

De Anza College

EWRT 1A. 57Z Composition & Reading

Fall 2022

Course Syllabus and Important Policies

Any changes or additions to the syllabus will be marked with a blue highlight.

Questions? CANVAS inbox preferred or hanzimanolismargaret@fhda.edu.

Cell: (for texts only. Be sure to identify yourself) - 415-516-7949

Instructor: Dr. Margaret Hanzimanolis

You have enrolled in a fully online course. If you have never taken a fully online course, you are in for a treat: You can work at your own pace and fit the workload into small chunks of time: even 15 minutes waiting for your dinner to cook! In fact, many of the tasks are around 5-30 minutes and only your major papers will require larger periods of concentrated time. The time spent on this course largely depends upon how experienced a writer you are, how good your high school instruction was, and other factors, such as how efficient you are at task completion.

If you keep up with the reading and writing, you will find online learning a rewarding and efficient way to complete your English requirements 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 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 \(Links to an external site.\)](#) that the campus provides. It covers some common myths related to online coursework.

Office Hours:

Dedicated office hours **Friday, 12:30-1:20 pm. Online only.** Please email me or phone me during this time for more extensive conversations, or to set up video conferencing through Zoom. I am also available during the week (most of the time). If you need me, just ask!!

Contact the professor:

Preferred method for contact: Canvas Inbox or hanzimanolismargaret@fhda.edu

Canvas ZOOM (see menu bar on the left side of your canvas home menu to make an appointment during office hours or by arrangement), 415-516-7949 (text me, and identify yourself, any time during the quarter). We can also set up a facetime or zoom!

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 student queries on Mondays (4-5 pm PST and during office hours on Fridays (12:30-1:20 PST). I am generally not available on the weekends. However, if you have an unexpected emergency and need to speak with me to ask for an extension on work due, do not hesitate to contact me.

Canvas architecture:

Modules are the organizing principle that I use, and I highly recommend always working in the module tab! I do try to make everything clear, but occasionally I am not able to see how an instruction is confusing so please do get in touch with me if you encounter anything on the assignments or on the Canvas layout that doesn't make sense to you!

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, critical thinking, and reading skills.

Please let me know if you need special instructions or assistance. Here are several other excellent options for extra help.

De Anza's Student Success Center is open Fall 2022 and available for Zoom tutoring, in person appointments and workshops.

- All SSC Zoom links and schedules are located in one convenient place. Go to <https://www.deanza.edu/studentsuccess/>
- Note: If the link above does not work for you, please visit the [Student Success Center homepage](#) and use the "Click to Join" button under Writing + Reading.

Fall 2022 Tutoring Hours on Zoom

Tutoring at the WRC on Zoom is available October 3 to December 9.

- Academic Skills workshops are available during weeks 4-9. Let me know if you have any difficulties accessing these services.
- Follow the links in the Service Updates to add yourself to the non-course SSC Resources Canvas site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- Support for remote learning: If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!
- Smartthinking (online tutoring service) can be accessed from your portal. The Canvas site also offers NetTutor.

Course Description:

This course is an introduction to university level reading and writing. It emphasizes analytical writing, critical reading and thinking, and understanding some of the challenges we all face in communicating with others around us about difficult economic, political or social issues.

Your assignments will provide you with opportunities to practice common persuasive strategies used in academic writing and to gain experience crafting and supporting claims about the themes of this quarter: empathy, argument, and the courage and sensitivity needed for difficult conversations in your important community and family relations. Your goal will be the composition of clear,

well-organized, and well-developed essays, letters, or reports that have varying purposes and audiences.

We hope that this course will help you analyze, understand and practice the full range of reading and writing activities that you're likely to encounter in your college and university experiences, and your work life, with the intention of helping you establish lifelong habits of sustained reflection, effective research, rigorous analysis, empathy with others, and clear written communication.

These tools of writing, reading, and thinking are invaluable, and will be of use as you come to better know yourself, to better analyze the world, and to contribute to solving civic and social problems collaboratively. The goal is for you and I to work together to develop your skills and confidence so that you are better prepared to fully involve yourself in the complexities of informed decision-making. Developing these skills will help you contribute to building strong families, engaged and compassionate communities, and workplaces that are productive, fulfilling and fair.

