



### Canvas Course Platform:

This course uses the Canvas course management system. As a hybrid course, you are required to spend several hours on Canvas a week. You will submit all your assignments on Canvas. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). You will see a “tile” for the course on your dashboard. There is also a Canvas app for your phone, which I *highly recommend* you download. Please note that some of the features are limited in the phone app as well as a tablet, so you should not plan on using your phone or tablet alone for the class; access to a computer will be necessary. If you have any problems accessing the site, I suggest contacting [tech support \(ETS\) by clicking here](#). Make sure to read all the weeks’ modules and do not just rely on completing your “to do” list. The modules are meant to simulate our class lectures, and you will need to know all this information to adequately complete the assignments for points.

**Objectives:** English Writing 1B is a 5 unit lecture in which students will apply critical thinking and research to reading and writing. The academic (interpretive, analytical, argumentative) writing will be based largely on reading of literary/imaginative texts linked by a common theme or issue. Specifically, students will:

1. Apply writing skills learned in 1A, such as planning, drafting, revising, and editing.
2. Develop analytical and comparative skills in the reading of literary texts.
3. Formulate interpretations and arguments based on reading and research.
4. Use multiple research facilities (library, Internet etc.)
5. Employ MLA Style documentation and avoid plagiarism.
6. Carefully edit and give constructive feedback to other student’s essays.
7. Participate in group and individual workshop style exercises.

### Student Learning Outcomes:

- Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue
- Demonstrate analytical, organizational, verbal, and research skills in writing
- Comparatively evaluate multiple sources and integrate them in an analytical research paper

**Grading:** You are required to complete all assignments on the due date. Late assignments such as Discussion Posts, Outlines, or Peer Reviews will be penalized points according to the assignment and number of days late. Late papers will be penalized 5 points for half a week late, 10 points for a week and every week after (in other words, turn in your papers on time!) Absence, sickness, wifi connection, tech issues, etc. are not an excuse. Complete assignments early enough to troubleshoot any issues. Late papers will be graded late.

A final grade for the course will be assigned on the basis of performance in the following areas:

Formal Essays: Essay #1=10%,  
 Essay #2=20%,  
 Essay #3 = 30%  
 Peer Review of Outlines and Essays: 5%  
 Quizzes: 5%  
 Discussion Posts: 10%  
 Biographical Presentations: 10%  
 Participation and Attendance: 10%

**Attendance:** *Students must attend the **first week** of class to secure their enrollment. In-class attendance is mandatory. If you are absent more than 4 class meetings, you will be dropped. Each class meeting is worth 10% of your participation grade.*

**Participation:** Participation means

- Being in your seat, *ready* to work at the beginning of class.
- Being *actively* engaged in what is going on in the classroom.
- Taking responsibility for your learning process in this class.
- Asking for help when you do not understand something.
- Working willingly and appropriately with your classmates in pairs and groups.
- Listening respectfully when others are talking.
- Doing the homework *before* you come to class.
- Not checking or answering your cell phone in class or leaving class to take a call.

Scale: 97-100%=A+, 93-96%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 70-76%=C, 67-69%=D+, 63-66%=D, 60-62%=D-, 59% and below=F

\*\*\* Extra credit: (Optional) – Get creative! Write a poem, essay, or brief short story in the style of one of our authors. For example, write a new ending for one of our short stories and explain your decisions. Or write a short story from the perspective of one of the other characters and tell why you chose that character. Maximum 1-2 pages, typed, double space. This is worth 1% of your total grade (or the equivalent to 5 points in your quiz section). You may do a maximum of 1 and turn it in any time before the end of the quarter. You can submit in Module 12.

\*Please respect the evaluation process and do not ask me to give you a higher grade if your work does not merit it. (Thanks!)

