

## De Anza College Winter 2014

EWRT 1A-08Y

EWRT 1A-08Y CRN 30231 5 Units

Course Dates January 6-March 30; Class Meets at De Anza on Wednesdays 1:30-3:45 in E-32

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### Student Learning Outcomes

By the end of the course, students should be able to:

1. Create topic sentences to unify and focus paragraphs
2. Create a thesis to unify and focus essays
3. Use specific and concrete details to support a thesis
4. Organize those details in a coherent logical pattern related to the thesis
5. Create introductions, transitions, and conclusions
6. Use various rhetorical modes (description, narration...)
7. Use correct grammar and diction
8. Edit student's papers
9. Read and analyze a variety of college-level texts, predominantly expository.

### Required Texts:

- 1) EWRT 1A Course Reader. MUST purchase at De Anza College Bookstore by THURSDAY JANUARY 10
- 2) Stealing Buddha's Dinner by Bich Minh Nguyen. ISBN: 1400033438
2. Bowe, John & Marisa, et. al. Gig: Americans Talk About Their Jobs ISBN-10: 0609807072
3. Mcmillan, Tracie. The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields, and the Dinner Table ISBN-10: 1439171963

**\*\*Note:** These required texts are the core texts, but they are NOT the only reading/viewing materials required for this course. I will have links to other readings/videos that pertain to these readings on our Catalyst site weekly lessons.

### Required Assignments:

1. Syllabus Quiz (full credit for full completion, not graded), 5 pts (on Monday 1/12)	5 pts
2. Group Work Contract (due Week 3)	10 pts
3. Discussion Forum Posting & Replies to at least 3 classmates' posts (10 pts max/week for week 2-10)	80 pts
4. Four Essays— Essays due Weeks 3, 5, 8 & Final Research Essay due week 10	200 pts
5. Monday Quizzes (lowest quiz score will be dropped; 9 quizzes total; 10 pts max per quiz)	80 pts
6. In-class Group Presentation (due Week 10 Wednesday; extra 20 pts. for groups who present at Global Issues Conference Tuesday 3/11)	50 pts
7. Group Presentation Proposal & Tentative Outline (due Week 5)	20 pts
8. Check-In Summary for Group Presentation (due Week 7)	20 pts
9. Participation in In-Class and Familia activities	85 pts
Extra Credit Options—will discuss in class	20 pts max
Total (without Extra Credit)	550 pts

### Course Grading Criteria

A+ = 550-533; A = 532-511; A- = 510-495; B+ = 494-478; B = 476-456; B- = 455-440; C+ = 439-423; C = 422-401; C- = 400-385; D = 384-330; F = 329-0

**Note:** Students are graded on points earned only, no curve or percentages.

## Drop Policy:

All students are responsible for their enrollment in the course. If you stop attending this class, YOU MUST DROP YOURSELF OR RISK RECEIVING A FAILING GRADE ON YOUR REPORT CARD. The college is no longer allowing "W" grades at the end of the quarter, and if you do not drop before the final withdrawal date, you will receive a letter grade in this class. NO EXCEPTIONS. INSTRUCTOR IS NOT RESPONSIBLE FOR DROPPING YOU. YOU ARE.

## Course Policies

### Communication:

Since we won't be seeing each other in class, here are some important communication tips:

1. Students are responsible for all material sent to their student email account. Students should regularly check their student email they registered at De Anza with, or set it up to be forwarded to another account that you check regularly.
2. If you send email, make sure your full name is also included.
3. If you have ever changed your name since attending a school in this district, your user name (what shows up in Catalyst) and college email name might not match up. Use the name that shows up in Catalyst to ensure proper posting of credit. Better yet, include both names on all work submitted.
4. You do not need to send duplicate email -I do not delete questions until I have answered them, but I also answer in a first in first out. I check email often, so my responses are prompt.
5. I will try to respond promptly as possible to your emails; during M-Th I will usually respond within 24 hours. Generally, I will try my best to respond within 48 hours. If you wish to see me in person, you are welcome to come to my on-campus office hours (see the top of my syllabus) at De Anza College.
6. BASIC "NETIQUETTE": from <http://www.brighthub.com/education/online-learning/articles/26946.aspx>

## Follow the Netiquette Rules for Success

With the onset of the online education environment and online courses a new buzzword has evolved called, netiquette. Simply defined, it means etiquette on the Internet (or net). In an online course you will have your communication skills tested! You will be speaking through writing both to fellow students and instructors, so it is imperative to communicate well and professionally. Mostly, when speaking in an online course, or in any online environment for that matter, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say offline.

