit course requires approximately 8 hours of homework per week. This average "workload" is an essential component of the academic rigor that De Anza College prides itself on, and the accreditation of the school is based upon, in part. Faculty faithfulness to the published [course outline of record](#) is part of how the college demonstrates its academic rigor. This course outline is the model that all EWRT 2 classes at De Anza are meant to follow: 6000 words of writing, 4 papers that demonstrate analysis, complex readings and a research paper of 1500 words (part of the 6000-word requirement, above), as well as an exam.

Your four (4) major papers and one exam (a writing task) will require at least 40 hours. The major readings will require for most students about 10 hours (slower readers may need to schedule more time for the reading component of the course). Other activities include the following over the 11 week course:

- 2+ Hours: Tasks to orient you to successful online learning and navigating CANVAS .
- 6+ Hours: Research: Two required appointments with a librarian and other research assignments.
- 10+ Hours: Discussions. Please read the entire discussion thread and at the MINIMUM respond to one other student with an in depth comment. Discussions are a very

important part of the course! A few bonus points are available for extra detailed engagement with other students or particularly useful and comprehensive posts.

- 30+ hours: All other activities (quizzes about grammar and the reading you are doing, informal writing assignments, and so on).

Please make sure you have time booked in your busy schedule for the work associated with this class. I would start out with (3) 2-hour sessions or (4) 1.5 hour sessions per week.

Attendance/Participation: Because writing is a skill that is only improved gradually and with daily effort, consistent engagement with the course material and online format is very important for your success in the class. You may be dropped, or receive an “F” for the class, if you become more than two weeks behind on your assignments. However, if you have a special predicament (medical, family, work), please let me know and I will try to work with you. This is negotiated on a case-by-case basis and requires a detailed conversation between us.

In order to avoid being dropped for non-attendance: (or the online equivalent of non-attendance),

- you will need to **log into Canvas EWRT 2 site at least twice a week throughout the quarter**, and submit the required material for that week. Enrolled students who fail to complete **all of the first week’s assignments** (approximately 5-8 hours of work) may be dropped unless they have contacted me and have explained their situation to my satisfaction.
- Students **missing substantial work, such as most of the assignments for a two-week period**, or more than one major paper for more than a week, will be dropped from the course or will receive “F” for the quarter, unless there is an unusual situation. It is your responsibility to contact me immediately if there are special circumstances that you would like me to consider.

Late Work Penalties: Generally, in a face to face class, I do not accept late work. However, for an online class, the deadlines are not as critical. I am lenient on work being up to two days late with no penalty. This 48-hour grace period applies to all assignments EXCEPT quizzes and work due the last regular week of the course. In addition, because student responsibilities such as illness, work and family can prevent students from completing work temporarily, I offer these extended “late work” opportunities:

- One (1) of the formal papers can be up to one week late, with no penalty. If you wish a paper to be used as a “one week late” paper, be sure to note it at the top of the page, with your name etc. label.
- Up to two (2) informal responses /short essay reading responses can be up to one week late with no penalty.
- Up to two (2) discussion posts and/or discussion responses can be up to one (1) week late with no penalty.
- Please note: Most assignments will no longer be accessible a week after the due date and time. After this grace period there will be small loss of points, but it is still important

to do the work: you may paste it into the comments if submissions are closed.

- Generally the penalty for minor assignments will be a loss of 1/10 of the assignment points. That is, you will receive 8.5 instead of 10 points, assuming the work meets or exceeds the assignment standards and is not more than 10 days late..
- Formal paper assignments will lose 10 points after the grace period. .
- Quizzes CANNOT be done late for any reason.
- Other work done later than the 48-hour window, but before the Module closing--typically in two-three weeks, will be given 3/4 credit, assuming the assignment standards have been met. It is always better to turn work in late than to not do the assignment at all. The difference is enormous when the averaging is done. A "0" is a stone that drops the whole average down dramatically. It is ALWAYS better to turn in something, even if it is not as good as you believe you could do!

ADD/DROP information.:

1. No students will be added after April 8, 2025, for any reason.
2. Enrolled students who fail to complete all of the first week's assignments will be dropped unless they have contacted me and have explained their situation.
3. If you begin to get seriously behind, even a week behind, **please contact me** and let's try to figure out a way to save the quarter. If you do not think you can manage to catch up, because of life circumstances beyond your control, I strongly advise you to drop before April 20: (Last day to [drop classes](#) without a W) .

