

De Anza College
EWRT1A.65Z – Composition and Reading
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T 12:30-1:20 p.m. online.
Th 8:30-9:20 a.m. in Forum 2G
& by appt.

** *If you are a student with a disability and would like to discuss special accommodations, please contact me as soon as possible.*

COURSE DESCRIPTION

In this interdisciplinary course, we will explore our world (science), ourselves (social science), how we represent ourselves (literature), and your own self (memoir). The basic goal of this course is to help you write well. What this entails is thinking well, so another goal of this course is to improve your thinking skills, by encouraging you to think critically about your own ideas, beliefs, and assumptions as they compare with those of different writers.

Remember that this class would normally meet physically for 5 hours per week if we met physically. Thus, for an online class you are expected to “meet” online for 5 hours a week as well, whether that means reviewing the lecture/tutorial information, posting to discussions, etc. In addition to the 5 hours a week, you will have homework assignments such as reading articles, preparing for papers, mini-assignments, and so forth. These are not part of the 5 hours a week. In all you will probably average between 10-15 hours a week for this class.

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.

REQUIRED TEXTS

- * *Course Reader* available on Canvas
- * *A Thousand Splendid Suns* by Khaled Hosseini
- * Any grammar and research reference book (department handbook is *Easy Writer* by Andrea Lunsford)

COURSE REQUIREMENTS

Participation and “Attendance”: You are expected to log into Canvas regularly. Your participation will include posting to online discussions each week and interacting with other students online when there are group assignments involved. Sometimes working online can feel a little isolating, so one of our goals in this class will be to try to create a virtual community online through active student participation.

Timed essay: There will be one timed essay in which students will write an argumentative essay in answer to a question related to cloning and genetic manipulation. Students will have a 3 hour window to log on to Canvas, complete the essay, and submit the final draft. Once you start the exam, you must complete it. You may not start again at another time. Students will be given a choice of questions when they log on to take the timed essay. You may use whatever notes you want while taking the quizzes and exams; however, make sure you are not plagiarizing for the timed essay exam and you must be the person taking the test rather than someone else.

Analytical Papers: There are two analytical papers due (3-4 pages each). All formal essays/papers must be submitted by the assigned due dates and times. All papers submitted will automatically be submitted to turnitin.com as well, which gives students the opportunity to see the level of originality in their ideas and writing. Each paper's grade will decline by 20 points for each late date with a maximum loss of 50% of the paper's point value. Each essay will correspond to the readings for each unit. Late papers will not be accepted after two weeks.

Extra credit: I am not a big proponent of extra credit because I believe that it can encourage sub-par work. After all, think about this: Would you want a surgeon who got through school on extra credit to operate on your family member? What if the surgeon made a mistake, and your family member died? Would you want the surgeon to then say, "Please give me another family member to operate on for extra credit"? Take your work seriously so that you don't need extra credit.

However, I know that sometimes you have been working hard and need just a slight boost to help your grade. There are two opportunities for extra credit: You may participate in two peer review workshops for extra credit (units #2 and #3). These should NOT be rough drafts. Instead, they are nearly finished drafts in which the content is complete but some of the grammar might still need revising.

Memoir Project: Students will write a memoir, reflecting on their past, present, and future. Each memoir will be 6-8 pages long.

Grammar and writing workshops: Throughout the quarter, a series of grammar/writing tutorials are scheduled. There will be a quiz for each topic. There are six tutorial quizzes. Your lowest score will be dropped, and your highest score will be doubled. You may use whatever notes you want while taking the quizzes and exams; however, make sure you are not plagiarizing for the timed essay exam and you must be the person taking the test rather than someone else. Most of the tutorials also have a voice recording, so you will need to listen to the whole tutorial rather than just paging through the slides. I wanted to keep the tutorials somewhat conversational rather than too formal, so that's why I didn't edit any of the pauses, mistakes, etc. in the voice recordings.

Reading quizzes: There will be reading quizzes for the novel. Quizzes will need to be taken before posting to the forum for that week's discussion. Each quiz will cover the reading assigned for that day. Students may earn up to 50 total points on quizzes.

Debate: For Unit #2, you will be debating a topic with a team of classmates. The debate content will then turn into your paper for the unit.

