

De Anza College

EWRT D001A.10Q (CRN 21997) and LART D250.10Q (CRN 25487)

Instructor: Margaret Hanzimanolis, MFA, Ph.D.

FALL, 2023

Class Meetings (**required**)

Monday and Wednesday 10:30 am-12:20 pm Pacific Time. L46 classroom

Office hours

- Monday: 12:35-1:50 pm (Basement Offices, Baldwin Winery)
- **Tuesday** 9:45 am-10:15 am, (Basement Offices, Baldwin Winery)
- And by appointment

Office Location:

Baldwin Winery (beneath the financial aid office, access on the Flint Center side of the building. The extension # to buzz when you arrive for an office hour consultation is 026.

Faculty Contact:

- Canvas Inbox (Preferred)
- 415-516-7949 (text only, identify yourself, please).
- hanzimanolismargaret@fhda.edu

Welcome:

I want you to know up front that I am here to support your efforts and ensure your success. No matter what difficulties or challenges come up, we can devise a plan to work around them, so be sure and reach out if you are experiencing challenges.

This course is, for most of you, the gateway to your overall educational plans, and to the life that you imagine for yourself. I am strongly committed to your success, and I hope that we will work together

to find ways to make the writing and reading tasks meaningful to your existence, and completely achievable, for **everyone**.

Education is often a negotiation process between the uniform or cookie-cutter features of a 'curriculum' and the real interests of a student, as a unique individual. I am committed to being fully open to that negotiation process, while still fulfilling the published EWRT 1A course outline, upon which the accreditation of the college (in part) depends. That means I welcome your suggestions and your active participation--including your offers of alternative ways to fulfill the assignments required. You can find the published course outline [here](#).

To be clear, we are both bound, however, by the requirements listed in the course outline, linked to above (especially the amount of reading required, and the number and length of formal papers)

Overall description:

This is a **bundled course consisting of two classes, in which you are enrolled as co-requisites**.

Your final grade for EWRT1A will be recorded letter grade and is worth 5 credits. Most of your formal writing tasks will be a part of this grade.

LART 250 will be graded P/F and is a noncredit, supplemental course. Most of your reading strategy activities will be included in this component of the bundled course. Raising your reading level, improving your vocabulary and reading comprehension; understanding context, author's purpose, and bias in texts; and making inferences and drawing conclusions will all be part of your reading instruction. Your assignments will be, in most cases, integrated. That is, the LART assignments and EWRT 1A assignments will oftentimes "overlap."

Final Portfolio:

The portfolio requirement will require you to assemble and submit electronically three (3) papers (one of which must be a timed writing essay) to a committee of English faculty members, who will make the final decision on whether you will move onto EWRT 2, the next writing course in the required sequence. If you pass the EWRT 1A course with a C+ or better (a requirement that must be achieved before you are allowed to submit a portfolio), the committee judges your portfolio acceptable and you earn a P in the LART course, and the grade you earned in the 1A will be recorded on your records. If you receive a B- or above on all or most of your papers, you will no doubt pass the portfolio process! I will work hard (and individually) with students who have writing or reading challenges to bring their work up to a level that I determine is passable, so don't worry needlessly about this "gate"--you WILL get through it and you will be happy you did!

EWRT 1A 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 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.

EWRT 1A Student Learning Outcomes:

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

LART 250 Description: Integration of reading and writing skills necessary for success in EWRT 1A or EWRT 1AH. Emphasis on evaluation, analysis, synthesis, questioning, and critical inquiry of assigned readings and essays in this course and the target course, EWRT 1A. Immersion in the reading and writing process with opportunities for just-in-time instruction on strategies and skills to succeed in transfer-level curriculum.

LART 250 Student Learning Outcomes:

- Demonstrate the reading and writing process and
- metacognitive awareness in a combined reading and writing portfolio of the strongest work [Metacognitive awareness means being aware of how you think. Metacognition is the awareness of one's thinking and the strategies one is using to read, write, and learn. It enables students to be more mindful of what they are doing, and why, and also of how the skills they are learning might be used differently in different situations.

Required Texts (available online, as a purchase--about \$5-10--or as a rental from the bookstore.

Chang, Leslie. *Factory Girls: From Village to City in a Changing China*. New York: Spiegel & Grau, 2008 (420 pages). (available in the bookstore or online). We will be reading the first half of this book! You can [purchase this book for \\$1.49](#) plus shipping.

