

De Anza College: Fall 2023 (8-unit course)

LART250 (Academic Readings and Writing) + EWRT 1A(Composition and Reading)

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| <div>EWRT1A 01QD 27197 LART 250 01QD 27298</div> <div>Office hours</div> <div>Tuesdays: 1:30 -2:30 pm in ATC 309</div> <div>Thursdays: 1:30 - 2:30 pm in L47</div> <div>OR</div> <div>by appointment via Zoom (based on your schedule)</div> | <div>Meets twice a week on Tuesdays/Thursdays in L75 from 10:30:pm -12:20 pm in L75.</div> <div>Other days are online through CANVAS</div> <div></div> |
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My mom remarried through another arranged marriage when I was in high school (Overfelt High). My mom is now in her mid 80s. She has even surpassed her second husband who passed away 8 years ago. Now, in this post-pandemic era, I make sure she is safe, happy and healthy.

Post-COVID -19, in my spare time, I am back hanging out with family and friends, attended local music concerts and film festivals, participated in community work. I have yet to travel abroad again. Since I graduated, I've traveled to Europe, parts of Baja Mexico, parts of Canada, the Philippines, Thailand, and Indonesia. Within the US, I've only been to Los Angeles, San Diego, Las Vegas, Reno, Seattle, Hawaii, Oregon, Boston, NOLA, and Denver!

Every time I go abroad, I say "I want to live here!" However, when I return to the Bay Area, I realize a lot of the global world is already here, especially the food. My favorite comfort foods, other than homemade Filipino food, have been Poke Bowls, Pho, Lion King Sushi Rolls, Palak Paneer, Ethiopian vegetarian platters, and lots of Boba!

LART 250+EWRT 1A Student Learning Objectives: We expect to...

EWRT 1A: (Letter grade)

- 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: (P/NP)

- Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

These two courses work together to provide more practice and support, so you can become a highly skilled college reader, thinker, and writer.

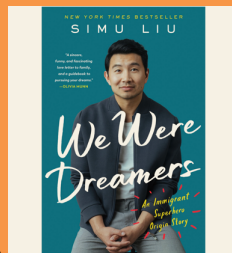
The two courses are graded separately, but the assignments are completely integrated. Specific objectives include the following:

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| <ul style="list-style-type: none">• Learn to write description and analysis• Connect, reflect, and dialogue about readings• Journal growth as a critical thinker, reader, and writer• Learn to support personal views with credible, academic, peer-edited library sources. | <ul style="list-style-type: none">• Collaborate in a classroom community, developing deeper relationships and making friends• Transition into the identity of a college student• Practice crafting structured outlines before writing all-encompassing essays• Practice writing lengthy, thought-provoking research essays based on one's own viewpoint. |
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Required Text

1. In terms of your first out-of-class essay, the book you will be reading **will be loaned to you for the first part of this course. Thus, you will not need to purchase the book.** However, if you wish to gift the copy to yourself or someone else after reading it, then you will be able to purchase a copy directly from the author. Here's a video [about the author](#)
2. In terms of your second out-of class essay, you will need to purchase the book below; read and annotate Chapters 9 to 25.

Liu,, Simu. [We Were Dreamers: An Immigrant Superhero Origin Story](#). Harper Collins, 2022.



NOTE: A personal turnitin.com account will not be needed; I will upload a copy myself to my own account to check for [plagiarism](#).

Refer to Canvas under “What are the Required Essays” – 200 Required Points

- 2 out of class outlines = 10 points each
- 2 out of class analysis essays between 4-6 pages double spaced = 50 points each
- 2 timed essays of at least 4 full paragraphs double spaced = 10 points each
- 5 Bi-weekly Critical Writing Reflections for Final Cover Letter 1.5 - 2 pages double spaced = 2 points each
- Final Cover Letter 1-1.5 pages = 50 points

Portfolio Process

Your final grade in this course depends on two processes:

1. All students who satisfactorily complete the required coursework in the course will submit a portfolio of their writing for departmental assessment.
2. If the sum of your required assignments falls into the 70 percentile of the total required points (140/200), 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.
3. My grades on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely know if you are maintaining a level of a passing C on all required assignments. Keep

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in mind that, even though, extra credit points are available, these points are typically more difficult to earn than the required points.

4. If the English Department determines that you should pass, your actual final letter grade (A, B, or C) will be determined by the points you earned throughout the quarter for all the requires assignments and the extra credit points you accrue from your Customized Support Activities (CSA).

| HOW POINTS ARE EARNED dependent on individual effort | Required Assignments Uploaded to CANVAS File extensions Docx, doc, pages, PDF OR Shared as Google Doc using vbejarin@gmail.com | Varied additional points These points help to replace missing required points and are deadline oriented. NOTE: maybe easily attained or maybe more challenging than required assignments to attain. |
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| (up to 200 points) A+ 201 and up) points A 180-200 B 160-179 C 140-159 D 120-139 F 119 (and below) | Outlines: 10 points Analysis essay1: 50 points Outline2: 10 points Analysis essay 2: 50 points Timed Essay1: 10 points Timed Essay2: 10 points Critical Writing Reflections Weeks 2,4,6,8,10: 10 points Reflective Cover Letter: 50 points NOTE: Late out-of-class essays are due within 3 days after official deadline. Afterwards, the essay will not be scored. | ❖ Group Work: preparation for an out-of class essay or a timed essay = 3 points ❖ Individual zoom meeting or in person office time- first 10 minutes once a week) = 2 points each meeting ❖ Analytical Write-ups (1 page) (ie. based outside articles, podcasts, or videos) = 5 points ❖ Participate in CSA activities (ie. Workshops) = up to 40 points (2 points per activity) ❖ Cross-Cultural Partners meet-ups: You must sign up to participate (2 points per meeting) |

Attendance

As your instructor, I'll facilitate you through the course until the end, trying to have fun along the way. The investment you put in this class will be well worth it if you "hang on through the ups and downs." Participation points are earned when one attends and engagingly participates in class activities (a combination of in-class and out-of-class activities, outlines, essays, and reflections).

