**EWRT1A-21**

**Fall 2018**

**Community Health**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

ATC202, 9:30-10:20 Monday-Friday

Office Hours: Tuesdays 8:00-9:15, Thursdays 8:00-9:15, and by appointment.

Office Hours Location: MCC-14

Final Exam: Tuesday, December 11, 9:15-11:15

**EWRT1A Student Learning Outcomes**

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.

**Community Health**

In this class we will focus on the topic of community health. We will discuss health in a broad sense, in terms of not just the physical health of individuals but also in terms of social factors that affect the health of individuals such as disparities in wealth, income, education, housing, and the environment. In many cases access to things that are necessary for health are unequally distributed among all members of a community. As a guide for this topic we will use two texts, *The Landscape of Opportunity* and *Portrait of Promise*, which will hopefully give you ideas about a need that you can write about. The emphasis of our discussion will be on current inequity and ways to create better health outcomes in our communities. We will look particularly closely at policy recommendations in the two course texts so that you will have a general idea about the motivations for more specific policy recommendations such as the 2018 November ballot propositions in California and in Santa Clara County. Additionally, we will consider proposals about changes to US immigration laws and the rules that people with different visa and immigration statuses are subject to.

You will write one in-class essay and four out-of-class essays. The in-class essay will be modelled on the WST which San Jose State University students need to pass in order to graduate. The four out-of-class essays will be a personal narrative, an historical narrative, a policy proposal, and a critical evaluation of a YouTube video. The personal narrative will be about how you diagnosed a problem and applied a solution. In the historical narrative you will trace the development of a problem that affects community health in Santa Clara County. To prepare you for this essay you will present research to a small group within the class about a specific aspect of community health and you will create a write-up of your own research. Your third essay will be a proposal that will largely consist of a revised historical narrative that identifies the problem that your proposal is supposed to solve. The intention of the proposal should be to improve community health, and it should be primarily addressed to people who have power over a government, institution, or organization that can change a law, policy, or rule. Your fourth essay will be one that will require you to analyze the audience of a how-to video on YouTube and test the video yourself in order to evaluate the video. Your analysis in the fourth essay will not necessarily be tied to the topic of community health.

**Class Policies**

Attendance is mandatory. All class time counts and attendance every day is required unless I tell you otherwise. Please contact me before class if you are unable to attend, and we will set up a way for you to make up the missed class time. Please respect my time and the time of your classmates by coming to class on time. Please turn in assignments on time to make it easier for me to track the progress of everyone in the class.

The last day to drop this class with a “W” is November 16. This class becomes very difficult if you fall behind. I will ask you to drop this class if you miss three consecutive classes without contacting me or if you are absent more than an average of once per week.

This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.).

**Class Schedule**

Week of September 24

In-class timed writing

Begin reading *Landscape of Opportunity*

Personal Narrative outline

Week of October 1

Personal Narrative due, continue reading *Landscape of Opportunity*

Presentations on topics in *Landscape of Opportunity*

Last day to drop for a full refund or credit: Sunday, October 7

Week of October 8

Select a topic, form groups

Read *Portrait of Promise*

Presentation to your group

Research Assignment (compare and contrast your topic with the topics of other people in your group)

Week of October 15

Research Assignment (identify proposal, personal narrative)

Works cited, citations

Week of October 22

Historical Narrative: Formulate research question, do additional research, outline

Week of October 29

Historical Narrative: Peer edit first draft, complete draft due

Argumentative Essay: Formulate research question, outline

Week of November 5

Argumentative Essay: Peer edit first draft, complete draft due

Week of November 12

November 12 Holiday

Analytical Essay: Formulate research question, audience analysis

Last day to drop classes with a W: November 16

Week of November 19

Analytical Essay: Outline, first draft

November 22-24 Holiday

Week of November 26

Analytical Essay: complete draft

Revise essays

Week of December 3-7

Revise essays

Final Exam review

Final Exam

Tuesday, December 11, 9:15-11:15

December 14: Last day of Fall Quarter (last day for appointments)

**Canvas**

Canvas is a “learning management system” that you will need to use in order to complete the course census, participate in “discussions,” find detailed assignment descriptions and resources, and turn in research assignments and essays. In the discussions you will propose topics and research questions for your essays.