Galeano, Eduardo. *Children of the Days: A Calendar of Human History*. Bold Type Books, 2015. You can [purchase this book for about \\$3.00 plus shipping](#).

Additional Required Reading:

- Excerpts from Michelle Alexander's *The New Jim Crow*
- Excerpts from Brandon Fleming's *Miseducated*
- Nancy Au "The Richmond" (Fiction)
- Carolyn Forché's "What You Have Heard Is True" (poetry)
- Jose Luis Borges "Borges Y Yo" (Poetry)
- Chuang Tzu "The Butterfly Dream" (Poetry)
- Other poetry and short fiction TBA

Online Instruction:

This course is dependent upon two technology capabilities: The internet, through which you will access your Canvas course, where all of your course materials will be organized. "Canvas" is the name of the platform that De Anza College has chosen for all of its online instruction. It integrates several learning features. If you have not used Canvas, you should familiarize yourself with it. You can log in to Canvas here: <https://deanza.instructure.com>. Once you do so, you may want to spend ten minutes to take the Canvas Orientation Course (if you've never used Canvas before): <https://deanza.instructure.com/courses/1106>

Zoom is a video-conferencing software commonly used by educational and business clients. You can use Zoom via your computer's browser. You can also download the app to use on a smartphone. The Zoom download center is [here](https://zoom.us/download): <https://zoom.us/download>. We may have optional Zoom meetings from time to time.

Workload:

This course is intended to fulfill the credit-hour requirements for student learning. The recommended "student learning hours" are tied to state law (which defines student learning expectations for a credit hour) and are the main index by which we strive to ensure academic quality and rigor. Providing academic rigor and academic quality is part of the complex issues that are often referred to as **student equity**, in that if students receive insufficiently rigorous instruction, they will have been shortchanged and may be at a disadvantage when they transfer to a 4-year school or graduate school or enter the workforce with an associate's degree.

The recommended number of “student learning hours” for these two courses of college and co-requisite college coursework are the following, according to the De Anza published course outline:

EWRT 1A (5 credits) [60 hours of classroom instruction and 120 hours](#) of homework

LART 250 (3 credits) [36 hours of classroom instruction and 72 hours](#) of homework

Time Commitment:

The weekly tasks have been carefully calibrated to ensure that you are receiving the level of academic services for which you have paid, and for which other state taxpayers have committed significant resources. This time commitment will then be approximately 10-20 hours per week, including reading). The actual time spent will be strongly dependent on your existing skills and work efficiency habits. The following are the main course components:

- Five (5) major formal papers, 1 timed writing and one exam. These will require around 30-35 hours (although for many students the paper writing demands are more--up to 50 or even occasionally 60 hours. including preparation, outlining, editing, proofreading, sharing drafts, discussing possible paper structures, and research, if necessary). [The length of the papers will be approximately 850-1000 words.](#)
- Reading (two nonfiction books, and occasionally poetry or short fiction) will require most students about 20-45 hours (slower readers may need to schedule more time for the reading component of the course).
- Quizzes should take around 2-4 hours.
- Other activities should be about 30-60 hours (informal writing, discussion forum, quizzes, class lectures, and other learning activities)

Book the time to Read: Be sure you have set aside **multiple times of the week** to concentrate on your reading and writing tasks. If you have (3) sessions a week to work through the material, and you do so regularly, you will find the workload manageable. Be sure to schedule reading time, and have a look at this [article](#) if you would like to develop reading habits that help you scan and read a bit faster.

Specific Student Learning Activities:

Writing: Five major papers and a timed writing

Narrative paper

Textual analysis paper-- focusing on writing techniques used in a book.

Overall analysis of a book

“Metacognitive” reflection

Literary analysis, responding to a poem or short story

Timed writing (if you don't do well on the first one, there will be a second chance to do a passable in-class essay).

Reading

Reading: most of one book--around 250 pages

Reading: most of a second book of around 150-250 pages

Reading: various short reading assignments (fiction, poetry, and non-fiction)

Discussion Posts: at least 5 Discussion posts (there may be one or two more, but not fewer)

Quizzes: at least 10 grammar and reading quizzes (there could be one or two more, but not fewer)

Informal Writing: 5-10 informal writing assignments

Lectures: 11-22 short reading, grammar or writing lectures

Group Work: Building collaborative skills in problem-solving and task completion.