Departmental 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.

Required Materials:

Required: (Book) Monica Guzman. *I Never Thought of it That Way* (2022)

ISBN13

9781637740323

(available as an E-book, at the De Anza bookstore, or online).

Optional: GRAMMAR handbook

You are not required to purchase a grammar and language usage handbook, but it will come in handy if you have a handbook from last year. If you do not, have a good hard copy grammar/punctuation book please use [OWL AT PURDUE](#) WEBSITE for grammar and punctuation rules.

Submissions:

Submit all work online, via CANVAS, unless instructed otherwise. Major formal assignments should be file uploads; smaller submissions should be typed in as text blocks if you like. (ie "I read the week's summary"). Your final problem/solution project may be submitted on a google.doc (ie paste in the link and make sure it the settings allow me to edit) if you prefer.

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (ie discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class (approximately 6-12 hours per week, including readings).

- Your 4 major formal papers and one exam will require around 30-45 hours (although for many students the paper writing time demands are more--up to 50 hours.,including preparation, outlining, editing, proofreading and research, if necessary),
- Reading: (a full-length non-fiction book), about 10-20 hours,
- Quizzes: preparation for them and submitting answers should take around 2-8 hours,
- Other activities should be about 20-30 hours (primarily informal writing assignments and thoughtful discussion forum posts).

Attendance/Participation:

Because writing and analytical thinking are skills that are 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 or if you have not logged onto the Canvas site for more than ten days without contacting me and working with me to develop a plan. However, in consideration of the many stressors in students' lives, I want to make sure you know that if you have special predicaments, we may be able to modify or streamline the necessary tasks. Please let me know immediately if you begin to run into trouble, and we will see if we can work something out so that you can complete the course successfully with a passing grade.

NOTE: I do not give extra credit assignments or points. You would certainly not want any professional: doctor, lawyer, airplane pilot to have achieved the credentials required for doing her job by using "extra credit" options more or less unrelated to the basics of their competency. You want them to know their stuff. Many employers consider critical thinking, reading comprehension and writing to be essential skills for the college-educated, so there is no soft way around these curricular requirements. However, I WILL help you achieve competency, no matter where you are now.

So. Trust me.

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

- you will need to **log into Canvas EWRT 1A site at least once 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 6-8 hours of work) may be dropped unless they have contacted me and have explained their situation.
- Students **missing substantial work, such as all of the assignments for a three-week period**, at any time during the quarter, or more than one major paper for more than two weeks, may be dropped from the course, 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 or modifications that you feel would be doable. I am committed to assuring that you have the best possible chance for successful completion of this course. Communication is key.

Late Work Penalties:

The quizzes **MUST** be done by the deadline posted. However, because student responsibilities such as illness, work and family can prevent students from completing work, temporarily, I offer these four "late work" opportunities:

- One of the three (3) formal papers (that is not a timed writing or exam) can be up to ten days late, with no penalty.
- Up to two (2) informal responses /short essay reading responses can be up to one week late with no penalty.
- Two (2) discussion posts and/or discussion responses can be up to one week late with no penalty.
- Any of the 1-2 point "I read the assignment" type submissions can be up to one week late with no penalty.

Please note: After the first two weeks of class, most assignments will no longer be accessible approximately two-three weeks after the due date and time. If you wish to turn in something later than two weeks late, you will need to request that I open that assignment. Note that even assignments turned in "very" late can earn up to half credit, so late or hastily done is always better than earning a zero.

Rewrites:

Occasionally, there may be such dire circumstances in a student's life, affecting the quality of a significant assignment, such that there is a clear a need for the student to try a rewrite (formal papers only). Rewrites are occasionally an appropriate modification of the course requirements, and the permission to do a rewrite on **one paper** will be granted on a case by case. In general, it is preferable to direct your available energies to the upcoming work, as the quarter goes by so quickly, and it is not a good idea to stop the forward momentum to redo a paper!

ADD/DROP information.:

1) No students will be added after the first week of class.