***To understand the grading criteria for each of the major assignments, please consult the **grading rubric** for each assignment.

- One (1) paper explaining your research into events or people briefly described on one of Galeano's "days" (100 points)
- One (1) substantial research paper about a topic that you have become interested in from Galeano's book, including a short video presentation. 150 points) You might present to me in the zoom format if you have technical problems uploading a video).
- One (1) essay about a second historical event briefly described in Galeano's book (you will be given a choice of 3 subjects) and an analysis of the book overall (100 points)
- One (1) essay TBD
- One (1) Final exam that will consist of a short reflective essay (80 points)

Discussion Forum: At least five (5) discussion posts and responses (50 points).

***To receive full credit for each discussion assignment (post and response), you must follow these guidelines:

- Each post must be four or more fully developed sentences. This length requirement applies to your comments in response to other student posts, as well as your own posts.
- Each post must contain sufficient detail and examples such that readers can easily respond to it, with expansions or disagreements.
- Each post must be written in complete, standard English sentences. Slang is acceptable, but fragments, text-like writing, and generally badly-written posts may not receive any credit.
- Most posts must move into a somewhat speculative area. This is a great place to “think out loud.” Do not be overly concerned with being “right.” Remember: this is a critical thinking, critical reading, critical writing course. Critical thinking often requires one to first be wrong, or to use all opportunities to refine one’s thinking. Mistakes in reasoning, or erroneous conclusions, or inadequate research are quite common, and in some sense necessary, to develop your thinking skills.
- I encourage you to disagree with one another, even on small points; however, please do so respectfully, kindly, and without making the issue ‘personal.’ Explain why you disagree by bringing into the discussion more and different evidence, plausible alternative frameworks, or historical or cultural analogies. You are free to use your general reading, any on-the-spot research you do, or evidence and anecdotes from your own life in order to deepen our understanding, collectively, of the issues raised in the Discussion Forum prompt. Here is a polite, open-ended way to register disagreement: “While I see what you mean about X, I was thinking that Y also has an impact on such and such.” It comes off as rude to say “You’re wrong about X, Y is clearly more important.”
- Each response post should show genuine curiosity toward other students’ ideas, and build on or put pressure (through the use of questions or comments) on the other student’s ideas.
- We engage in spirited discussion not to “win” arguments, but to sharpen and deepen our own positions, and to more fully understand others! It is mental exercise, quite similar to what an athlete would do to develop a stronger body.

Maybe you have a “hunch” about something, but no real evidence.... In that case you are asking your classmates to see if they might be able to “confirm or deny.”

Model discussion posts:

Here is an example of a somewhat open-ended discussion entry: “I think that Bruder is basically saying that the elderly white migrant workers who are the subject of her book are not responsible for their own fates. But this seems to be inaccurate, or at least not the whole story. If you look at all the decisions that go into where a person ends up in his or her 70s, then each decision in their 20s, 30s or 40s or 50s is a forked branch, and each micro-decision sends a life in a different direction, perhaps in a completely different direction. So while the “big forces” such as gender discrimination and a crashed economy might have influenced the migrants / nomads’ lives, I think that Bruder under-emphasizes the impact of an individual’s “micro” decisions.

A good “open-ended” response might be: Bruder definitely doesn't seem to want to blame the nomads for their predicaments, in general. However, at times she does present things in such a way that some readers would "blame" the victim, to a certain extent. For instance, on page XX she did mention that Julie was homeless in Montana ‘because’ she had gotten into, and then escaped, her “fourth abusive relationship and she was addicted to meth.” In that case, it seems like Bruder is at least implying that Julie's personal choices (drugs, dropping out of school, bad choices for a boyfriend) may have landed her in the predicament of being homeless. But now that I think about it, Bruder also went back into Julie's childhood backstory and there was a lot of violence in her childhood, then, so maybe Bruder was trying to say we (some people, at least) become the people we are because of the experiences we have had, not so much the decisions we have made. I am really not sure which side Bruder is on. Seems like you could argue either way.

Library Research Assignments: You will be given specific research assignments to familiarize yourself with the De Anza library and to develop more advanced researching skills.