Let's look at five important netiquette rules in an online course or education environment:

**1- Be friendly, positive and self-reflective.** When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. One word of advice is do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary, say it in a positive tone. Reread what you have written to be sure it is positive.

**2- Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when writing. It will insinuate yelling. That would hurt someone's feelings and possibly give him or her the wrong impression of you.

**3- Use effective communication.** This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, then another may have as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

**4- Professionalism.** Use characters like smiley faces and instant message abbreviations SPARINGLY in discussion boards, and leave them out of formal assignment submissions. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.

**5- Ask for clarification.** If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though, wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand..." , always keeping the onus for the misunderstanding on yourself.

Read more: <http://www.brighthub.com/education/online-learning/articles/26946.aspx#ixzz18bcool36>

## Questions about Grades and Feedback

### Grade book

You will be able to check your grades in the course site. Grades are updated at a minimum every 2 weeks.

Please always include a copy of the assignment or discussion posting with grade inquiries if you are going to email me. Online classes use new and changing technologies and will always be somewhat experimental and or unpredictable. As your instructor, I have tried to set up a convenient, easy to navigate the infrastructure, but I do not have control over all of the technology we use. For example, you may experience problems with your email address or your Internet Service Provider, and I have no control over those. The CATALYST server may be down or may contain some glitches that need to be worked out, and I do not manage it. What we will have to do is communicate with one another and be willing to adapt or try new things. I will try my best to assist when I can, so please let me know when you are having trouble using or understanding any of the technological components of the course.

### Plagiarism Policy

Because I respect the opinions and ideas of others, I am strongly against cheating and stealing and will uphold a strict plagiarism policy.

PLEASE READ THE FOLLOWING STATEMENT VERY CAREFULLY:

Students who submit the work of others in whole or in part will receive a zero and may fail the course if the plagiarism continues. It is the student's responsibility to cite sources and avoid sloppy research. Do not use phrases and sentences that you did not create unless you place them in quotation marks and attribute them to their author. Not one sentence, not one paragraph, nothing! Think carefully. Resist the temptation to pillage the web for content to fill your papers because plagiarism is easy to spot, especially for instructors who routinely teach writing! I unfortunately encounter it every quarter. Don't be next!

If you feel you need to do some research but are not sure how to quote an author or document your sources, ASK FOR HELP.

There are also several useful resources on the web. See:

[www.easybib.com](http://www.easybib.com)

## Assignment Feedback

**Feedback on assignments will be given in several ways:**

Via a discussion response (either an overall class response or individual responses on the discussion board)

Through rubric-based points

In the grade book in the instructor comment area

Via embedded notes in electronically-submitted papers

Not all grades are automatically posted. **Wait two weeks after assignments are due** before inquiring about grades. Note that I have 2 different regular due dates—Mondays and Tuesdays before 11:59 pm. Due dates are set this way to encourage collaboration and discussion periodically throughout the week. Without such periodic participation, we cannot generate the dialogues I would like to encourage among you all.

### Contacting the Instructor

You should feel comfortable contacting me via email. I do have scheduled on-campus office hours (see above) and may also meet you by appointment if you feel more comfortable discussing our class in person, so check my current schedule. It is often beneficial to review a writing assignment before you turn it in for a grade, so consider sending me drafts for comment. I am really friendly and want to help you!

My Online Work Hours: I check my email in the mornings, & throughout the day when possible. I cannot guarantee I will respond to emails over the weekend, but you can be assured that I will respond to you within 24 hours during the week.

Typical flow of workload & due dates:

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Do Quiz & Discussion work on Catalyst between 10	Respond to at least 3 other classmates' posts on discussion boards, etc. by 11:59 PM	Meet in class E-32 1:30-3:45 PM. Bring Computer &/or Readings/Notebook & be prepared to	Read, Annotate, work on assignments, prepare to do Monday/Tuesday online work. Log in every day to Catalyst Questions Board &/or class FB page for updated news, help & clarification on assignments.			

