

(Office Hours: TTH 11:15-12:15 in Baldwin Winery)

## **Syllabus for Combined EWRT D001A.11Q and LART**

### **D250.11Q (Winter 2023)**

(5 units+ 3Units): CRN# **00756/36510**

**Instructor:** Charles Gray

**Instruction:** L46 12:30-1:20 PM

**Instruction dates:** 01/09/23-03/31/23

**Office:** Baldwin Winery

**email:** charlesleonardgray@gmail.com

**Office Hours:** TTh 11:15-12:15 in Baldwin Winery

#### **Important Dates:**

Last Day for Adds                      01/21/23

Census Date                              01/23/23

Last Day for Drops w/  
Refund                                      01/22/23

Last Day for Drops w/o W    01/22/23

Last Day for Drops                      03/03/23

#### **Course Description (time requirements)**

- This is a combined course consisting of a 5-unit EWRT 1A and a 3-unit LART 250.
- A conventional 5-unit course would entail 60 in-class hours and 120 out-of-class hours equalling 180 total hours.
- A conventional 3-unit course would entail 36 in-class hours and 72 out-of-class hours equalling 108 total hours.
- I reckon that students taking the course in this format must engage with course materials 12-15 hours per week to keep up with the required course work. That

amounts to nearly two hours per day.

### **Course Description (content)**

- We will read, discuss, and write about one novel: James Fenimore Cooper's *The Pathfinder*. We will be approaching this through the study of selected elements of fiction: setting, plot, character, point of view, and theme. The text of the novel is online.
- We will also read a number of short stories and essays by various writers. We will study these texts with a view toward determining the roles of theme, voice, language, and structure in their overall effect. These texts will be online.
- I will be posting written lectures and other materials on our website concerning points of grammar and mechanics as well as the process of writing, the structure of the essay, literary analysis, and MLA documentation.
- We will be producing a **portfolio of three essays** chosen from those written over the course of the Winter term. That portfolio will be evaluated by members of the Language Arts Department. Details of the portfolio project will appear elsewhere in this syllabus and on the Canvas website for this course.
- Each student will keep a learning journal as a resource for the reflective essay due near the end (the details of the learning journal appear on the Canvas website).

### **Portfolio Process**

Your final grade in this course depends on two processes:

1. If you complete all of your work in the class, you will submit a portfolio of selected writing for review by members of the English Department at the end of the quarter. If these readers agree that your portfolio demonstrates the appropriate skills for a student who has completed this quarter of EWRT 1A, you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the class.
2. If the English Department determines that you should pass, your actual final letter grade (A, B, or C) will be determined by the percentage of points you earned throughout the quarter. For example, if your percentage on your

assignments throughout the quarter in this class is 89% **and you pass the portfolio process**, you will receive an B+ in the class. However, if you do not pass the portfolio process, you still cannot pass the class.

This system means that, in order to pass this class with a good grade, you should complete all of your work and **score as many points as possible** during the quarter. Also, revise and polish selected essays in order to **assemble a strong portfolio** at the end of the quarter.

My grades on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely have multiple warnings if you are in danger. However, you should keep in mind that—ultimately—you will not be able to “make up” for failing essays by earning lots of participation points or homework points. Those points will not affect the assessment of your portfolio, even if they affect your grade.

### **Portfolio Instructions**

Because the English Department is committed to your success here at De Anza and to your goals after your education, a selection of your writing in EWRT 1A will be assessed both by your instructor and by other faculty members in the English Department.

All students who satisfactorily complete the required coursework in the course will submit a portfolio of their writing for departmental assessment. This portfolio will include:

1. A thoroughly revised essay that clearly demonstrates the skills we expect from a student who has completed EWRT 1A.

(Submit clean final draft only.)

2. A timed analytical essay that clearly demonstrates the skills we expect from a student who has completed EWRT 1A.

(Submit original essay only, no revisions.)

3. An additional essay or assignment that you will select in consultation with your instructor. This essay/assignment should demonstrate the skills that we expect from a student who has completed EWRT 1A.

(Ask your instructor for details on this assignment.)

For **each** of these three components, you should also include the prompt or assignment that your work is responding to. Please attach the prompt/assignment to each document when you include it in your portfolio.

This portfolio will be evaluated by a team of instructors that includes your instructor. The portfolio assessment team will determine whether your portfolio is passing. If your portfolio is not assessed as passing, you will not pass the course. If your portfolio is assessed as passing, your final grade in the course will be determined by your instructor. (Your instructor can provide you with information about how they will determine your final grade in the course if you pass the portfolio.)

### **Required Texts and Materials**

- All of the texts that we will read together are online and will be available on our Canvas website.
- All of our assignments must be submitted to the Canvas website, so all students must have access to an online device such as a laptop, tablet, or smart phone. There are public computers available at various locations on campus, but it is the students' responsibility to inform themselves about locations and access hours.
- Each student must acquire a bound composition 9.75" X 7.50" for keeping a learning journal.
- It is highly recommended that each student bring an online device to each class session.
- Each student must have a pen or pencil and loose sheets of 11.5" X 11" lined paper for in-class writing assignments.