Discussion posts: You will be asked to post to the discussion as part of your "attendance" and participation. You may always post before the due date; late posts will be accepted up to one week late for half credit. You will need to post to the discussion regularly. I will not grade you on your grammar for these posts; instead, the point is to brainstorm ideas and have a dialogue with fellow students. Pay attention to word minimum count when noted. Also, I suggest that you type your posts in a separate document such as MS Word and then copy and paste them over to Canvas. Sometimes Canvas times out, and you might lose what you typed if you didn't save it elsewhere. If you ever cannot access Canvas for some reason, then email me your post so that it is still on time. You can then post to Canvas once you get the problem resolved.

Your grade for the posts will be calculated per unit. Unit #1 will be worth up to 40 points. Unit #2 will be worth 20 points for your final posts of the unit. All your posts related to your own team's debate will be calculated in your debate grade. Unit #3 will be worth up to 50 points. Unit #4 will be calculated as your final exam points.

Final exam: There will be a final exam. Please see the final exam guidelines for more information.

Orientation quiz: After reading this syllabus and the orientation guidelines, you will take a short quiz just to make sure that you understand the requirements of the course. You must re-take the quiz until you score 100% on the quiz. You will

not be permitted to continue on with the course until then. You may retake the quiz as many times as you want, but you must do so by the deadline date.

Grading:(1000 total points possible)

Syllabus and orientation quiz	15 pts.	925 – 1000	A
Discussion posts	90 pts.	900 – 924	A-
Timed essay	120 pts.	865 – 899	B+
Analytical papers (150 pts. each)	300 pts.	825 – 864	B
Memoir project	150 pts.	800 – 824	B-
Tutorial quizzes	90 pts.	765 – 799	C+
Debate project	90 pts.	700 – 764	C
Reading quizzes	70 pts.	665 – 699	D +
Final exam	75 pts.	625 – 664	D
		600 – 624	D-
		599 and below	F

COURSE REGULATIONS

Dropping: The last day to drop this class with no grade is Sunday, October 8. The last day to drop this class with a “W” is Friday, November 17. Withdrawal from class before the deadline is the responsibility of you, the student. Do not depend on the instructor to drop you. However, if you have not signed into Canvas for over a week, I have the option of dropping you from the course by either of the two drop dates. If you stop signing into Canvas and stop doing the work but don’t drop yourself, your points will be totaled at the end of the quarter, and you will receive the corresponding grade (which could be as low as an F).

Cheating, Plagiarism, and Dishonest Behavior: Plagiarism constitutes taking someone else’s ideas as your own even if you do not use the exact same wording. Anytime you use someone else’s ideas or words, you need to provide the necessary references and citations. Plagiarism includes (but is not limited to) having somebody else write your essays for you or using an essay from any informational source (such as the Internet, a book, a magazine, a newspaper, and so forth). Also, your papers for this class should be new work; you may not submit a paper that you previously wrote for a different class in this class. If a student is caught plagiarizing, penalties can range from the student receiving a zero on the assignment to reporting the incident to administration (which may eventually result in a dismissal from the course and/or from the school). Students are expected to adhere to De Anza’s Students’ Rights and Responsibilities policies as well. I will report ALL cases of plagiarism to the Dean of Students even if the plagiarism is only one phrase or sentence.

Censorship policy: This is an adult level course; materials/discussion addressing adult themes will not be censored.

Tutoring: You may visit De Anza’s Tutorial center in person, which is located on the third floor of ATC. You may receive tutoring services including drop-in help or regularly scheduled tutoring sessions. For more info, visit <http://www.deanza.edu/studentssuccess/>.

