

De Anza College

EWRT 1A. 68Z. Composition & Reading

Fall 2021

Syllabus and Class Policies

Any changes or additions to the syllabus will be marked with a blue highlight.

Questions? CANVAS inbox preferred or hanzimanolismargaret@fhda.edu.

Cell - 415-516-7949

Instructor: Dr. Margaret Hanzimanolis

This is a fully online course. If you have never taken a fully online course, you are in for a treat: You can work at your own pace and fit the workload into small chunks of time: even 15 minutes waiting for your dinner to cook can be utilized. In fact, many of the tasks are around 5-30 minutes and only your major papers will require larger periods of time: I suggest about (3-4) one to two-hour sessions for working with a major paper assignment in total about 4-9 hours for a major paper (reading the material necessary for completing the paper, brainstorming, drafting, sharing drafts, revising and finalizing). Your writing times largely depend upon how experienced a writer, how good your HS or other preparation has been, and how efficient you are at task completion.

If you keep up with the reading and writing tasks, you will find online learning a rewarding and efficient way to complete your English requirements and prepare for your next educational or career step.

- You can access all course materials by clicking on the CANVAS app, via your portal.
- You should review the “Canvas Student Guide” if you would like an overview of the features CANVAS makes available to you, and that you are likely to need to know about for this course.
- Also helpful: A number of **De Anza online learning resources** are found here: [Information for New Online Students. \(Links to an external site.\)](#)
- If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation \(Links to an external site.\)\(Links to an external site.\)](#) that the campus provides. It covers some common myths related to online coursework.

Office Hours:

Dedicated office hours **Friday, 12:45-1:30 pm. Online only.** Please email me or phone me during this time for more extensive conversations, or to set up video conferencing through Zoom. I am also available during the week (most of the time). If you need me, just ask!!

Contact the professor:

Preferred method for contact: Canvas Inbox or hanzimanolismargaret@fhda.edu

Canvas ZOOM (see menu bar on the left side of your canvas home menu to make an appointment during office hours or by arrangement), 415-516-7949 (phone or Facetime, at any time during the quarter).

I am currently on the east coast, so there is a 3-hour time difference. Please do not phone after 6:00 pm Pacific time!!

Responses to email or text inquiries:

In most cases, I will be able to respond to you within 24 hours. But do not 'always' expect an answer to your questions immediately. I have set aside dedicated time for student queries on Mondays (4-5 pm PST and during office hours on Fridays (12:30-2:30 PST). During the week, I am often, though not always, available (though NOT on the weekend), typically. If for some reason I have not responded by the nearest of the two contact periods identified above, please do not hesitate to resend your question. Unless I am traveling or ill, it is typically a "method for contact" problem, or I am overwhelmed with queries!

Special Help:

I am committed to delivering educational guidance and mentoring for you via a method and in a style that works for you, so that you can best develop your writing, thinking, and reading skills.

Please let me know if you need special instructions or assistance. Here are several other excellent options for extra help.

De Anza's Student Success Center is open Fall 2021 and available for Zoom tutoring and workshops.

- **All SSC Zoom links and schedules are located in one convenient place.**
Go to <https://www.deanza.edu/studentsuccess/>
- Online WRC tutoring available during weeks 2-11) and Academic Skills workshops are available for weeks 4-9). Let me know if you have any difficulties accessing these services.
- Follow the links in the Service Updates to add yourself to the non-course **SSC Resources Canvas** site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- **Support for remote learning:** If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!
- Smartthinking (online tutoring service) can be accessed from your portal. The Canvas site also offers NetTutor.

Course Description:

This course is an introduction to university level reading and writing. It emphasizes analytical writing, critical reading and thinking, and understanding some of the issues of workplace justice or economic justice, immigration, or housing. Your assignments will provide you with opportunities to practice common rhetorical strategies used in academic writing and to gain experience crafting and supporting claims about the themes of this quarter: empathy, argument, the workplace and housing. Your goal will be the composition of clear, well-organized, and well-developed essays, letters, or reports that have varying purposes and audiences.