### **Student Learning Outcomes for this Course**

EWRT1A\_SLO\_1 Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.

EWRT1A\_SLO\_2 Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

LART 250\_SLO\_1 Demonstrate the reading and writing process and metacognitive

awareness in a combined reading and writing portfolio of their strongest work.

## **II. Course Objectives**

### **EWRT 1A**

- A. Analyze college level texts and discourse that are culturally and rhetorically diverse.
- B. Compose essays drawn from personal experience and assigned texts.
- C. Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
- D. Create syntactically varied sentences that are free of mechanical errors.
- E. Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives

### **LART 250**

- A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.
- B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.
- C. Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts.
- D. Identify purpose and coherence in analytical, expository and persuasive reading and writing.
- E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.

### **Course Grade**

The grade in this course will be a letter grade with +/- . That grade will be mostly determined by a percentage of the total course points earned by the student. The percentage will be converted to a letter grade as seen on the course syllabus.

In order to be eligible for a letter grade in the course, each student must produce a portfolio as described in the syllabus and on the Canvas website for the course, and that portfolio must receive a “P” (pass) from the Language Arts department readers in addition to the course instructor.

The course points will be awarded according to the information on this document rather than the descriptions appearing on the course syllabus handed out on the first day. An updated course syllabus with updated grading procedures can be found on the class Canvas website.

The updated grading is as follows:

1) Learning journal entries for class sessions: **40 %**

- Each entry will be worth 15 points. There are twenty-two class sessions scheduled, but the number of entries may differ from that number, as classes may be cancelled or not counted for unforeseen reasons, so the exact number of points may vary.

2) Learning journal entries for out-of-class study sessions: **20%**

- Each entry will be worth 15 points. Two study session reports are required per week, but the number of entries may differ from that number for unforeseen reasons, so the exact number of points may vary.

3) The portfolio itself: 40%

Detailed descriptions of the requirements for journal entries and the portfolio will be on the Canvas website for the course. **More on Grades**

- The grade for the EWRT 1A class will be a letter grade. First, your portfolio must be given a “pass” by the committee of readers. Then, I will average the grades of the writing assignments and other activities during the term. That percentage will be the main criterion for the final grade, but I may adjust it for non-objective

factors such as participation on discussion boards or patterns of improvement. Here are the approximate values: 60-F, 61-D-, 62-D-, 63-D, 64-D, 65-D, 66-D+, 67-D+, 68-D+, 69-D+, 70-C-, 71-C-, 72-C-, 73-C, 74-C, 75-C, 76-C+, 77-C+, 78-C+, 79-C+, 80-B-, 81-B-, 82-B-, 83-B, 84-B, 85-B, 86-B+, 87-B+, 88-B+, 89-B+, 90-A-, 91-A-, 92-A-, 93-A, 94-A, 95-A, 96-A+, 97-A+, 98-A+, 99-A+, 100-A+

### **Basic Rules for Everyone:**

1) All course work must be turned in to the Canvas website unless otherwise instructed.

2) **All assignments must be turned in on time!** Some of our work must be peer-reviewed and graded, and everyone's time is of equal value to yours, so excuses are irrelevant and will not replace missing work. If you miss the timed essays, you cannot make them up, and you jeopardize your entire grade. Any other assignments turned in late may jeopardize your ability to be peer reviewed or graded, and a missing grade will result in dramatically reduced chances of passing either course. **Do not fool with this!** The Canvas time stamp will be the final arbiter of lateness. Since life sometimes presents us with unexpected challenges, work can be turned in up to seven (7) day late, but 10 percent of the total possible points for the assignment will automatically be deducted starting at one minute late, so be very careful. No excuses will help you here.

3) There are no extra credit assignments though I may add small assignments (such as quizzes or short essays) to the course point total in the course of the semester.

4) No incomplete grades will be awarded, so be aware of the final drop date with "W." After that date, you must be given a letter grade.

5) Anyone wishing to record classroom sessions **MUST** get my permission before class **EACH TIME**. I usually have no objections to recording, but I insist on being consulted beforehand.

## **Academic Integrity Policy**

The entirety of the college's academic integrity policy is in force at all times in this class. The details of that policy can be seen on the college website and in the student handbook. Specific to this class is that **any** work submitted containing plagiarized material will receive a grade of **zero**. Do not expect flexibility or sympathy in this area. If you have **any** questions about what materials to use or how to use them, please ask me.

## **Help for Students**

Need help? Student Success Center peer tutors can relate and are ready to help! Go to the [SSC homepage](#) and click on the yellow links for on-campus schedules and Zoom links.

- Individual Weekly or Drop-in Tutoring: Come with assignments or questions, or just drop by to see how tutoring works.
- Workshops, group tutoring and group study: Most people learn better with others...give it a try!
- Support for online learning: Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other!
- Need after-hours or weekend tutoring? See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).