COURSE SCHEDULE

INTRODUCTION TO THE COURSE

Getting Started	Due date	Week/day
* Read the syllabus and orientation guidelines in the reader and take the quiz. You have 20 minutes to take the quiz. You must re-take the quiz until you score 100% or you will not be able to move on to the other assignments.	Sept 27	Wk. 1 Wed
* DISCUSSION #1: Icebreaker – post to the discussion information about yourself and respond to three other students' posts.	Sept 27	Wk. 1 Wed

UNIT 1 – EXAMINING OUR WORLD (SCIENCES)

Tutorial	Due date	Week/day
* Review TUTORIAL #1: Thesis statements and global organization and take tutorial quiz.	Sept 29	Wk. 1 Fri
Understanding genetic modification		
* Read Baird "Designer Babies" * Read Elshtain "To Clone or Not to Clone" * Read Foster "Is the Gene Genie Out of the Bottle?" * Read Gibss "Baby It's You! And You, and You" * DISCUSSION #2: Discuss the topic of genetic modification. Post one original post of at least 120 words and post replies of a minimum of 80 words each to three other students.	Oct 2	Wk. 2 Mon
* Watch the entire movie <i>Gattaca</i> (1997) directed by Andrew Niccol. You may view it yourself through a service like Netflix or for Amazon for a nominal fee. * DISCUSSION #3: Discuss your questions or comments on <i>Gattaca</i> . Post one original post of at least 120 words and post replies of a minimum of 80 words each to three other students.	Oct 4	Wk. 2 Wed
Tutorial		
* Review TUTORIAL #2: Paragraph organization and take tutorial quiz #2.	Oct 4	Wk. 2 Wed
Preparing for the timed essay		
* Review the timed essay exam guidelines for Unit #1 * Take the timed essay exam assignment for Unit #1. You will have a three-hour window to start and complete the essay exam.	Oct 6	Wk. 2 Fri

UNIT 2 – EXAMINING OUR SELVES (SOCIAL SCIENCES)

Setting up the debate	Due date	Week/day
* DISCUSSION #4: Read articles for Unit #2: U.S. Commission, McIntosh, Sklar. Post one original post of at least 120 words and post replies of a minimum of 80 words each to three other students * Read the debate project guidelines. * DISCUSSION #5: Submit a list of a minimum of 3 debate topics to the discussion. * Review the debate topic preferences and submit your top 6 choices in order of preference. You may want to be on either side of a debate if you want to ensure you can write on that topic for your paper. Your submission will look something like this: 1. Debate topic A – pro 2. Debate topic F – con 3. Debate topic B – con 4. Debate topic B – pro 5. Debate topic E – pro 6. Debate topic J – con 7. Debate topic D – pro 8. Debate topic C – con	Oct 9 Oct 9 Oct 11	Wk. 3 Mon Wk. 3 Mon Wk. 3 Wed
Tutorial		
* Review TUTORIAL #3: Effective research skills and take tutorial quiz #3.	Oct 11	Wk. 3 Wed

Preparing for the debate	Due date	Week/day
* Review the list of debate teams.	Oct 13	Wk. 3 Fri
* DISCUSSION #6: Prepare for the debate: Brainstorm with your team ideas for both pro and con sides.	Oct 16	Wk. 4 Mon
* Research articles for the debate as outlined in the debate instructions. Upload the articles to your debate team's preparation discussion so that your teammates can look over the articles. Read each other's articles and post one idea that you think you can use from each article.	Oct 16	Wk. 4 Mon
* Decide how the debate roles and responsibilities will be divided.	Oct 16	Wk. 4 Mon
Tutorial		
* Review TUTORIAL #4a: Using Research Effectively		
* Review TUTORIAL #4b: MLA documentation and take Tutorial Quiz #4AB	Oct 18	Wk. 4 Wed
Debate time!		
* DISCUSSION #7A-#7D: Post your team's opening statements on the appropriate debate discussion. You will only be posting to ONE of these discussions depending on which debate topic you are assigned.	Oct 20	Wk. 4 Fri
* Read your opponent's opening statements and post some thoughts on your debate team discussion (discussion #6) to help your cross examination folks formulate their argument.	Oct 23	Wk. 5 Mon
* Post your team's cross examinations on the debate discussion (discussion #7A-D).	Oct 24 Oct 25	Wk. 5 Tue Wk. 5 Wed
* Read your opponent's cross examinations and post some thoughts on your debate team discussion (discussion #6) to help your concluding folks formulate their argument.	Oct 26	Wk. 5 Thu
* Post your team's conclusions on the debate discussion (discussion #7A-D).	Oct 27	Wk. 5 Fri
Tutorial		
* Review Tutorial #5 – Effective Sentences and take tutorial quiz #5.	Oct 30	Wk. 6 Mon
Preparing for Unit #2 paper		
* Re-read the paper guidelines for Unit #2 paper.		
* DISCUSSION #8: Draft a thesis statement and outline for your paper. Submit your thesis and outline to the discussion and respond to three other students' posts and help them improve.	Nov 1	Wk. 6 Wed
* Review the lectures on effective introductions and conclusions		
* EXTRA CREDIT: Participate in the peer review workshop for Unit #2 paper. You must submit a peer review draft to participate.	Nov 3	Wk. 6 Fri
* Submit Unit #2 paper to Canvas.	Nov 6	Wk. 7 Mon