Customized Support Activities (CSA) 3 activities.

Grade weighting: Approximately 1100 points:

Papers 100 points each (600)

Discussions: 5 at 20 points each (100)

Quizzes: 10 quizzes at 10 points each for (100)

Informal writing based on your reading assignments: 5 at 20 points each (100)

Completion of 3 CSA activities, including at least one tutoring session for 20 points each (60)

Attendance and participation (100)

Miscellaneous assignments (40)

This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. You will need to complete at least three activities, selected from the following options. Each student probably needs a different combination of activities, depending on their needs: you can pick three tutoring sessions, three workshops, three reading/grammar/ writing resources, or one or two of whichever activity seems most helpful. I can help you select if you would like my input!

- Tutoring sessions--[Click to Join](#) during WRC [open hours](#)
- Skills workshops--[Click to Join](#) after checking the [Workshop Schedule](#)
- Counseling appointments ([info about Counseling](#))
- Writing, reading, or grammar resources (DLA's) that you complete on your own time--see CSA Canvas

Fall 2023 CSA due dates:

Complete Activity 1 by Friday, October 6 (end of week 2)

Complete Activity 2 by Friday, November 7 (end of week 6)

Complete Activity 3 by Friday, December 1 (end of week 10)

Watch your email for an invitation to join the F23 Customized Support Activities Canvas site. This is not a separate class, just a place to find links and keep track of your completed activities. It is perfectly fine to do these early, whenever you have some spare time, or to do more than 3.

To get verification for CSA credit for tutoring, workshops, or counseling sessions, please mention CSA at the beginning of the session, and the tutor or staff will mark the activity as completed in the CSA Canvas.

At the end of the quarter: Send me a PDF/screenshot/photo of your grade sheet, so I can see what CSAs you did. You may also include the CSA grade sheet in your final portfolio to show the extra effort you made. If you have questions or are not sure where to start, please ask me, or contact the WRC at SSCWRC@fhda.edu.

Course organization and due dates:

Each week you will have a "module," that will become available Sunday afternoon. Most assignments will be due on Mondays **by 11:59 p.m.** There may be some midweek assignments, so get in the habit of noting due dates. Each module will be locked and inaccessible 3 weeks after the final due date of the material in that module.

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 class attendance is very important. You may be dropped or receive an “F” for the class if you become more than two weeks behind on your assignments. However, in consideration of the many stressors in students' lives, I want to make sure you know that if you have special predicaments, we will see if we can work something out (extensions, assignment modifications, and so on). Be sure to contact me AS SOON as you feel yourself getting into trouble. NOTE: I do not give extra credit assignments or points.

To avoid being dropped for non-attendance:

- you will need to **log into the 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 7-8 hours of work) may be dropped unless they have contacted me and have explained their situation.
- Students **missing substantial work, such as most of the assignments for a two-week period**, at any time during the quarter, or more than one major paper for more than a week, may be dropped from the course or will receive “F” for the quarter 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. I am committed to ensuring that you have the best possible chance for successful completion of this course.

Late Work:

Generally, I do not accept late work. 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 (4) formal papers (that are not a timed writing or exam) can be up to one week 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.
- **48 hours grace period on all short assignments with no penalty.**

Rewrites:

There will be no rewrite opportunities. Do your best work, and move on!

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.

Discussion Forum: At least five (5) discussion posts (100 points) are required this quarter. This component of the course is equivalent to the discussions that you would have in class, wherein you try to reach a deeper understanding of the issues and benefit from one another's unique insights.

Final drop date (with a "W"): NOV 17. If tremendous barriers come up, it is usually better to drop the class than receive an "F".

Discussion Posts:

***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."
- I encourage you to 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, a plausible alternative framework, or new 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 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 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 with openness.
- 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 positions, and to more fully understand others! It is a form of mental exercise, quite similar to what an athlete would do to develop a stronger body.

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."

Use of student work for instructional purposes:

I reserve the right to use student sentences and paragraphs for instructional purposes. Occasionally you may find your sentences or paragraphs used as examples for instructional purposes. If this makes you uncomfortable, you can request that I not use your work in my instructional videos.

Occasionally the curriculum or the balance of assignments must be changed because of the particular needs of the students, or other issues outside of our control. Changes or additions to the **syllabus** after the beginning of class will be marked with a blue highlight and if they are substantial you will receive emailed notification of the change.