**Workload and Due Dates:** This is a writing course and as such, you are asked to produce a fair amount of writing at home. There will also be a fair amount of reading. You should set aside time in your schedule **every day** to complete this work. In addition to our 2 hours a week in face-to-face class, you should expect to spend 3 hours a week in discussions with your peers, and in watching slideshow lectures. You can also expect to spend roughly 10-15 hours a week completing the reading and writing assignments. It's not easy, I know. But I'm asking you to plan ahead and make a commitment to this course. And when you finish this course, *you are going to be so darn proud of yourself!*

Wednesdays and Sundays will be Canvas due dates. You are welcome to complete the work any time before 11:59pm on Wednesdays and Sundays.

**Plagiarism:** Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer – professional or student – without giving proper credit. AI (like ChatGPT) generated essays also constitute plagiarism as the work is not the student's own. If a student is found guilty of plagiarism, he/she will receive a zero for the assignment.

**Conduct:** Please respect your classmate's opinions, participation, and opportunity for success and please respect the work necessary to complete this course. For more information on conduct online (Netiquette), see the canvas course website. Any Discord groups associated with the class are expected to comply with De Anza course Netiquette.

### De Anza Student Resources:

#### **Student Success Center**

Need help with this course? Want to more personal connections this quarter? Student Success Center tutors and workshops are ready for you! Watch the [SSC Welcome Video](#) to learn more.

**Tutoring:** Go to <http://deanza.edu/studentsuccess> and click to join a Zoom tutoring room during open hours.

**Workshops:** Attend a [Skills Workshop](#), a [content-specific math/science workshop](#), an [Accounting chapter review workshop](#), or a [Listening and Speaking workshop](#).

**Resources:** Join the [SSC Resources Canvas site](#) to see content and learning skills links.

**After-hours or weekend tutoring:** See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

### **De Anza Library**

Most of your research can be found on the online databases <http://www.deanza.fhda.edu/library/>

### **Helpful MLA and Writing Guide**

There are many online writing resources available. The one we will use in class together [OWL at Purdue](#). Please familiarize yourself with this website and plan to refer to it throughout the quarter.

### **Undocumented Students**

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza's **Resources for Undocumented Students**. Check out this website: <https://www.deanza.edu/students/undocumented.html> (Links to an external site.)

And let me know if you have any questions or concerns. I can help!

### **De Anza College DSPP**

De Anza College views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center. DSS Location: RSS Building, Suite 141, Phone: 408-864-8753 On the web: <http://www.deanza.edu/DSS/> (Links to an external site.) Email: [DSS@deanza.edu](mailto:DSS@deanza.edu)

### **De Anza College Mental Health**

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties. Many of these issues can be effectively addressed with a little help. Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists

and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> (Links to an external site.) or by calling 408-864-8868.

### **Food Pantry**

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) (Links to an external site.) for the Emergency Food Assistance Program (EFAP). The Food Pantry is located in the [Outreach Office](#) (Links to an external site.) (Seminar 3 Building). **Food Pantry Hours - Monday – Friday 8 a.m.-4:30 p.m.** Questions? Contact the Outreach Office at outreach@deanza.edu or 408.864.8327. Or visit this website: [https://www.deanza.edu/outreach/food\\_pantry.html](https://www.deanza.edu/outreach/food_pantry.html) (Links to an external site.)

**Important Dates:** (see <http://www.deanza.edu/calendar/>)

September 25

First day of Fall quarter classes

October 6

Last day to [add classes](#)

October 6

Last day to [drop classes](#) with a no record of grade

November 17th

Last day to drop classes with a W.

Welcome to the class. Please let me know if you have any questions. I encourage you to throw your heart into the learning, and the grade will follow. I look forward to working with and learning from all of you.  
JP

### **EWRT 1B Tentative Schedule –Fall 2023**

\* Wednesdays in-person class 1:30 – 3:20 L31

\*\* Wednesdays and Sundays Canvas Work Due by 11:59pm

\*\*\* Complete Canvas Tasks in order (1,2,3...)

\*\*\*Read all the modules not just the assignments in your “to do” list.

