

# EWRT 1A + LART 250 (1QD) SYLLABUS      SPRING 2025

**Julie Sartwell**

**Office:** Forum 2H

**Office Hours:** T and Th 12:30-1:20 (in Forum 2H) W 11-12 on Zoom and by appt.

**Email:** [sartwelljulie@fhda.edu](mailto:sartwelljulie@fhda.edu) and Canvas  
**Inbox (I will respond within 1-2 days)**

**Class Meeting Times:** Tuesdays & Thursdays, 1:30-3:20 and online M-F (all required)

**Classroom:** L31

**Mailbox:** Admin. Building in Main Quad

The first thing I want to say to you who are students, is that you cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to claim one.  
~Adrienne Rich, "Claiming an Education"

## **REQUIRED TEXTS/MATERIALS:**

- All readings/texts will be in the course Canvas Page
- A notebook to keep handouts and notes
- *First Gen* by Alejandra Campoverdi (This memoir will be available for you to check out in the reserve room of the library.)
- A laptop, tablet, or phone

**Student Learning Outcomes:** Demonstrate control of reading and writing processes and metacognitive awareness throughout the quarter. Provide, as the final assignment, in a portfolio, reading and writing assignments of the students' strongest work.

**ENGLISH PERFORMANCE SUCCESS (EPS) COUNSELORS:** Monica Ganesh, Felisa Vilaubi, Christian Rodriguez, Saul Ruiz

--Online scheduling system allowing students to pick time and person they want appointment with: <https://www.deanza.edu/languagearts/eps-counselors/>

**COURSE DESCRIPTION:** These two courses work together to provide more practice and support, so that you can become a highly skilled academic reader and writer. The two courses are graded separately, but the assignments are completely integrated. LART 250 is 3 units and EWRT 1A is 5 units. You will see the assignments and points for each below and those will be reflected in the "Grades Section" on Canvas. After this course you will increase your likelihood of success in EWRT 1B and EWRT 2 and hopefully all your other classes and beyond.

It is a hybrid course that meets twice a week in-person for **4 hours** and requires that the other **4 hours** be completed on line in Canvas. I have designed the course to provide interesting topics and

to get practice with crucial reading and writing strategies. The portion of the class that is online should not be confused with correspondence courses, which permit you complete the course whenever you like. Each week you will have a detailed schedule for activities and assignments, To-do Lists; these are broken into **12 modules--one for each week of the quarter**. We will read from a diverse group of writers, genres, and topics that explore topics of race, ethnicity, genders, class, sexuality to represent multiple perspectives.

### **COURSE OBJECTIVES:**

- Learn to **read and analyze** a variety of college-level texts;
- Use **schema** to read and comprehend;
- Demonstrate **vocabulary** growth;
- Analyze **fiction and nonfiction**;
- 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 **sentence structures** to improve sentence complexity and style while cultivating your own **voice**;
- **Proofread** for recurrent usage and sentence-level errors.

### **Your grade is based on:**

- your ability to read deeply and the quality of writing you produce,
- successful completion of all assignments, including essays (1 timed and the rest not), reading quizzes, discussions, and other homework assignments
- your participation in class (in person and online).

### **GRADING:**

|                 |                 |                 |                    |
|-----------------|-----------------|-----------------|--------------------|
| 97.6-100% = A+  | 89.5-87.6% = B+ | 79.5-77.6% = C+ | 69.5-67.6% =<br>D+ |
| 97.5-92.6% = A  | 87.5-82.6% = B  | 77.5-72.6% = C  | 67.5-62.6% =<br>D  |
| 92.5-89.6% = A- | 82.5-79.6% = B- | 72.5-69.6% = C- | 62.5-59.6% =<br>D- |

**Note:** A C- is NOT a passing grade in EWRT 1A

## **ESSAYS FOR 1A:**

| <b>Essay</b>                                | <b>Points</b>        | <b>Notes</b>                                           |
|---------------------------------------------|----------------------|--------------------------------------------------------|
| Essay # 1—Why are You in College?           | 100                  | Must be completed to stay in class.                    |
| Essay # 2 – Happy Essay                     | 100                  | Out of class essay                                     |
| Essay # 3 – Responding to the Memoir        | 50                   | Timed/in-class essay                                   |
| Essay # 4 – Revision and adding to Essay #3 | 100                  | Out of class essay, revision of and adding to Essay #3 |
|                                             | <b>350<br/>total</b> |                                                        |

## **ADDITIONAL ASSIGNMENTS:**

HW/participation points for 1A: approximately 50 points

HW/participation points for 250: approximately 200 points

**A note on grades:** I know you are concerned about doing well and earning a good grade in this class. The best way to do that is to put your full effort into completing all assignments along the way, come to class prepared, actively participate in class discussions, seek help from me in office hours and support from tutors in the writing center when necessary. I will evaluate your writing based on clear criteria that I will give you for each essay, and it will be your responsibility to ask about any requirements you don't understand. Come talk to me whenever you have questions about our work or want to discuss ideas for one of your essays, but do not email asking for a better grade for individual essays or for the course as a whole. Grades are earned and are not negotiable.