**Working Groups**

The most difficult assignment in this class is the historical narrative. You will form groups and you will present to your group on a specific topic or issue related to community health. Your research should be shared, but all of you will write your own summing up of your research and your own historical narrative essay. Your historical narrative will hopefully build on research that you and your group members used for your presentations.

Your research assignment will have three parts. In the first part you will write one paragraph that describes the relationship between your own research and the research of other people in your group. In the second part you will write two paragraphs that contain a brief history of the development of a specific problem within your group topic. In the third part you will write either a brief personal narrative about your relationship to the problem or a solution and an objection to the solution for the problem.

**Grammar Workshops**

We will devote the bulk of the class time to organizing your writing and developing your ideas in writing. If you need help with grammar I will ask you to attend grammar workshops that I will conduct outside of class with small groups of your classmates in which you will edit portions of your essays for grammar and usage.

**Appointments**

I will ask you to meet with me individually to discuss your writing. I will hold appointments in MCC-14. You will be required to meet with me at least three times to discuss revisions on your three major essays, but you should expect to schedule several meetings with me during the second half of the quarter. The last date when I will be able to hold appointments will be December 14.

**Writing Process**

One of the main things you should develop through this class is a writing process for producing academic essays. You will substantially develop your ideas before you begin writing the actual text of your essays. For each of your major essays you will be required to formulate and submit a research question, a thesis statement, and an outline for feedback before you begin to work on a first draft. In order to have an outline approved you will need to have a research question approved. If you turn in a draft without having an outline approved I will require you to formulate a new research question, write a new outline, and completely rewrite the draft.

**I will not accept drafts in place of outlines.** Outlines in this class should allow a reader to quickly understand and evaluate the structure of an essay. An outline should show the sequence of major points in your essay, whether that sequence is logical, and whether those points fully develop your thesis. Your outline should have no more than one complete sentence to represent each paragraph.

**Timed Writing**

In the first week of the quarter there will be a timed in-class writing that will hopefully prepare you for timed-writing exams that you might take in the future, and you should begin to learn about the evaluation criteria that are commonly used to score timed-writing exams at California colleges and universities.

Additionally, in-class writing later in the quarter will provide proof that you have written your own essays. On the day when the first draft of each essay is due you will have a timed in-class writing assignment. This assignment will be closed-book and handwritten, and you will not be able to refer to notes or outside resources. These assignments will need to demonstrate that there is consistency in style between essays that you have written outside of class and writing that you can produce without outside support. If there are differences in style (diction, syntax, tone, and voice) between your in-class writing assignments and your drafts, or if you do not follow the guidelines for the assignment, then you will be under suspicion for not writing your own essays. Submitting work that you have not produced as your own is a serious violation of the De Anza policy on academic integrity, and a consequence of a violation may include expulsion from the college.

I will not accept drafts of essays without the timed writing assignment.

**Grades**

10% Final Exam (pass/fail)

10% In-class Essay and Timed Writing (pass/fail)

10% Personal Narrative (pass/fail)

10% Presentations and Research Assignment (pass/fail)

30% Research-based Argumentative Essay (combination of Historical Narrative and Proposal)

30% Analytical Essay

After you complete the steps of the writing process I will evaluate your essays according to the essay grading rubric for EWRT1A that was approved by the De Anza English department. For your essays you will receive letter grades for each major part of the rubric: ideas and development, organization, and language use. Your overall grade for each essay will be an average of the three letter grades.

If you do the final exam, the assignments on Canvas, the personal narrative, and the group presentation and research assignment satisfactorily then an average of an A- on the historical narrative/proposal and the analytical essay will result in you receiving an A in the course. You will have the opportunity to revise the major essays several times, and your grade for each essay will be the grade for the final draft.

**Student Success Center**

The Student Success Center offers free tutoring for many De Anza classes. Visit http://www.deanza.edu/studentsuccess for more information.

Academic Skills Center for workshops and Adjunct study skills courses in ATC 302

General Subject tutoring in ATC 305

Listening & Speaking and World Language support in ATC 313

Math, Science and Technology tutoring in S43

Writing and Reading tutoring in ATC 309