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.

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 the deadline of October 9. November 18 is the deadline for withdrawing from the course and in that case a W will be on your transcript. Speak with the registrar or a counselor for more information on refunds, and how to remove the W by successful subsequent completion of a course.

Types of Assignment and grade point distributions by category:

- Four (4) **major papers**, including a problem/solution research project, and a final exam: 400 points.
- Six (6) **discussion posts, with responses**: 120 points
- Ten (10) **quizzes on readings or grammar or the syllabus**: 100 points
- Four (4) Informal Writing assignments of around 250 words each (40 points)
- **Other small 1 or 2-point assignments**: 40 points.

Formal Papers: (400 points)

Four (4) formal papers, including one paper written in a short, timed, equivalent of an "in-class essay" (the exam), will be required. For these assignments, a clear and compelling organization, sufficient and appropriate support for ideas or apt details, and the absence of grammatical or punctuation errors will be essential. These must be between 850 and 1100 words. (Do not go over the word count, please. Concise writing is often valued in our world!!)

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

- One (1) narrative paper describing a difficult conversation
- One (1) thesis-driven paper analyzing the assigned book (100 points).
- One (1) report that solves a significant problem in the community around you and that shows competence in researching and integrating multiple sources into a document You will need to present your ideas to the students in class via a Zoom (You might present to me in

theZoom format if you have technical problems uploading a video, or scheduling issues).
(100 points).

- One (1) analysis of a substantial essay on Ai Wei Wei or other artist or activist who manages to push forward through barriers and challenges (100 points)
- One (1) final exam

Quizzes: (100 point)

***To receive full credit for each quiz, you will need to complete by the deadline and answer the questions correctly. **QUIZ DEADLINES STRICTLY ENFORCED.**

- One (1) syllabus quiz
- Two (2) “reading comprehension” quizzes
- Seven (7) “language usage” quizzes

Discussion Forum:

At least Six (6) discussion posts (120 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.” No penalty at all for exploratory thinking.
- I encourage you to practice the art of “disagreement”: **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 analytical 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 (via questions or comments) on the other student’s ideas.

- Each response should be respectful, but do be sure and challenge and press for a deeper understanding with your classmates, when you feel strongly about something. We engage in spirited discussion not to “win” arguments, but to sharpen and deepen our own positions or even to modify our positions when we find that we are mistaken! It is mental exercise, quite similar to what an athlete would do to develop a stronger body. They push against their own physical limitations to build strong muscles.
- You must respond to at least one other student!

In the Discussion Forum be sure that you are stepping out of the safe, ordinary positions to theorize or speculate on a question. There is absolutely no penalty for “being wrong” in the forum, and a good discussion is generated when there is a “**gap**” in your position—something you might not have entirely worked out in your head— which you are inviting others to elaborate on. 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.”

Informal Writing:

This is an opportunity for you to write in a looser format than a college essay, ie you do not need to worry about organization, evidence, punctuation and other formal writing concerns. It is a good way to start the process of developing ideas and practicing specific skills. The word count should be around 200-250 for these assignments.

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.

***To receive full credit for the several small “other assignments” you simply have to do them by the deadline. Click the “submit” button and write a one-sentence confirmation.

Time Frame for Faculty Feedback:

- My intent is to have **most student work** graded, with appropriate feedback, **within one week** of the final due date.
- **All formal papers** will be graded within **10 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.

Grading:

The grade book calculates the points / Letter grade automatically. Please keep up with your cumulative grade. One warning: if a zero has not been entered in the grade book for a missing assignment (something I must do manually), your "average" will be artificially high. Three or four times during the quarter I "zero out" the missing assignments. Some of you will see a shocking drop in your average after missing assignments are zeroed out.

Grading Criteria for Formal Papers and Projects:

Each formal paper assignment will be accompanied by a rubric that breaks down the criteria for earning points for the assignment. Make sure you review the rubric before you submit your paper. In general, you will be graded on the following:

- easy to follow and clear organization,
- the quality of supporting evidence and details,
- mastery of the conventions of standard written English, including MLA documentation, if used, and
- writing style (vocabulary, sentence structure, reader interest, writing voice, appropriately used figures of speech, for instance) .