<b>Week 1 (Module 1) 9/25 – 10/1</b>
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9/27 In-Person Class – Introduction to Course / Review Canvas Work

9/27 Complete on Canvas by 11:59pm

1. READ: The syllabus
2. TAKE: The Quiz on the syllabus
3. READ: Meet your instructor
4. COMPLETE: The Student Questionnaire
5. READ: Netiquette Policy
6. POST: An introduction of yourself to the class
7. POST: Free write on the Theme of Innocence vs. Experience
8. BUY: The book (see syllabus)

10/1 Complete on Canvas by 11:59pm

1. POST: Responses to 2 of your classmates' posts in the "Introduction Forum"
2. POST: Responses to 2 of your classmates' posts on "Introduction to Innocence and Experience"
3. READ: "Innocence and Experience" 77-79 (These pages reflect the print copy of *Reading and Writing: The Human Experience*, but I have also made electronic copies available online)
4. READ: "The House on Mango Street" by Sandra Cisneros 127-128
5. READ: "Introduction to Reading and Writing about Literature" 1-5 and "Writing about Stories" 82-85 (Gardner and Diaz)
6. COMPLETE: Quiz on Readings (canvas -multiple choice questions on readings above)
7. POST: Answers to "The House on Mango Street Questions"

<u>Week 2 (Module 2) 10/2 – 10/8</u>
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10/4 In-Person Class – Review and Reinforce Canvas Work  
GROUP 1 Presentation: Haruki Murakami

10/4 Complete on Canvas

1. POST: Responses to 2 of your classmates' posts on "The House on Mango Street" Questions
2. READ: ["On Seeing the 100% Perfect Girl One Beautiful April Morning"](#) by Haruki Murakami 123-125
3. COMPLETE: Discussion Questions "On Seeing the 100% Perfect Girl One Beautiful April Morning"

10/8 Complete on Canvas

1. POST: Responses to 2 of your classmates' posts on "On Seeing the 100% Perfect Girl One Beautiful April Morning" Questions
2. READ: ["The Paper Menagerie" by Ken Liu](#)
3. COMPLETE: Discussion "The Paper Menagerie"
4. READ: Using Quotations Effectively 43-50 (Gardner and Diaz)
5. COMPLETE: Quiz on all above Readings from week 2
6. READ: Essay #1 Paper Guidelines and Sample Essay

<u>Week 3 (Module 3) 10/9 – 10/15</u>
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10/11 In-Person Class – Review and Reinforce Canvas Work  
GROUP 2 Presentation: Ken Liu  
GROUP 3 Presentation: Ernest Hemingway

10/11 – On Canvas

1. POST: 2 responses to students' questions on "The Paper Menagerie."
2. WATCH: Setting in Literature
3. READ: "A Clean, Well-Lighted Place" by Ernest Hemingway 96-99
4. COMPLETE: Analyze setting and scene in "A Clean, Well-Lighted Place."
5. READ: Documenting Sources: MLA Format 153-172 (Gardner and Diaz) Just skim
6. COMPLETE Quiz on above Readings (canvas)
7. READ: How to write a strong outline (canvas)

10/15

1. POST: Responses to 2 of your classmates' "A Clean, Well-Lighted Place" questions
2. POST: Outline #1 and Peer Review (canvas)

<u>Week 4 (Module 4) 10/16 – 10/22</u>
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10/18 In-Person Class – Review and Reinforce Canvas Work

10/18 On Canvas

1. READ: Peer Editing and Workshops 39-41 (Gardner and Diaz)
2. POST: Responses to 3 of your classmates' Outlines

10/22 On Canvas

1. READ: Tips for Writing about Literature 41-42 (Gardner and Diaz)
2. POST: Essay #1 First Draft and Peer Review

<u>Week 5 (Module 5) 10/23 – 10/29</u>
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10/25 In-Person Class – Review and Reinforce Canvas Work  
GROUP 4 : Presentation on William Faulkner

10/25 – On Canvas

1. POST: Responses to 3 of your classmates' Essays
2. READ: "Culture and Identity" 523-525
3. READ: "A Rose for Emily" by William Faulkner 526-533
4. COMPLETE: Answers to the "A Rose for Emily" Questions at the end of the story

