

De Anza College EWRT 1B/06 (8:30 to 10:45 AM in AT202), EWRT1B/18 (11 AM to 1:15 PM in S49) and EWRT1B/13(1:30 to 3:45 PM in S49) MW Spring 2016

Instructor: Dr. Husne Jahan **E-mail:** jahanhusne@fhda.edu **Office Hours/ Place:** Mondays and Wednesdays 4:15 to 5:30 PM in the Writing and Reading Center at ATC 309. You can also e-mail me with questions. Note that you can drop in for tutoring help with your writing at the Writing Reading Center (WRC). Visit the WRC website at <https://www.deanza.edu/studentsuccess/wrc/> for more information. Their hours are **Monday-Thursday:** 9:00 am - 6:00 pm, **Friday:** 9:00 am - 12:30 pm. They are closed on **Saturday & Sunday. They open in the second week of the quarter and are closed in the finals week.**

Required texts:

1. *A BRIEF AND PRACTICAL GUIDE FOR WRITING CRITICAL ANALYSIS PAPERS IN DISCIPLINARY AND INTERDISCIPLINARY COURSES (2010)* by Patrick B. Sharp, published by Kona Publishing. ISBN: **978-1-935987-05-5**, available at the college bookstore.
2. Other books and articles you would download and sometimes print would depend on the area of research you choose.
3. Some readings and links will be posted on Course Studio and Catalyst.
4. You will also need to conduct research on our library's online databases, find source materials, and download them when they are useful.

Course description: In these sections of EWRT1B, you will get an opportunity to research, read, and write about a topic that is related to your interest, preferably, career interest. This course attempts to take you to a higher level of academic reading and writing by developing your skills in research-based analytical, interpretive, and persuasive academic reading and writing. It will involve academic reading, writing, inquiry, and research. In terms of writing, you will compose responses to readings, summaries, research reports, a literature review, essays, and a documented longer research paper. The documented research paper is your longest essay (about 7 pages/2000 words long) for this class. You are expected to produce a minimum of 6000 words in essays for the course.

Student Learning Outcomes:

- Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue.
- Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue.
- Comparatively evaluate multiple points of view and integrate them in analytical research paper.

Grade Distribution:

Classwork /Homework:
Responses to readings, group work, informal presentations, summaries, notes, research reports, outlines, and drafts = **30 points.**

This is approximately, 10 assignments, each worth 3

points, all classified as classwork.

3 Essays= 50

Essay One: First Research

Paper =20 points

Essay Two: Second Research

Paper= 20 points.

Essay Three will be a literature review and also your in-class final=10 points.

2 Tests= 2x10= **20** points

Grading Scale Based on Total Course Points

A+ = 100%

A= 95 – 99 %

A-= 90-94%

B+= 85-89 %

B=81-84%

B- = 79-80%

C+= 75-78%

C= 70-74%

D+= 65-69%

D= 60-64%

D- = 55-59%

Under 55%= F

Work Acceptance and Drop Policies:

If you miss a class, particularly when we do group work and informal presentations, you may miss classwork that may not be made up. We will do considerable credit-bearing classwork on most days, so missing any class may result in your missing classwork and losing classwork points. Just for the sake of simple categorization, I call all work other than essays and tests as class work even if they are assigned as homework.

All class and homework assignments are expected to be turned in on time by the due dates. However, if a student misses the turnitin submissions deadlines for final copies of essays due to some emergency or scheduling problems, then she/he has a 7-day grace period from the due date to submit it on turnitin. The student has to count and keep track of the grace period of 7 days because turnitin will not show the grace period dates. This grace period does not apply to rough drafts of essays and they have to be submitted on time by the exact due dates or they will not be accepted for grading. I expect classwork to be submitted on time, but there will be some ways of turning in classwork a few days late through Course Studio and Catalyst.

Note carefully that if a student does not turn in the assigned essays and 90 % of the classwork and homework assigned to date by the 8th week of the term, he/she will be dropped from the course which is better than getting an unsatisfactory grade. You may also be dropped if you miss too many classes (for example, 4). Also, no work can be accepted in any way after the quarter comes to an end in the 12th week. I have seen from experience that students who don't turn in work on time and don't show up in class continue the same habits till the end of the quarter resulting in poor performance and possible failure for them and immense anguish for me in having to give failing grades.

