

EWRT 1A + LART 250 (27Q)

Composition and Reading

Course Guide/Syllabus

FALL 2024 CRN #27285, 27292 Class time/location: T/Th, 6:30 am- 8:20 pm on Zoom

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Office hours: T/Th 12:00-1 pm and by appointment (on Zoom)

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Welcome and Course Description

Welcome to EWRT 1A and LART 250! These two courses are an introduction to college level reading and writing; they work together to provide more practice and support, so that you can become a highly skilled academic reader and writer. EWRT 1A is 5 units and LART 250 is 3 units (total of 8 units towards your college degree). While the two courses are graded separately, the assignments are completely aligned. Assignments for each are described below. We will read a variety of texts and practice writing clear, well-organized, and well-developed essays. Our goal is to improve critical reading and writing skills that will be required in future courses, such as EWRT 1B or EWRT 2, and beyond.

Course Overview

Reading, writing, and thinking are all threads of the same fabric: each strand supports and uses the other strands to create something sturdy. We read in order to think about the world, we write as way to help us think through ideas and share our ideas with others, and when we write honestly and thoughtfully, we create something worth reading and sharing with others.

To engage us in all of those elements, this class will provide instruction and practice in strengthening interpretive and analytical reading skills, and writing clear, well supported arguments. We will read a variety of texts to acquire a critical mass of general academic vocabulary that will enable you to better understand texts on topics you're not already familiar with. Our reading texts will provide writing models to further help you improve reading comprehension and develop your own writing. But, to develop as a writer, you will learn not only through reading written models but also by immersing yourself in writing and thinking activities. You will learn to identify the underlying assumptions/worldviews that inform texts and your own opinions, form writing topics that reflect your interests, and create well-supported, structured essays from the information that you gather and the opinions that you form about them. Lastly, in addition to modeling and immersion, we will engage in *metacognition work*: You will reflect on what you've learned and what you still need to learn, in order to improve as a writer and thinker.

In this class, you will be challenged and supported. You will build on what you already know to learn and remember new ideas and concepts. My goal as a teacher is to help you improve your academic reading and writing skills and become a more self-directed and effective learner. Through my collaboration with you, I expect to learn and grow as an instructor. I welcome feedback and questions from you. Please feel free to talk to me any time you need individual support. I look forward to working with you!

Required Texts

Please contact me right way if you have difficulty obtaining the texts (below), I may be able to help:

- Jonathan Haidt, *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. ISBN: 978-0593655030

- Rick Rubin, *The Creative Act: A Way of Being*. ISBN: 978-0593652886
- Supplemental short readings on Canvas (drawn from books such as *Co-Intelligence* and *Brave New Words*.)

Optional Text

- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* 5e

Student Learning Outcome (SLO)

By the end of the class, you will be able to:

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

Course Objectives for EWRT 1A and LART 250

- Learn to read and analyze a variety of college-level texts;
- Use schema to read and comprehend;
- Demonstrate vocabulary growth;
- Analyze fiction and nonfiction;
- Apply pre-reading and annotation strategies;
- Develop topics and ideas for essays (pre-writing strategies);
- Write and support thesis statements;
- Build introductions and conclusions;
- Organize ideas in essays;
- Identify and practice writing for different audiences and purposes;
- Develop a foundation for handling various writing and reading tasks;
- Practice writing and reading as a multi-step process;
- Compose organized, developed essays that increase in complexity;
- Practice various sentence structures to improve sentence complexity and style;
- Proofread for recurrent usage and sentence-level errors.

Assignments and Grades

To achieve these goals and objectives, you can expect to complete the following:

- Complete 5 short essays: (500 points total for EWRT 1A)
 - Why I Am Prepared to Succeed in College (take-home essay) 75 pts
 - What Is Creativity? (take-home essay) 100 pts
 - Living and Working with A.I. (timed midterm) 100 pts
 - Analyze Jonathan Haidt's *The Anxious Generation* (take-home essay) 125 pts
 - Reflective essay (timed essay) 100 pts
- Additional writing process work: (~100 points total for LART 250)
 - Peer reviews (give/receive feedback for essays)
 - Pre-writing (includes short written work, outlining, graphic organizers)
- CSA activities (45 points total for LART 250)
 - Complete 3 activities of tutoring/supplemental instruction (SI) and/or seeing a counselor (15 points each)
- Reading and reading development (~100 points total for LART 250)
 - Reading assignments

- Reading quizzes or questions
- Vocabulary development using visuals
- Critical thinking via synchronous Zoom discussions
- Complete our FINAL for EWRT 1A, which is a **portfolio** (see below for details) that will include:
 - a) reflective essay, b) an in-class essay, and c) a revised (take-home) essay. 100 points total.

Letter grades will be assigned based on points earned from assignments.

GRADING FOR EWRT 1A:

97.6-100% = A+	97.5-92.6% = A	92.5-89.6% = A-
89.5-87.6% = B+	87.5-82.6% = B	82.5-79.6% = B-
79.5-77.6% = C	77.5-72.6% = C	72.5-69.6% = C- (C- is NOT passing in EWRT 1A)*****
69.5-67.6% = D+	67.5-62.6% = D	62.5-59.6% = D- 58.5% and below = F

GRADING FOR LART 250:

Lart 250 is a Pass/No Pass class. You will receive Credit or NC for these 3 units.

Portfolio Expectations and Process

The English Department expects that your portfolio should

- demonstrate your best work in the class. Consider carefully which essays and assignments you will choose to include.
- represent the work of a student who is passing EWRT 1A. If you are not passing the class, you cannot submit a portfolio.
- NOT contain any plagiarism. Plagiarized work cannot pass the portfolio process.