AM-11:59 PM		actively work with Familias & others. Essays are DUE on Wednesday.	
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**\*\* SUBMIT A COPY OF THE ASSIGNMENT WITH YOUR INQUIRY OTHERWISE I WON'T BE ABLE TO HELP YOU.**

## Assignment Policies

### Weekly Assignments

1. Weekly assignments are typically due by 11:59 pm on Mondays and/or Tuesdays. Attendance and participation in weekly Wednesday class is MANDATORY and a majority of your participation points. Make sure, though, to check and confirm individual assignment due dates.
2. Late written assignments (independent/self preparation work) are accepted through midnight of the first Tuesday after its original due date (2 days later) with a 20% point deduction. Late discussion postings (online collaborative activities that your classmates are relying on you to contribute to) are NOT accepted at all. This is because these collaborative assignments are equivalent to "being there" in the classroom- if you don't show up to do your part, neither you nor your class/teammates can benefit.
3. Papers submitted without a name will receive an automatic point deduction of 5 points, so make sure that you can see your name at the top of the page just as if you were going to print it and hand it to me.
4. It is not a requirement of this course that you submit work from your home computer, but it is a requirement that you submit work on time. **Save a copy of all of your work (stick drive, in the "cloud," email to yourself, etc)** so that if something happens to your computer you will still be able to go to another computer to turn in your work on time. "My computer froze" or "my internet connection was down" are not acceptable excuses for late or missing work. This is a dynamic of an online course—always have a backup plan just as you would to get alternate transportation to class if your car broke down (or, for those of you who already teach, as you would plan for your own courses.)
5. "I was out of town" is not an acceptable excuse for late or missing work.
6. All work submitted as an attachment must be saved in either .doc, or .docx type file (so I can electronically comment on it) and must include first and last name just as if you were going to print it and turn it in.
7. All work is to be original for this course.
8. Writing for this course is to be done at an academic level. While it is easy to slip into "text message" style grammar especially when responding to discussion postings and emails, please remember that all work is graded for appropriate use of language, spelling, and grammar.

### Participation and Grading Criteria for Discussion Forums & Voicethread Comments

One of the fundamental foundations of my hybrid/online class is that they are not "self-paced" -- everyone must work together through the course. Additionally, hybrid/online students perhaps in a more visible way than on-campus students, are expected to have an active role in contributing to the learning of the entire class. In order for us to build meaning together and to learn from each other we need to be involved in conversations with each other. For this reason, it is expected that students will make at least 4 posts per week (original plus 3 responses) in the course discussion board and other online areas that we will discuss to earn an "acceptable" rating (see grading rubric). I have set Monday as the deadline for initial discussion board postings to give you time to read the week's assignments. Monday is the **latest** date to make your original posting and Tuesday is the **latest** date to post 3 responses to classmates. You are more than welcome to post earlier than Monday if you have completed the readings by then.

1. Posts should be spread throughout the week. You will not receive full points if all your week's postings are made within one 24-hour period. Give yourself time to read, process, compare and think about your postings.
2. Late discussion postings (after the 11:55 deadline) are not accepted (because they don't do you or your classmates any good—they can't be a part of the ongoing discussion.)
3. You can post as many 'I agree' or 'great idea', type statements as you like, but these will not count for points.
4. Follow directions carefully and answer all parts of the assignment.

5. Discussions and other online posts will be graded using the following rubric tied to the specific criteria listed with each assignment:

Discussion Board & Online Posts Assessment Rubric						
		A- Outstanding (5)	B- Respectable (4)	C-Acceptable (3.5)	D- Needs Work (2)	F-Unacceptable (1)
Quantity	Frequency	Student posts at least 5 content-engaging posts a week	Student posts at least 4 content-engaging posts a week	Student posts at least 3 content-engaging posts a week	Student posts at least 2 content-engaging post a week	Student posts 0-1 content-engaging posts a week
Quality	Relevant facts	Postings <b>consistently</b> offer both information from class reading and valid outside sources	Posts <b>consistently</b> offer EITHER information from class reading or valid outside sources	Posts <b>usually</b> offer EITHER information from class reading or valid outside sources	Posts <b>rarely</b> offer facts, and when present, these facts are top level, easy to find, and only from required readings	Information is not present- postings are devoid of relevant facts or information
	Involvement in dialogue	Student postings <b>consistently</b> demonstrate that the learner is both <b>reading</b> others' posts, and reflecting upon them, through relevant responses.	Student postings <b>usually</b> demonstrate that the learner is both <b>reading</b> others' posts, and reflecting upon them, through relevant responses.	<b>Inconsistent</b> demonstration of thought regarding other students' postings, but when it's there, it does demonstrate reflection & cognition	<b>Inconsistent</b> and <b>weak</b> demonstration of thought regarding other students' postings	Lack of demonstration of thought regarding other students' postings
	Construction of understanding	Student postings <b>consistently</b> demonstrate the involvement in one's own cognition in the process of figuring out not only WHAT the student is thinking but HOW & WHY the learner is coming to such conclusions.	Student postings <b>usually</b> demonstrate the involvement in one's own cognition in the process of figuring out not only WHAT the student is thinking but HOW & WHY the learner is coming to such conclusions.	Student postings <b>inconsistently</b> demonstrate the effort made in being involved in one's own cognition in the process of figuring out not only WHAT the student is thinking but HOW & WHY the learner is coming to such conclusions.	Student postings demonstrate a weak effort in student self-involvement in the cognition in the process of figuring out not only WHAT the student is thinking but HOW & WHY the learner is coming to such conclusions.	There appears to be no genuine attempt to be involved in one's own cognitive process.
	Connections	Postings <b>consistently</b> offer ideas about possible connections between theories, theorists, practice and concepts.	Postings <b>usually</b> offer ideas about possible connections between theories, theorists, practice and concepts.	Postings <b>inconsistently</b> offer ideas about possible connections between theories, theorists, practice and concepts.	Postings <b>occasionally</b> offer ideas about possible connections between theories, theorists, practice and concepts.	Connections? What connections?
	Elevating the discussion	The student <b>consistently</b> brings new insights or asks questions that truly open new avenues for thinking, reflecting, discussing, the concepts & topics.	The student <b>usually</b> brings new insights or asks questions that truly open new avenues for thinking, reflecting, discussing, the concepts & topics.	The student <b>occasionally</b> posts new insights or asks questions that truly open new avenues for thinking, reflecting, discussing, the concepts & topics.	The student <b>rarely</b> posts new insights or asks questions that truly open new avenues for thinking, reflecting, discussing, the concepts & topics.	The student does not post new insights or ask questions that truly open new avenues for thinking, reflecting, discussing, the concepts & topics.

## 10 POINTS MAX PER WEEK PER WEEKLY GROUP OF ONLINE DISCUSSION POSTINGS

### Student Services, Information & Expectations

#### Students with Special Needs

Disabled Student Programs and Services (DSS) is committed to serving students with disabilities enrolled at De Anza College. To qualify for services, students must have a known or documented disability, verification by an appropriate professional, and an educational limitation that precludes the student from fully participating in general instruction without specialized services or academic adjustments. Students should apply for eligibility in Disabled Student Services (DSS) immediately after they complete their application for admission to the college.

As this is an hybrid online course, students requiring accommodations must contact the professor in the first week of classes to discuss their educational functional limitations and to make their instructors aware of authorized academic adjustments. Students are not required to disclose their specific disability but may do so out of personal choice.

**Accommodation for students with disabilities:** This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Disabled Student Services. The web pages, video presentations, textbooks and class materials used in this course are accessible to students with disabilities.

#### Important Dates

See De Anza's online Academic Calendar with important dates & deadlines here:

<http://www.deanza.edu/calendar/>

Please note that the Registrar is VERY firm about deadlines such as drop without "W" grade and drop with "W" grade. If you pass either of those deadlines, you WILL get either a "W" or a grade for this class on your transcript.

It is your responsibility to note deadlines for issues such as these (I am intentionally leaving most of the spaces blank so that you will look them up and make a note of the dates in your own calendar):

First Day of Class:

Monday, 1/6/11

Drop with Refund by:

Choose Pass/No Pass Grade Option by:

Drop without 'W' Grade by:

Drop with 'W' Grade by:

Last Day of Class:

#### Helpful Resources:

Need help? The Student Success Center offers free tutoring for many De Anza classes. See <http://www.deanza.edu/studentsuccess> for details.

- Writing and Reading Center: ATC 309 408-864-5840
- Math, Science and Technology Resource Center: S-43 408-864-8683
- General Subject Tutoring: ATC 305 408-864-8682
- Listening and Speaking Center: ATC 304 408-864-5385
- Skills Center: ATC 302 408-864-8253