***To receive full credit for the library assignments, you will need to complete by the deadline.

Other Assignments: Particularly in the beginning of the quarter, you will have a number of short assignments which will consist of such tasks as writing a confirmation that you have read and understand an assignment or some other instruction. Often, you need only to verify that you have read a summary or an article that has been assigned to earn the 2 points.

***To receive full credit for the several small “other assignments” you simply have to do them by the deadline.

The time frame for faculty feedback:

- My intent is to have most student work graded, with appropriate feedback, **within (3) three days** of the final due date. (generally I can grade at this pace for at least the first half of the quarter).
- **All formal papers will be graded within (7) seven days.** Since the last paper is due on or near the last day of the quarter, if you would like extensive feedback, you will need to submit it a week before the end of the quarter.

Grades: Please monitor your grade throughout the quarter. Your grade-book will give you a running average throughout the quarter. Please note, unless I have zeroed out missing assignments, your average may show higher than it is!! I generally zero out all missing assignments when the module closes.

A+ **99-100%**

A 93-98.9%

A- 89-92.9

B+ 86-88.9

B 82-85.9%

B- 79-81.9%

C+ 75-78.9%

C 70-74.9%

C- 65-69.9%

D-F Below 65%

In order to pass this class, you must earn a C+ or above.

Grading Criteria for Formal Papers and Projects: Each formal paper assignment will be accompanied by a rubric that breaks down the assignment points students may earn. In general, you will be graded on 1) organization, 2) supporting evidence and details, 3) mastery of the conventions of standard written English, including documentation style, and 4) writing style (vocabulary, sentence structure, reader interest, writing voice, appropriately used figures of speech, for instance).

General Submission Guidelines:

1. Submit all formal papers and informal writing on Canvas by the due date, generally the due date for all of a single week's work will be Sunday night by midnight. I encourage you to work well ahead of this deadline.
2. All formal out-of class work must be free from spelling, grammatical, and punctuation errors.
3. Length: Most formal papers should be a minimum of 850 words and a maximum of 1200 words. Please note your word count at the top of the page. Research Paper can be up to 2000 words, but I prefer 1800 words.
4. Labeling: Student Name, college, date, class number and section letter in upper right hand corner. Identify the assignment clearly ("Paper # 1, Narrative," or Informal Response # 2 to Galeano Podcast)
5. All formal papers should have a **properly capitalized title**.
6. All direct quotes and factual or opinion-based source material must be cited **MLA** style. Please consult <http://owl.english.purdue.edu/owl/resource/747/01/> (Links to an external site.)Links to an external site. (Links to an external site.) for proper formatting.
7. 12 point font, 1.5 line spacing, Times New Roman, paragraph indents conform to the audience and writing purpose.
 - Business writing flush left with no indent and a space between paragraphs;
 - Academic writing should have indented paragraphs and no line space between paragraphs.

Papers must be submitted by 11:59 pm on the dates they are due, unless otherwise specified.

Use of select sentences in proofreading practice: Sentences from your work, not identified by your name, may appear in proofreading or other grammar exercises. I will not use sentences that contain any identifying information. Your permission is not needed for sentence examples. However, if I wish to use a paragraph or entire paper, I will solicit your permission.

Late Papers: If you are planning to be away from your computer and anticipate having difficulty submitting your work on time, I suggest you post your work early.

Extra Credit: There are no extra credit assignments to fulfill the requirements of this course. You would not want your physician or airline pilot to not know her field, but instead have attained her credentials via “extra credit,” would you? Similarly, the grade you earn for this course is an accurate indication of your competence or mastery of the writing and reading abilities that are necessary for the work, and critical thinking skills, that the college-educated person is expected to have.

Documented Disability: If you have a documented disability, please request a conference early in the quarter so we can discuss any accommodations you may need. It is important that we both fully understand what sorts of workarounds we can use to better support your learning. It is also necessary to seek a confidential letter from the office at De Anza.

Conferences: I am happy to talk with you at any point during the quarter about problems you are encountering with the material or the class itself. Please send me an email with two date/times you are available and I will schedule a zoom.

Academic Integrity: All students in this course are expected to abide by the district's rules and regulations on academic integrity, including avoiding plagiarism. The following paragraphs are drawn from the FHDA student handbook, available online at [http://www.deanza.edu/studenthandbook/Links to an external site.](http://www.deanza.edu/studenthandbook/Links%20to%20an%20external%20site)

All work you turn into this course must be done entirely by you. Kindly do not use your father, roommate, sister, or any other person to “proofread” or edit your papers!! It is impossible for me to know what you still need to learn if you have significant proofreading done by someone else.