How do I succeed?

You will be asked to delve deeper "than the surface" in order to process what you are learning. To "do well" in this class, you must consciously be awake and aware.

"No matter what [a person], does, every person on earth plays a central role in the history of the world. And normally [that person] doesn't know it"

(Paulo Coelho, author of The Alchemist).

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Be mindfully present as you walk into the classroom. Eat something healthy. Drink something healthy. We are in a learning community that requires respect of yourself and respect for your community of peers as well as your professor. This class “is not an individual race to earn an A”; it is about learning--creating and fostering relationships with folks who you may know and folks who don't know you. And, it is a space where you create the foundation of your identity as a “De Anza College Student.”

Format for College Essays and Outlines

The screenshot shows an EasyBib interface for creating an MLA title page. It includes the following elements:

- Top Bar:** EasyBib logo and window controls.
- Form Fields:**
 - Samson E. Sato (with a red box labeled "Your First and Last Name")
 - Dr. David Maxwell (with a red box labeled "Class or Course Name")
 - EDU 200 (with a red box labeled "Teacher's Name")
 - 25 Feb. 2020 (with a red box labeled "Date paper is due")
 - Title of Your Paper: Piaget's Journey to Understanding the Child's Mind
 - Running Head: Sato 1 (with a red box labeled "Running Head: Last + Name Page #")
- Annotations:**
 - "1-inch margins" with arrows indicating the top and side margins.
 - "Double-spaced, Plain text, Title case" with an arrow pointing to the title.
 - "½ inch indent" with an arrow pointing to the first line of the paragraph.
- Text:**

The theory of cognitive development, created by psychologist Jean Piaget, is a theory that helps us understand how human intelligence develops. Piaget interviewed and observed children during his experiments and created four stages of cognitive development: the sensorimotor, preoperational, concrete operational, and format operational period.
- Footer:** "Creating an MLA title page | EasyBib" and "Images may be subject to copyright. Learn More".

Note: Make sure the page size is US Letter. If you are using Google docs to complete your essays, you don't have to worry about changing the page size.

Weekly Schedule

The schedule will be provided separately from syllabus through CANVAS and will be semi-structured. Even if you miss a class session (DON'T MISS a session of class!); you can find the lecture notes and assignments on CANVAS. Because learning is fluid, students must be able to “go with the flow!”

My face-to-face lectures are not recorded. However, I may type updates and briefs when needed and/or I may share an old video lecture within the current week, so I am flowing with your learning as a class community.

Note: When we are in the face-to-face class, there will be some reiterating of the concepts just to provide clarifications, ensuring that various skills and concepts are reinforced throughout the course. Classroom space is

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reserved for outline preparation, group discussions, individual check-ins, class discussions, questions and class bonding.

Instructors reserves the right to adjust the schedule as needed.

Need Help?

[The Student Success Center](#) offers free workshops throughout the quarter. If you wish to attend any of the workshops and earn CSA credit, [here is the schedule](#).

[English Performance](#) Counselors (EPS): Leah Smith is your counselor here at De Anza.

NOTE: one counselor meeting to discuss your education plan earns two CSA points.

Writing and Reading Center
[Tutoring Schedule](#) and Each tutor
Note: a weekly one on one meeting or a drop in 30- minute meeting earns CSA credit.

[Online tutoring](#): NetTutor – Accessible through CANVAS or Smarthinking
Psychological Services [Make an appointment](#)

Cathy Patel, M.S., Learning Disability Specialist. If you have an IEP or a 504, and you wish to use DSPS services, including extra time on a timed essay, please contact Cathy as soon as possible.

PatelCathy@fhda.edu
Manija Ansari, Veteran Resource Counselor:
ansarimanija@deanza.edu

De Anza has its own [Food Pantry](#)

College Behavior

Academic Honesty: “Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action which may include a recommendation for dismissal.”

Plagiarisms – Copying somebody’s work either word-for-word, stealing an idea without giving credit to the original source, or not using quotations around the sentences or paragraphs taken from the internet or other written sources.

Cheating – Basically do your own work! Don’t ask others to do the work for you because it doesn’t benefit your learning.

Students with Disabilities – Students requiring special services or arrangements because of hearing, visual, or other disabilities should contact their instructor, counselor, or the [Disability Student Services Office](#).

Classroom Etiquette – Classrooms and guidelines are stipulated and discussed the first day of class; the green sheet becomes the written contract agreement between the instructor and each student. Anyone who does not adhere to the contract will be subject to dismissal for the remainder of the class session. Any continuous disruptions such as group arguing or fighting will result in more formal disciplinary actions as stipulated by the Standards for Student Conduct (see Catalog).