Attendance, Tardy, and Technology Policies: You need to have good attendance and participation in class to remain in the course. Missing more than 3 classes can result in your being dropped. If you are more than 20 minutes late or leave early, you will be marked half absent. If you have to miss class or leave early for any unavoidable need, you should let me know. You can use technology such as smartphones, tablets, or laptops in the class only when they are being used for class work related to this class. Their personal use or use for doing homework for another class is not allowed.

Accommodations:

If a student needs any special accommodations for any disability, you are entitled to receive appropriate accommodations, so please inform me about your needs.

Maintaining Academic Integrity and Staying Away from 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. For detailed information about the Academic Integrity Policy of De Anza College, consult the web page: <http://www.deanza.edu/studenthandbook/academic-integrity.html>. 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. All of the above should be strictly avoided. I expect nothing less than absolute honesty from the students.

Mutual Respect Policy: De Anza College has a Mutual Respect Policy defined on <http://fhdafiles.fhda.edu/downloads/aboutfhda/4110.pdf> 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.

Disruptive Behavior

In case of any disruptive behavior by any student, there are policies and procedures in the *Standards of Student Conduct* (see catalog). Any student disrupting the class could be asked to leave and administrative follow-ups are possible.

Note Carefully:

1. The readings and possible writing assignments are predicted mostly on a weekly rather than daily basis.
2. I will also post most assignments and announcements related to the course on Catalyst, which you can find through your portal. I will also use e-mail to communicate with you. Some research files will be posted on Course Studio, which you also find through your portal, using the link My Courses.
3. All reading is to be understood as pre-reading or reading done before coming to class, although the reading will be discussed in class as well.
4. Any reading done is expected to generate class discussions and presentation/sharing of ideas by students. So you should always be prepared to talk about a reading you have done; but relax, this is a supportive and necessary exchange of ideas and not meant to be intimidating.
5. You will often be asked to present ideas using the screen as a visual tool by demonstrating your points on it.
6. For most classwork, you can consult your book and other sources as you discuss, present materials, or write, so memorization is not usually needed unless you have a quiz/test/exam.
7. You will be asked to submit all your essays to turnitin.com, so both you and I can check their originality. I will give you a class ID # and password to enroll in this class on turnitin.com, which you have to do. No exceptions will be allowed. Your essays will also be graded only on turnitin.com. You will also be asked to submit some homework and classwork on turnitin. A Gradebook on turnitin will reflect an estimate of your grade.

Explanation of Some Classroom Activities

As the schedule will frequently mention the following activities, I would like to explain these in the context of this class.

Discussion: Most reading and writing done for the class is expected to generate discussions as discussions can facilitate learning and sharing of ideas. Discussions may take many forms. In our class, we will use a combination of guided question-answer form of discussion and a structured discussion format involving groups.

Guided Question-Response Discussion: In this form, the teacher asks a question and calls on student volunteers or specific students by name to respond. Then another student is asked to add a comment and so on. The teacher continues to explain as well as call on other students to respond. The teacher and sometimes the students write relevant points on the board.

Structured Group Discussion: Groups are assigned different topics to work on. Group members discuss the topic, come up with some useful points/responses, write the points down, and then report their points to the whole class through an informal presentation.

Informal Presentation: Usually, all structured group discussions will be followed by an informal presentation through which the student groups explain their findings and ideas to the class, often using the screen to demonstrate the main points.

Brainstorming: When we stimulate our brains to come up with ideas, we might do that individually or as a class. When we brainstorm as a class, if I give you a topic, all of you will shed some light on it. I will write our brainstorming points on the board.

In-Class Writing: Shorter writing assignments such as free writes, summaries, explanations, note-writing, reporting on research, responses to questions will often begin in class. Sometimes, they will have to be completed in class, but you will also get opportunities to finish the work as homework. Some work on grammar and sentence development may be done as needed.

Homework: Homework is also categorized as class work. Although you can usually get full credit for completing homework, work showing a clear lack of effort will have points deducted.