Your last project will additionally be graded on **innovative ideas/creativity** and **document design** for enhanced communication, and you will need to establish a useful **sense of your audience** for the problem/solution project.

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 Monday 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. Use the various tutoring options if you are weak in this area.
3. Length: Most formal papers should be a minimum of 900 words and a maximum of 1200 words. Please note your word count at the top of the page. The final Research Paper/Problem/Solution Project can be up to 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 Leslie Chang Podcast)
5. All formal papers should have a **properly capitalized title**.
6. Direct quotes and factual or opinion-based source material included in a paper that makes use of outside textual or video sources 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.for proper formatting. NOTE: no citation requirement for the Problem-Solution project, but all researched, factual information should be hyperlinked into the doc itself or

cited MLA style.

7. Text should be 12 point font, 1.5 line spacing, Times New Roman.
8. 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 space between paragraphs).

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.](#))

1. **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 internet sourced items.
 - Undocumented online 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

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 success in this class.

Conferences:

I am happy to talk with you at any point during the quarter about problems you are encountering with the material, things you don't understand, or any other problems that I can help with. I am not a counselor and cannot offer personal life advice, but I can direct you to someone who can help you if you are experiencing challenges that seem to be taking over your life. Please schedule a Zoom , or simply phone me during office hours, to discuss your concerns and how you can get help that you need.

Final Course Grade:

Please monitor your average throughout the last six weeks of class (by accessing the grade book function) so that you are assured that you know where you stand, grade-wise.

The campus is open during the Fall of 2022 These resources, however, should still be available for consultation:

Student Health Resources:

- **Health Services:** <http://deanza.edu/healthservices/>
- [\(Links to an external site.\)](#)
- , (408) 864-8732
- **Psychological Services:** <http://www.deanza.edu/psychologicalservices/>
- [\(Links to an external site.\)](#)
- , (408) 864-8868
- **Crisis Hotlines:** <http://www.deanza.edu/healthservices/hotlines.html>
- [\(Links to an external site.\)](#)
- **Title IX:** <http://www.deanza.edu/titleix/>
- [\(Links to an external site.\)](#)
- **Disabled Student Services:** <http://deanza.edu/dsps/dss/index.html>

- [\(Links to an external site.\)](#)
- , (408) 864-8753
- Food Pantry: http://deanza.edu/outreach/food_pantry.html
- [\(Links to an external site.\)](#)
- , (408) 864-8327

Emergency and Police:

- Emergency Information: <http://www.deanza.edu/emergency/>

Important dates for fall of 2022:

OCTOBER 8 Last day to [add classes](#)

OCTOBER 9 Last day to [drop classes](#) without a W

NOVEMBER 11 Veterans Day holiday: Campus closed

NOVEMBER 18 Last day to [drop classes](#) with "W"

DECEMBER 12-16 [Final exams](#)

You can speak with a mental health professional – online, any time, for free!

TimelyCare is a new service that provides free mental health support and other resources for De Anza students. You can

- **Speak right away with a mental health professional – available online, 24/7**
- **Schedule an appointment for a one-on-one online session with a licensed counselor**
- **Find online resources and referrals for a variety of basic needs**
- **Learn how to sign up for this free service at deanza.edu/resources/timely**

NOTE: Excerpts of your writing (one or two sentences) may be used in instructional material. I do not identify the student author in these punctuation exercises.

Grading: You will need to earn 77 or above to pass this class! See chart below.

| Grade: | Range: | |
|---------------|---------------|----------|
| A | 100 % | to 94.0% |
| A- | < 94.0 % | to 90.0% |
| B+ | < 90.0 % | to 87.0% |
| B | < 87.0 % | to 84.0% |
| B- | < 84.0 % | to 80.0% |
| C+ | < 80.0 % | to 77.0% |
| C | < 77.0 % | to 74.0% |

C- < 74.0 % to 70.0%

D+ < 70.0 % to 67.0%

D < 67.0 % to 64.0%

D- < 64.0 % to 61.0%

F < 61.0 % to 0.0%