## **TO SUCCEED IN OUR CLASS:**

- The ratio is about 2 hours of homework for each hour of class (which is 8 hours)
- This means you should expect about 10-16 hours of work to do each week

## **ATTENDANCE AND PARTICIPATION:**

Attendance will be tracked in two ways: (1) attending the required on campus (twice weekly) (2) participating and completing the online lessons on time. **Your Participation Matters!** Bring your A-game to class so that you can get the most out of class and so can your classmates and me too!

1. Please be on time to class. Latecomers will not only disrupt class, but also miss valuable information and feedback on assignments. If you are habitually late or absent, you will be asked to take the class another quarter.
2. **Late work** will impede the flow of class assignments and we will all miss valuable input and feedback from me and each other on assignments. You will be marked down points for late work. **Late take-home/out of class paper will be marked down a ½ a letter grade each day late** after the original due date
3. If an emergency arises and you can't make it to class, please contact someone from the class to get any materials and/or homework, and let me know by sending me a message.
4. **Keep in mind that absences in college, whether excused or unexcused, MATTER, as you miss valuable lessons and information directly related to our assignments. It's difficult to recover from, say missing 3 classes in a row, since you miss 6 hours of instruction.**
5. Please note that we will have time in our class when you might use your phone and other times when we will have stow our phones/laptops so we can better focus. I will let you know when we are **uni-tasking** and ask you to ONLY focus on that task. Also, please stow both AirPods and headphones during class time so that you can contribute to our class and gain the most from being fully present.
6. When our class breaks into small groups, make sure you form a small, close circle so you can easily discuss and hear each other.

### **REVISION POLICY:**

Some students will need to revise their essays, *if the original grade is below passing*. However, students **can't revise the in-class/timed essay**. If you plan to revise an essay, you must make an appointment with me so we can talk about your revision plans and set up a reasonable due date for the revision. When you turn in your revision, **give me your original draft and highlight the changes**. I will NOT accept a revision if these stipulations are not met.

### **ACADEMIC INTEGRITY AT DE ANZA:**

[https://www.deanza.edu/policies/academic\\_integrity.html](https://www.deanza.edu/policies/academic_integrity.html)

### **PLAGIARISM/AI:**

Any time you use writing or ideas that are not your own in an essay, you must cite your source(s). This includes essays you may have written yourself for any previous course. We will be going over how to do this in class, and I'll be happy to answer any questions about how and why we cite. Using others' words or ideas in part or whole without acknowledgment is plagiarism, will certainly result in a failing essay and could result in failing the course. And, while it's always fine to seek help with your writing and reading in the Writing and Reading Center or from me, it is not acceptable to have anyone else correct your errors for you. If you receive a NO PASS on an essay due to plagiarism, you will *not* be able to rewrite it. Repeated plagiarism will result in failing the course. I expect that you will not copy other people's work and pretend it is your own, have someone else write your essays, have someone else correct your writing errors for you, and/or use AI to write your essays or other assignments for you. If you feel stuck, or need help at any time, please come talk to me.

### **Grammarly and other digital writing assistants or editing programs:**

**These will mark your essays as AI generated in TurnItIn**, so please do not use them, as they are changing and re-writing your own words. While it may make your writing appear to “sound better,” in reality, it erases your own unique voice, which is what we are practicing in this class, by substituting generic, common phrasing recycled from the internet. **If you use Grammarly (or similar programs) and get flagged for using AI, you will still be held accountable under the Plagiarism/AI policy for this course.**

### **CUSTOMIZED SUPPORT ACTIVITIES:**

*This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. Pick activities you think will help you most. Complete at least **three** Customized Support Activities by the due dates below. I hope you can try tutoring at least once, but feel free to mix and match.*

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

### **Spring 2025 Due Dates:**

- Activity 1 due May 9 (Week 5)
- Activity 2 due May 23 (Week 7)
- Activity 3 due June 6 (Week 9)
- Activity 4 (optional) due June 20 (Week 11).

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

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

*At the end of the quarter I will check your activities in the CSA Canvas site myself, or ask you to send me a pdf/screenshot/photo of your grade sheet. If you have questions or are not sure where to start, please ask me, or contact Victoria or Diana at the WRC at [kahlervictoria@fhda.edu](mailto:kahlervictoria@fhda.edu) or [alvesdelimadiana@fhda.edu](mailto:alvesdelimadiana@fhda.edu).*

**ACCOMODATIONS:** If you have received accommodations for testing from another school or college, or want to find out more, please visit this website: <https://www.deanza.edu/dsps/dss/index.html>. Note that accommodations do not automatically transfer from a prior school to De Anza; students must request to receive them. If there is any way I can assist you, please let me know.

**COMPUTER LABS:**

- ATC 309 (inside the WRC),
- ATC 305 or 307 when class not in session
- LCW 102 (Learning Center West, behind the Library, downstairs)
- Laptop borrowing privileges from De Anza library—ask at the Information desk.
- De Anza computing resources: <https://www.deanza.edu/students/computers.html>

**OFFICE HOUR VISITS:** You are each welcome to come to my office hours—on campus and by Zoom (see above) any time you have a question or want help with your reading or writing!

**IMPORTANT SPRING 2025 DATES:**

April 20 -- Last day to add 12-week classes

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