10/29 – On Canvas

1. POST: Responses to 2 of your classmates' "A Rose for Emily" Questions
2. COMPLETE: Essay #1 Revision
3. READ: "Everyday Use" by Alice Walker 559-565
4. COMPLETE: Analysis of "Everyday Use" Point of View
5. READ: Finding, Evaluating and Working with Sources 139-148 (Gardner and Diaz)
6. COMPLETE: Quiz on Week 5 Readings
7. WATCH: Library Orientation

<u>Week 6 (Module 6) 10/30 – 11/5</u>
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11/1 In-Person Class – Review and Reinforce Canvas Work  
GROUP 5 : Presentation on Alice Walker  
GROUP 6 : Presentation on Sherman Alexie

11/1 On Canvas

1. POST: Responses to 2 of your classmates' "Everyday Use" Assignment
2. READ: "This Is What It Means to Say Phoenix, Arizona" by Sherman Alexie 584-593
3. COMPLETE: Quiz on "This Is What It Means to Say Phoenix, Arizona"
4. COMPLETE: *Smoke Signals* film questions
5. READ: Essay #2 Guidelines

11/5 On Canvas

1. POST: Responses to 2 of your classmates' *Smoke Signals* film questions
2. COMPLETE: Outline #2 and Peer Review

Week 7 (Module 7) 11/6 – 11/12
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11/8 In-Person Class – Review and Reinforce Canvas Work

11/8 On Canvas

1. POST: Responses to 3 of your classmates' Outlines

11/12 On Canvas

1. POST: Essay #2 First Draft and Peer Review

Week 8 (Module 8) 11/13 – 11/19
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11/15 In-Person Class – Review and Reinforce Canvas Work

GROUP 7: Presentation on Susan Glaspell

11/15 On Canvas

1. POST: Responses to 3 of your classmates' Essays
2. READ: “Conformity and Rebellion” 310-313 and POST: Agree/Disagree Discussion
3. READ: “Trifles” by Susan Glaspell 916-929
4. COMPLETE: Quiz on “Conformity and Rebellion” and “Trifles”
5. COMPLETE: Analyze “Trifles” Discussion

11/19 On Canvas

1. POST: Responses to 2 of your classmates' “Conformity and Rebellion” Discussion AND “Trifles” Analysis
2. COMPLETE: Essay #2 Revision

Week 9 (Module 9) 11/20 – 11/26
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11/22 In-Person Class – Review and Reinforce Canvas Work

GROUP 8: Presentation on Tim O'Brien

11/22 On Canvas

1. READ: “The Things They Carried” by Tim O'Brien 1036-1049
2. COMPLETE: Answers to the “The Things They Carried” Questions at the end of the story
3. READ: Writing the Paper 148-150 and Sample Research Paper 167-172 (Gardner and Diaz)
4. COMPLETE: Quiz on “The Things They Carried” and “Writing the Paper” and “Sample Research Paper”
5. READ: Essay #3 Guidelines

11/26 On Canvas

1. POST: Responses to 2 of your classmates' “The Things They Carried” Questions
2. READ: “Letter from Birmingham Jail” by Martin Luther King Jr. 490-503
3. COMPLETE: Quiz on “Letter from Birmingham Jail.”
4. COMPLETE: Answers to “Letter from Birmingham Jail” Questions

Week 10 (Module 10) 11/27 – 12/3
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11/29 In-Person Class – Review and Reinforce Canvas Work

1. GROUP 9: Presentation on Martin Luther King Jr.

11/29 On Canvas

1. POST: Responses to 2 of your classmates' "Letter" Post
2. POST: Outline #3 and Peer Review

12/3 On Canvas

1. POST: Responses to 3 of your classmates' Outlines

Week 11 (Module 11) 12/4 – 12/10
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12/6 In-Person Class – Review and Reinforce Canvas Work

12/6 On Canvas

1. POST: Essay #3 Draft and Peer Review

12/10 On Canvas

1. POST: Responses to 2 of your classmates' Essay #3 Drafts

Week 12 (Module 12) – 12/11 Finals Week
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12/13 No in-person class

12/13 On Canvas

1. SUBMIT: Final Essay #3 Revision
2. CELEBRATE!!!