Class work also involves taking part in discussions, sharing responses and points-of-views, responding to your peers' work, and doing any assigned in-class written work.

Low Stakes Writing: Class work and homework 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 done fully and with effort, but half credit if only partially done and showing lack of effort.

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 quality. The essays are definitely high-stakes writing as will be some classwork and homework for which you get detailed directions and more time to complete.

Grading Based on Quality: For those writing assignments that are to be graded on quality, their quality will be judged by how well you fulfill the assignment's requirements and criteria of good writing (handouts will be given for further clarification).

Revision: You will be able to revise Essay One and Two drafts after feedback from me. You will be able to get peer feedback for those essays if you bring drafts on specified days. Drafts will be considered as classwork only if submitted on due dates and they will be worth class work points. The literature review essay will be your final exam essay, and you will get feedback from me only on a part of it. Since Essay Two will be due online, it will be the last essay due.

The final exam for the 11 a.m. class is on Monday, June 20 from 11:30 a.m.-1:30 p.m.

The final exam for the 1:30 p.m. class is on Monday, June 20 from 1:45-3:45 p.m.

The final exam for the 8:30 a.m. class is on Wednesday, June 22 from 7-9 a.m.

The final exam will take place in the computer lab AT 305. All classes will submit their literature review essays during the final exam.

Some Important Dates and Deadlines Spring 2016

Monday, April 4: First day of Spring Quarter 2016

Saturday, April 16: Last day to [add](#) quarter-length classes. *Add date is enforced.*

Sunday, April 17: Last day to [drop](#) for a full [refund or credit](#) for all students (quarter-length classes only). Refund deadlines for all non quarter-length classes are in MyPortal, "View Your Class Schedule" link. *Drop date is enforced.*

Sunday, April 17: Last day to [drop](#) a class with no record of grade. *Drop date is enforced.*

Friday, April 29: Last day to [request pass/no pass](#) grade. *Request date is enforced.*

Friday, May 27: Last day to [drop](#) with a "W." *Withdraw date is enforced.*

Saturday - Monday, May 28-30: Memorial Day Weekend (no classes)

Saturday - Friday, June 18-24: [Spring Final Exams](#)

Due dates of essay rough drafts and final copies will often be decided after consulting with students. The schedule is a prediction and is subject to changes with prior announcements. Expect lectures, group activities, and informal presentations on non-lab days, which are typically Mondays, and more research and writing activities on lab days, which are typically Wednesdays. Grammar and style related work will be assigned as needed, even if not mentioned in the schedule.

Each Wednesday, except for April 20 and June 8, we will meet in the lab AT 305. On Mon April 18, we meet in the lab AT 305 instead of the Wednesday of that week, and on Monday, June 6, we meet in the lab AT 307 instead of the Wednesday of that week. AT 307 is next to the lab AT 305 in which we usually meet.

Week 1 (April 4 and 6)

- ❖ MON: Introduce the course. First-day writing.
- ❖ WED: Explore research interests. Start the research process at a computer lab.

Week 2 (April 11 and 13)

- ❖ MON: Share preliminary findings.
- ❖ WED: Continue the research process at a computer lab.

Week 3 (April 18 and 20)

- ❖ MON: Students finish their article presentations and share shortlist of articles and experiences with research process. Assign summary writing.
- ❖ WED: We will begin using the required textbook *A Brief and Practical Guide* from this week, so start to bring the book to class every day from this day. Understand the differences between primary and secondary sources as well as scholarly and other sources. Essay One assigned. Grammar and style work.

Week 4 (April 25 and 27) Library classes are scheduled this week.

8:30 and 11 AM classes are to attend library class on Monday.

1:30 class is to attend library class on Wednesday this week.

On Monday, the 1:30 class will work on grammar and I will discuss section 1 of the textbook with the class.

On Wednesday, the 8:30 and 11 AM classes will work on their essay outline, draft, and grammar in the lab.