You are welcome to use the approved tutoring services: Smart Thinking (accessible via your portal) Net tutor (link to student success service on Canvas) or the student success center at De Anza.

Plagiarism is representing the work of someone else as your own.

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize
- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

Possible Consequences of Academic Dishonesty at FHDA

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

AI-assisted writing (Chat GpT and similar programs) is not permitted in this class. You are learning skills for which there is no shortcut. You will be asked to pledge not to use these tools in this particular class.

General Grading Criteria for Formal Expository Essays

De Anza College EWRT 2 Spring 2025

Dr. Margaret Hanzimanolis, Instructor

Formal Papers written for this writing course will be evaluated in five areas:

1. Organization, development of ideas, and degree of analytical focus
2. Strength of supporting evidence and particular detail

3. Editing skills (punctuation; grammar; spelling) and use of MLA citations and Works Cited
4. Writing style: sentence patterns, word choices, sentence structural variety, overall prose quality
5. Evidence of effective revision, editing, and proofreading strategies.

An **“A” paper** must attain **excellence in all five areas**. Specifically, it must have a clear pattern of organization. It must provide apt and well-chosen details. It must show an understanding of the conventions of standard printed English, and the correct use of the MLA in-text citations and Works Cited format. This paper must show a certain stylistic excellence, such as in the use of varied sentence patterns and interesting vocabulary. The reader of an “A” paper will invariably notice, and respond favorably to the authority of the writer. This paper gives a sense of depth, such that the writer has surely subjected his or her topic to careful and thorough reflection and **significant editing**.

A **“B” paper** must likewise attain a **high level of success** in at least three of the areas of concern, above. The organization must be clear and compelling, the editing must be considerably advanced and the supporting details sufficient and well-chosen. The “B” paper should demonstrate that the writer is able to use varied sentence construction. and that the writer has a sufficiently varied vocabulary for the assignment. The reader of a “B” paper may have minor questions about the evidence for a particular conclusion, the topic organization, or be able to point out lapses in logic, reasoning, or continuity. A B paper at times under-emphasizes analysis and relies on summary. However, the structural, sentence-level editing, or other problems are minor and do not detract significantly from the reader understanding the paper.

A **“C” paper** is an adequate paper, and might be defined as **“competent” in four of the five areas**. A fair organizational pattern must be present and generally well-executed. Most general statements will be supported with evidence. The paper will display acceptable control of the conventions of standard written English. The presence of the following often, though not always, signals a “C” paper: sentence fragments, comma splices, run-on sentences, and the misuse of colons or semicolons. The stylistic value of a C paper is unevenly displayed; often a C paper will have little indication of a well-developed “writer’s voice.” Often there are significant errors in citing sources or formatting the Works Cited page. The writer does not appear to have in mind a clear sense of audience nor do they have a well developed writer's voice.

A **“D” paper** is marginally below minimum college standards in two of four areas of concern. A “D” paper will likely lack either a clear pattern of organization or compelling support for ideas. Most paragraphs in a “D” paper will lack a unifying point. The writer will present inadequate new information and/or insights throughout the paper. Ideas will tend to be restated rather than expanded upon. Errors in punctuation and/or correct grammatical usage are frequent. The writer may have submitted work that did not include evidence of a strong and visible writing process.

An **“F” paper** will clearly fail to meet minimum writing standards for this course. It will be characterized by disorganization, repetitions, unsupported generalizations, and unsatisfying brevity. The “F” paper will contain many significant errors in punctuation and grammar. Any work done by another person and submitted as the student’s own work will receive an “F.”

IF, AT ANY TIME DURING THE Quarter, YOU DO NOT UNDERSTAND HOW A PAPER OF YOURS WAS EVALUATED, AND IN WHAT SPECIFIC WAYS IT FALLS SHORT OF THESE CRITERIA, PLEASE FIRST REVIEW THE RUBRIC NOTES, AND THEN CONTACT ME DURING OFFICE HOURS IF YOU STILL DO NOT UNDERSTAND YOUR GRADE. I WILL BE HAPPY TO GO OVER THE STANDARDS AND/OR YOUR PAPER INDIVIDUALLY.