We hope that this course will help you analyze, understand and practice the full range of reading and writing activities that you're likely to encounter in your college and university experiences, and your work life, with the intention of helping you establish lifelong habits of sustained reflection, effective research, rigorous analysis, and clear written communication.

These tools of writing, reading, and thinking are invaluable, and will be of use as you come to better know yourself, to better analyze the world, and to better contribute to solving civic and social problems collaboratively. The goal is for you and I to work together to develop your skills and

confidence to fully involve yourself in the complexities of informed decision-making. Developing these skills will help you contribute to building strong families, engaged and compassionate communities, and workplaces that are productive, fulfilling and fair.

Departmental Student Learning Outcomes:

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

Required, online, and optional Materials:

Required: (Book) *TBA (a medium length non fiction book will be selected by students by week 4)*

Other Required Materials readily available online or posted in short extracts on CANVAS:

- Other short reading and other online sources.

Optional: GRAMMAR handbook

You are not required to purchase a grammar and language usage handbook, but it will come in handy if you have a handbook from last year. If you do not, please use [OWL AT PURDUE WEBSITE](#) for grammar rules.

Submissions:

Submit all work online, via CANVAS, unless instructed otherwise. Major formal assignments should be file uploads; smaller submissions should be typed in as text blocks if you like. (ie "I read the week's summary"). Your final problem/solution project may be submitted on a google.doc if you prefer.

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (i.e. discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class (approximately 6-8 hours per week, including readings).

- Your 4 major formal papers and one exam will require around 30-35 hours (although for many students the paper writing time demands are more--up to 50 or even occasionally 60 hours. including preparation, outlining, editing, proofreading and research, if necessary),
- Reading (a full length non-fiction book selected from a list I supply).
- Quizzes should take around 2-4 hours.
- Other activities should be about 20-30 hours (informal writing, discussion forum)

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 online format is very important for your success in the class. 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 can perhaps modify or streamline the necessary tasks. Please let me know immediately if you begin to run into trouble, and we will see if we can work something out (extensions, assignment modifications and so on).

NOTE: I do not give extra credit assignments or points. You would certainly not want any professional: doctor, lawyer, airplane pilot to have achieved the credentials required by using "extra credit" options. You want them to know their stuff. I consider critical thinking, reading comprehension and writing to be essential skills for the college-educated, so there is no soft way around these curricular requirements. I WILL help you achieve competency, no matter where you are at now.

So. Trust me!

In order to avoid being dropped for non-attendance: (or the online equivalent of non-attendance),

- you will need to **log into Canvas EWRT 1A site at least twice 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 assuring that you have the best possible chance for successful completion of this course.

Late Work Penalties:

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 (3) formal papers (that is not a timed writing or exam) can be up to ten days 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.
- Any of the 1-2 point "I read the assignment" type submissions can be up to one week late with no penalty.

Please note: After the first two weeks of class, most assignments will no longer be accessible approximately two weeks after the due date and time. If you wish to turn in something later than two weeks late, you will need to request that I open that assignment. Note that even assignments turned in "very" late can earn up to half credit!! But we do need to have a conversation before I can open those assignments up for you!

Rewrites:

Occasionally, there may be such dire circumstances in a student's life, affecting the quality of a significant assignment, that there is a clear need for the student to try a rewrite (formal papers only). Rewrites are occasionally an appropriate modification of the course requirements, and the permission to do a rewrite on one paper will be granted on a case by case. In general, you should direct your available energies to the upcoming work, as the quarter goes by so quickly, and not stop the forward momentum to redo a paper!!

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.

If you begin to get seriously behind, even a week behind, please contact me and let's try to figure out a way to save the quarter. If you do not think you can manage to catch up, because of life circumstances beyond your control, I strongly advise you to drop before October 3 for a full refund. You will need to drop by Oct 26 to avoid having a W on your transcript!

