

# Welcome to Summer 2022 @ De Anza College & Your EWRT 1A Course

CRN: 00457

Sections: 22Z

Instructor: Ryan Dickson

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[Zoom Class Meetings](#)(Links to an external site): Mondays & Wednesdays 10:00 AM - 12:15 PM

[Zoom Office Hours](#)(Links to an external site): Tuesdays 10:00 - 11:00 AM & by appt.

No Required Text: all online via Canvas

**Requisites:** (Not open to students with credit in EWRT 1AH.)

**Prerequisite:** Eligibility for college-level composition (EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT)) as determined by college assessment or other appropriate methods.

**Hours:** Lec Hrs: 30.00

Out of Class Hrs: 150.00

Total Student Learning Hrs: 180.00

**Description:** Introduction to university level reading and writing, with an emphasis on analysis. Close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions. Practice in common rhetorical strategies used in academic writing. Composition of clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic.

- **Student Learning Outcome:** Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- **Student Learning Outcome:** Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

## Course Objectives

- Analyze college level texts and discourse that are culturally and rhetorically diverse

- Compose essays drawn from personal experience and assigned texts
- Utilize MLA guidelines to format essays, cite sources, and compile a works cited page
- Create syntactically varied sentences that are free of mechanical errors
- Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives

## Writing Style and Tone

Since this is a writing course, virtually every week you will produce original writing in the form of Discussion post, analytical responses, peer-reviews, rough drafts, and an essay. All writing will be a thoughtfully written, analysis that examines the assigned text for that week. These writings do not need to take on an essay format, nor do they require extensive summary, but what they do require is *analytical thought - breaking ideas down and explaining their parts, relating ideas to other parts of the text or class, contextualizing arguments, and applying them to new ideas.*

One way to clarify your writing that we will practice here is to eliminate first-person writing. Academic readers are less interested in the author and more interested in the subject being discussed. For example, phrases such as “in my opinion,” and “I believe” are redundant, and discredit your ethos as a thoughtful individual.

Writing assignments must be completed by the due date and meet the given criteria to receive full credit. ***If you fail to complete three written assignments in a row, you will be dropped from the class unofficially.***

**Active Reading** is key to success since virtually all writing is done in response to something. In our case, the reading we do must be thoughtful and critical. To practice this you will need to annotate your reading, which means taking notes. Some ways to do this are underlining major concepts, asking questions, making links to other classes, readings, or knowledge. Whatever you do, *active reading will save you time as you respond in writing.*

**Essays** will be typed using standard 12 pt. fonts and double-spaced with one-inch margins and page numbers. They will be developed through the process of prewriting, drafting, and revising and editing.

## Plagiarism Policy

Older siblings, Internet paper mills, friends, God, etc. may not write your assignments for you. Not only is it pedagogically unacceptable, *it is illegal.* Punishment for plagiarism is an automatic *F* on the essay. See the *College Catalog* for details.

## Special Needs

If you have a learning or physical need that requires special accommodations in this class, please contact Disability Support Services (408) 864-8753 and notify me of the accommodations needed. I will be happy to work with you to meet your specific needs.

## **Grading Rubric**

**Remember** College level writing is characterized by excellence, not mere competence. *It is assumed that all students have mastered basic English grammar.*

**“A”:** *Outstanding.* The writing engages the reader in a thoughtful, perceptive, and vigorous response to the assignment. There is a clear, meaningful central idea, which is supported by specific, detailed, relevant examples. No significant errors in spelling, grammar, or punctuation.

**“B”:** *Fair.* The writing precisely and fully addresses the assignment in a thoughtful, well-rounded way. The central idea is supported with clear and relevant examples. Consistent use of standard grammar, punctuation, and spelling.

**“C” essay:** *Confusing.* The essay addresses the assignment in a thoughtful, but perhaps underdeveloped way. The central idea is apparent but may not be stated specifically or supported by sufficiently detailed examples. Errors in grammar, spelling, or punctuation distract the reader from following the writer’s ideas.