Week 5 (May 2 and 4)

- ❖ MON: Review what we learned from the library classes. All classes need to bring *A Brief and Practical Guide* to class. We will discuss some sections of the book. May continue grammar work. Students will share their essay outlines. I will show thesis and essay samples and students will work on their tentative thesis statements for essay one.
- ❖ **WED: Rough draft of Essay One due on turnitin. We will be in the lab and students must have rough drafts of at least 1000 words and review each other's essays.**

Week 6 (May 9 and 11)

Essay Two assigned.

- ❖ MON: I will discuss the quiz topics before the quiz. **Take first test on Chapters 1 through 3 of *A Brief and Practical Guide for Writing Critical Analysis Papers*.** Bring a list of your sources to class and know their classifications: scholarly or not, primary or secondary. Understand the differences between types of sources and assess their possible biases and reliability. What are the strengths and drawbacks of your sources? You will have to bring portions of 2 of your sources to class to do class work on finding biases and assessing reliability. You will work in groups and missing class will mean missing classwork points. I will discuss
- ❖ WED: Try to know more about your research topic by looking for and finding answers to these questions and gathering material accordingly: Are there leading experts in the field? Are there seminal books in the field? Are any theories applicable to your topic? In what type of publications are you finding material on your topic?

Find and save portions of at least one book on your topic. How many other important books did you find on your topic? Categorize your sources. How many books, scholarly articles, newspaper, and magazine articles do you have? Most of these sources may be collected online. **Essay One final copy will be due this week on turnitin.**

Week 7 (May 16 and 18)

- ❖ MON: About half of the students need to do a short presentation (3-4 minutes) on their Essay One. You would need to have a page/s on which you have your essay's main points listed colorfully, attractively, and visibly and with the help of that handout, you should be able to explain your essay's main points and findings to the class. Don't feel shy or stressed about this; just have fun with it. We want to be very supportive of one another. The other half will do this presentation in the following week.
- ❖ WED: Do classwork Assess, Synthesize, & Paraphrase. Essay Two assigned.

Week 8 (May 23 and 25)

- ❖ MON: The rest of the students need to do a short presentation (3-4 minutes) on their Essay One. You would need to have a page/s on which you have your essay's main points listed colorfully, attractively, and visibly and with the help of that handout, you should be able to explain your essay's main points and findings to the class. Don't feel shy or stressed about this; just have fun with it. We are all very supportive of one another.
- ❖ WED: Work on shaping thesis, integrating sources, and developing your Essay Two.

Week 9 (May 30 and June 1)

- ❖ MON: All of the usable portions of all your sources should be marked and annotated. The *textbook A Brief and Practical Guide* would be discussed and used. Report research findings and work on Essay Two outline. Look at sample essays. Grammar and style work.
- ❖ WED: **Meet in lab to work on essay two.** Have access to your researched sources, so you can work on your essay. By seeing your outline and consulting with you about your essay two, I would be able to guide you better. Remember that outlines and drafts are not finished work and can be very rough and disorganized, but even an uncertain outline or a messy draft is a start, and you must start somewhere.

Week 10 (June 6 and 8)

- ❖ **Monday, June 6: Rough draft of Essay Two due in lab.** Literature review explained.
- ❖ **Wednesday, June 8:** I will discuss the test topics before the test and in prior classes. **Take Test 2 on chapters 3 to 6 of *A Brief and Practical Guide for Writing Critical Analysis Papers*.**

Week 11 (June 13 and 15)

- ❖ **Monday, June 13:** Work on literature review.
- ❖ **Wednesday, June 15:** Work on the literature review paper. Have some part of your literature review paper draft done in the lab.

Week 12 (Final Exam Week: June 20 and 22)

The final exam for the 11 a.m. class is on **Monday, June 20 from 11:30 a.m.-1:30 p.m.**

The final exam for the 1:30 p.m. class is on **Monday, June 20 from 1:45-3: 45 p.m.**

The final exam for the 8:30 a.m. class is on **Wednesday, June 22 from 7-9 a.m.**

Both classes will submit their literature review essays during the final exam. The exam will take place in the computer lab AT 305. You can work on the draft of the literature review at home, but you are required to finish it and submit an electronic copy of it to turnitin in the lab. The submission portal will only be open during your specific final exam time and your essay will only be accepted if you show up for the final exam.