Types of Assignment and grade point distributions by category:

- Four (4) **major papers**, including a problem/solution research project, and a final exam: 400 points.
- Six (6) **discussion posts, with responses**: 120 points
- Ten (10) **quizzes on readings or grammar**: 100 points
- Four (4) Informal Writing assignments (40 points)
- **Other small 1 or 2-point assignments**: 40 points.

- One exam (100 points)

Formal Papers: (400 points)

Four(4) formal papers, including one paper written in a short, timed, equivalent of an “in-class essay,” (the exam) will be required. For these assignments, a clear and compelling organization, sufficient and appropriate support for ideas or apt details, and the absence of grammatical or punctuation errors will be essential. These must be between 850 and 1000 words. (Do not go over the word count, please. Concise writing is often valued in our world!!)

*****To understand the grading criteria for each of the major assignments, please consult the grading rubric for each assignment.**

- One (1) narrative paper on an encounter with an animal (100 points)
- One (1) thesis-driven paper analyzing a book, or substantial text, using at least one additional source (100 points)
- One (1) report that solves a significant problem in the community around you and that shows competence in researching and integrating multiple sources into a document You will need to present your ideas to the students in class via a Zoom (You might present to me in theZoom format if you have technical problems uploading a video, or scheduling issues). (140 points).
- One (1) analysis of a substantial essay (100 points)
- One (1) Final exam (60 points)

Quizzes: (100 point)

*****To receive full credit for each quiz, you will need to complete by the deadline and answer the questions correctly. QUIZ DEADLINES STRICTLY ENFORCED.**

- Two (2) “reading comprehension” quizzes
- Eight (8) “language usage” quizzes

Discussion Forum:

At least Six (6) discussion posts (120 points)

*****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.” No penalty at all for exploratory thinking.
- 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, plausible analytical frameworks, or 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 in order 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 clearly 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 own positions, and to more fully understand others! It is 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.”

Informal Writing:

This is an opportunity for you to write in a looser format than a college essay, ie you do not need to worry about organization, evidence, punctuation and other formal writing concerns. It is a good way to start the process of developing ideas and practicing specific skills. The word count should be around 150-250 for these assignments.

Other Assignments:

Particularly in the beginning of the quarter, you will have a number of short assignments which will consist of such tasks as writing a confirmation that you have read and understand an assignment or some other instruction.

***To receive full credit for the several small "other assignments" you simply have to do them by the deadline. Click the "submit" button and write a one-sentence confirmation.

The time frame for faculty feedback:

- My intent is to have **most student work** graded, with appropriate feedback, **within one week** of the final due date.
- **All formal papers** will be graded within **10 days**. Since the last paper is due on or near the last day of the quarter, if you would like extensive feedback, you will need to submit it a week before the end of the quarter.

Grading:

The grade book calculates the points / Letter grade automatically. Please keep up with your cumulative grade. One warning: if a zero has not been entered in the grade book for a missing assignment (something I must do manually), your "average" will be artificially high.

Grading Criteria for Formal Papers and Projects:

Each formal paper assignment will be accompanied by a rubric that breaks down the criteria for earning points for the assignment. Make sure you review the rubric before you submit your paper. In general, you will be graded on

- easy to follow and clear organization,
- quality of supporting evidence and details,
- mastery of the conventions of standard written English, including MLA documentation, if used, and
- writing style (vocabulary, sentence structure, reader interest, writing voice, appropriately used figures of speech, for instance) .

Your last project will additionally be graded on **innovative ideas/creativity** and **document design** for enhanced communication, and you will need to establish a useful **sense of your audience** for the problem/solution project. Please see the general grading criteria at the bottom of this page, for more information.

General Submission Guidelines:

1. Submit all formal papers and informal writing on Canvas by the due date, generally the due date for all of a single week's work will be Sunday night by midnight. I encourage you to work well ahead of this deadline.