UNIT 3 – EXAMINING HOW WE REPRESENT OURSELVES (HUMANITIES AND LITERATURE)

Reading the Novel	Due date	Week/day
* Read the "Approaching fiction" file.		
* DISCUSSION #9: Read <i>A Thousand Splendid Suns</i> (Chaps. 1 – 6) and take reading quiz #1. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 8	Wk. 7 Wed
* DISCUSSION #10: Read <i>A Thousand Splendid Suns</i> (Chaps. 7 – 15) and take reading quiz #2. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 13	Wk. 8 Mon
* DISCUSSION #11: Read <i>A Thousand Splendid Suns</i> (Chaps. 16 – 22) and take reading quiz #3. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 15	Wk. 8 Wed
* DISCUSSION #12: Read <i>A Thousand Splendid Suns</i> (Chaps. 23-26) and take reading quiz #4. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 17	Wk. 8 Fri
* DISCUSSION #13: Read <i>A Thousand Splendid Suns</i> (Chaps. 27-37) and take reading quiz #5. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 20	Wk. 9 Mon
* DISCUSSION #14: Read <i>A Thousand Splendid Suns</i> (Chaps. 38-42) and take reading quiz #6. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 22	Wk. 9 Wed

* DISCUSSION #15: Read <i>A Thousand Splendid Suns</i> (Chaps. 43-51) and take reading quiz #7. Then post your thoughts on the novel to the discussion and respond to three other students' posts.	Nov 27	Wk. 10 Mon
Preparing Unit #3 Paper		
* Review the assignment for the Unit #3 paper.		
* Read notes on "Writing a Literary Analysis"		
* DISCUSSION #16: Draft a thesis statement and outline for your paper. Submit your thesis and outline to the discussion. Then respond to three other students' posts and help them improve.	Nov 29	Wk. 10 Wed
* EXTRA CREDIT: Participate in the peer review workshop for Unit #3 paper. You must submit a peer review draft to participate.	Dec 1	Wk. 10 Fri
* Submit Unit #3 paper to Canvas.	Dec 4	Wk. 11 Mon
Tutorial		
* Review Tutorial #6 Pronouns and apostrophes and take tutorial quiz #6.	Dec 6	Wk. 11 Wed

UNIT 4 – EXAMINING MY SELF (MEMOIR/PERSONAL WRITING)

Preparing for the memoir	Due date	Week/day
* Read the paper guidelines for Unit #4.		
* Freewrite your answers to the "Brainstorming" section of the Unit #4 paper instructions. Submit your freewrites to Canvas.	Dec 8	Wk. 11 Fri
* Submit your memoir to Canvas.	Dec. 13	Wk. 12 Wed
Final exam		
* DISCUSSION #17: Post a passage from your memoir (250 word minimum) to the discussion. You may post whatever part you want, so YOU make the decision of how personal you want it to be. You may revise part of the passage if you don't want to reveal too much personal information. This is Part I of your final exam.	Dec. 13	Wk. 12 Wed
* DISCUSSION #17: Respond to three other students' posts (minimum of 150 words each). Give them words of encouragement or positive comments. NO NEGATIVE COMMENTS are allowed. This is not the time for critique; this is about encouraging your peers. If a student already has three comments from other students, then do not respond to them. My goal is to have everyone in the class have 2-3 comments from other students. DUE W 3/25 by 11:55 p.m. This is Part II of your final exam.	Dec. 15	Wk. 12 Fri