This means that your final grade in this course depends on two processes:

1. If you complete all of your work and have a passing grade in the course (C or above) at the end of the quarter, you will have the opportunity to submit a portfolio to the English Department. This portfolio will affect your final grade in this course.
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.
- revise and polish selected essays 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—in the end—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.

Attendance and Feedback

Starting in Week 1, you will participate by introducing yourself, **participating in-class (on Zoom)** and completing Module 1 in Canvas. In the following weeks, there will be reading assignments, synchronous discussions, homework assignments, collaborative tasks, and essay drafts that you will need to do. These will be set up in the “to-do lists” for each module in the Canvas course. I will give feedback on homework within 4 days or so (written, in Canvas; oral, during class). And I will provide grade rubrics for the essays in ~7 to 10 days from submission. And, please join me in Zoom office hours (or, private one-on-one appointments) to discuss your work interactively, if you can. All the activities we do in this class directly support the development of your academic reading writing, so completing them will not only help you successfully write longer papers but will also allow our class to run more smoothly.

During the education process, obstacles will arise from time to time. Let’s try to do the best we can in the class and support each other in the process. Please contact me in the event that an emergency or any other situation keeps you from participating in class. I will always try to work with you to turn things around, but keep in mind that **students are required to attend EWRT 1A+ LART 250 synchronously 2X per week for a total of 4 interactive hours. That means you cannot turn this class into an asynchronous online class or “make up” missed classes doing individual (non-interactive) work.** Once you miss three class meetings, you will receive an email from me that you’re close to reaching the maximum number of absences allowed. Four absences means that you are at risk of not passing. Beyond that number, you will **not** get credit for EWRT 1A.

Late Work

You may complete one of the first three out-of-class essays (up to one week) late, without deduction of points. **Email me when you need to turn in an essay late, so I know how to help you work around setbacks and successfully complete your task.** Being behind schedule usually means you will need assistance to catch up and the most effective way to do that is to meet so we can discuss a plan that you can accomplish.

In regard to late homework, you may turn in late homework every now and then, but *not* on a weekly basis. Being behind on *all* your homework means that you will not be able to complete your essays on time, which will lead to poor grades. The quarter system moves quickly; please come talk to me if the pace of the quarter causes too much pressure for you. Let’s work together to find a routine that will help you complete your tasks.

Canvas

This course uses the Canvas course management system for almost every aspect of the course. 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.](#)

Here are some of the things we will use Canvas for:

- weekly schedules will be posted on the course home page.
- assignments, including homework and essays, will be posted in Assignments.

--your scores on all assignments will be recorded in Grades.

Expectations

Here are some tips to get you oriented:

- Set aside specific time periods each week to do your work (for example, 3 hours every Monday, Wednesday, and Friday). Having a routine is *very* important for successful completion of any course.
- Do work each week; skipping a week or two inevitably leads you to not finish the class.
- If you miss more than two weeks of attendance (4 classes), you are at risk of not passing.
- Read carefully instructions for assignments. **Ask questions** if anything is unclear.
- Assist others when you can help. Collaboration helps you learn, too.
- Be professional and respectful to everyone in the class. Each of us is responsible for making this class a safe and welcoming community for learning.
- **It is essential that you check your college email regularly.** You can email me via Canvas or directly at huynhnga@fhda.edu.
- Please let me know if you need support. I am happy to work with you at a time that works for you. Communication is key to your success in this class. Talk to me right after class or drop in during Zoom office hours with questions, any time.

Academic Honesty

Be academically honest. In other words, do not plagiarize or use another person's words without giving that person credit. Any time you use writing or ideas that are not your own in an essay, you must cite your source(s). I will review citation in class, and I am be happy to answer any questions about how to cite properly. If you receive a non-passing score on an essay due to plagiarism, you will *not* be able to rewrite it. This might result in you failing the class. By taking this class, students agree that all required out-of-class papers will be submitted to Turnitin.com for textual similarity review.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask me for help.

Writing and Reading Center

Any student may receive assistance at the Writing and Reading Center, ATC 309:

<http://www.deanza.edu/studentssuccess/wrc/>

This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. I encourage you to complete **at least three activities** (one activity per month).

Any order and combination of activities is fine, though I may have suggestions for you. Pick activities you think will help you most.

Options include:

- Tutoring sessions--**Click to Join** during WRC open hours
- Skills workshops--**Click to Join** after checking [Workshop Schedule](#)
- Counseling appointments ([info about Counseling](#))
- Writing, reading or grammar resources (DLA's) that you complete on your own time--see CSA in Canvas. You will get an email between week 1 and 2, please accept your invitation to join the CSA Canvas site.

Support Services and Special Accommodations

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. 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>

And let me know if you have any questions or concerns.

Student Success Center

Meet with tutors and attend workshops in the Student Success Center:

<https://www.deanza.edu/studentsuccess/>

Free online tutoring available to all De Anza students! You can work with a tutor live (hours vary by subject)

De Anza College DSPS Syllabus Statement

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.

- Exams must be booked at least five (5) business days in advance of the instructor approved exam date/time.
- Finals exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- Contact the DSS if you cannot find or utilize your MyPortal Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <http://www.deanza.edu/DSS/>

Email: DSS@deanza.edu

De Anza College Mental Health Statement

Life at college can get very complicated, especially during the transition back to in-person education. 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.

The Mental Health and Wellness Center helps students cope with difficult emotions and life stressors. The Wellness Center is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Drop-in appointments are now available. Find out more at <https://deanza.edu/mhwc/> or by calling 408-864-8868.