2. All formal out-of class work must be free from spelling, grammatical, and punctuation errors.
3. Length: Most formal papers should be a minimum of 850 words and a maximum of 1200 words. Please note your word count at the top of the page. Research Paper/Problem/Solution Project can be up to 2000 words.
4. Labeling: Student Name, college, date, class number and section letter in upper right hand corner. Identify the assignment clearly ("Paper # 1, Narrative," or Informal Response # 2 to Leslie Chang Podcast)
5. All formal papers should have a properly capitalized title.
6. **Direct quotes and factual or opinion-based source material must be cited MLA style. Please consult <http://owl.english.purdue.edu/owl/resource/747/01/> (Links to an external site.)**
[Links to an external site.](#)
7. **[\(Links to an external site.\)](#)**
8. for proper formatting. NOTE: no citation requirement for the problem-solution project, but all researched, factual information should be hyperlinked into the doc itself.
9. Text should be 12 point font, 1.5 line spacing, Times New Roman.
10. Paragraph indents conform to the audience and writing purpose. (Business writing flush left with no indent and a space between paragraphs; academic writing should have indented paragraphs and no space between paragraphs).

Academic Integrity:

All students in this course are expected to abide by the district's rules and regulations on academic integrity, including avoiding plagiarism. The following paragraphs are drawn from the FHDA student handbook, available online at <<http://www.deanza.edu/studenthandbook/> ([Links to an external site.](#))

1. **Plagiarism is representing the work of someone else as your own.**
 - Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
 - Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
 - Submitting a paper purchased from a research or term paper service, including internet sourced items.
 - Undocumented online source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize
- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

Possible Consequences of Academic Dishonesty at FHDA

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

Documented Disability:

If you have a documented disability, please request a conference early in the quarter so we can discuss any accommodations you may need. It is important that we both fully understand what sorts of workarounds we can use to better support your success in this class.

Conferences:

I am happy to talk with you at any point during the quarter about problems you are encountering with the material or the class itself. Please schedule a Zoom , or simply phone me during office hours, to discuss your concerns.

Final Course Grade:

Please monitor your average throughout the last six weeks of class (by accessing the grade book function) so that you are assured that you know where you stand, grade-wise.

The campus is largely closed during Fall 2021. These resources, however, should still be available for consultation:

Student Health Resources:

- Health Services: <http://deanza.edu/healthservices/>
- [\(Links to an external site.\)](#)
- , (408) 864-8732

- Psychological Services: <http://www.deanza.edu/psychologicalservices/>
- [\(Links to an external site.\)](#)
- , (408) 864-8868
- Crisis Hotlines: <http://www.deanza.edu/healthservices/hotlines.html>
- [\(Links to an external site.\)](#)
- Title IX: <http://www.deanza.edu/titleix/>
- [\(Links to an external site.\)](#)
- Disabled Student Services: <http://deanza.edu/dsps/dss/index.html>
- [\(Links to an external site.\)](#)
- , (408) 864-8753
- Food Pantry: http://deanza.edu/outreach/food_pantry.html
- [\(Links to an external site.\)](#)
- , (408) 864-8327

Emergency and Police:

- Emergency Information: <http://www.deanza.edu/emergency/>

Extra help:

Need help with this course? Student Success Center peer tutors are ready for you!

- **Tutoring:** Go to the [SSC homepage](#)
- [\(Links to an external site.\)](#)
- and click on the yellow link to join *SSC Resources Canvas*. Once there, click on Modules, then the SSC area for your course to see SSC Zoom tutoring links and schedules.
- **Workshops, group tutoring and group study:** See SSC Resources for current schedules and links. Most people learn better with others...give it a try!
- **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other!

- **Need after-hours or weekend tutoring?** See the [Online Tutoring](#)
- [\(Links to an external site.\)](#)
- page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

Important dates:

OCTOBER 2 Last day to [add classes](#)

OCTOBER 3 Last day to [drop classes](#) without a W

NOVEMBER 11 Veterans Day holiday: Campus closed

NOVEMBER 12 Last day to [drop classes](#) with "W"

NOVEMBER 25-28 Thanksgiving holiday: Campus closed

DECEMBER 1 Last day to file for fall [degree or certificate](#)

DECEMBER 6-10 [Final exams](#)