

EWRT 1A Online—Reading and Composition, spring 2020

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Office Hours via ConferZoom

COURSE DESCRIPTION

English-Writing 1A online is designed to help you write well. This entails thinking and writing independently and collaboratively and doing close examinations of written texts, personal experiences, and visual material from culturally diverse traditions. Assignments will give you the opportunity to practice common rhetorical strategies used in academic writing as well as to gain experience crafting and supporting claims about yourself, your experiences, and the world around you. Your goal is the composition of clear, well-organized, and well-developed essays that have varying purposes and audiences.

This course is administered entirely through Canvas learning system. Online attendance is mandatory (see attendance policy). You need to have the latest version of your Internet browser; Canvas will operate best using the most recent version of Firefox or Chrome; you won't need Flash Player; Canvas will open PDFs, but if you want to download them and read them off line, then you will need a PDF viewer like Acrobat Reader.

STUDENT LEARNING OUTCOMES (SLO)

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 MATERIALS

The following are culturally diverse narratives from a variety of perspectives thematically centered on what it means to be human, to grow up and to find purpose in one's life:

Summer 1993 is a film in Spanish by Carla Simón. Produced in 2017, it draws on elements of mystery and personal narrative.

Mariam: A Young Muslim Girl Comes of Age is a film in French by Saudi filmmaker, Faiza Ambah. It exposes many of the issues facing French, Muslim teenagers living in France in 2004 when France passed a law banning religious symbols in public schools.

Adulthood: How to Become a Grown-Up in 535 Easy(ish) Steps (any edition) by Kelly Williams Brown is a narrative and “how to” text of popular culture first published in 2013 and last updated in 2018. Any edition of this text is fine.

Holes in My Shoes is a film in English by Englishman, David Wachs, about 94-year-old Jack Beers. Born and raised during the Great Depression in New York, the documentary celebrates Beers's many diverse accomplishments.

REQUIRED MATERIALS (CONTINUED)

They Say/I Say: The Moves that Matter in Academic Writing (ebook 4th edition) by Graft and Birkenstein is the textbook for this course. Start here for instructions on how to access your textbook:

<https://digital.wwnorton.com/theysay4> Follow the link and create an account. Purchase only the ebook WITHOUT readings. This edition comes with the required 10 Tutorials at no additional charge (total price for both is \$20). Use your registered name and preferably the same or a recognizable email when creating your account.

DE ANZA'S KANOPY.COM

The college provides you with free video-on-demand at: <https://deanza.kanopy.com> You will need to view all of the films listed in this syllabus, and you may view them as many times as you like at no charge. Go to the college's Main Library Home page, select "Article & Video Databases," scroll to "Film and Video" and select "Kanopy" or follow this link <https://deanza.kanopy.com/welcome/frontpage> and use your student identification and password to log in.

COURSE REQUIREMENTS

Attendance and Participation: Online attendance is tracked via your participation in academically related activities (e.g. discussion posts, written assignments and other electronic communication with classmates and your instructor). To avoid being dropped for non-attendance, you must log into Canvas the first week of class and complete the orientation module. I have the option of dropping you from the course by either of the two drop-dates designated by the college. 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).

Do not engage in behavior(s) that disrupt our online community, including (but not limited to) plagiarism (stealing words or ideas) or online bullying (e.g. harassing, intimidating, talking down or dismissing ideas). Also, be mindful of your tone, the emotions that may be implied in a spoken or written statement made in video conferencing or online interactions. As tone is especially difficult to determine in written communication, it is a good idea to make the extra effort to clarify in words what you mean whenever you think your tone might be misinterpreted.

Tutorials (10 points each, 100 points total): All 10 Tutorials exist here <https://digital.wwnorton.com/theysay4> and are accessible once you purchase the ebook and create an account. Scores from the tutorials will be entered and shown in assignments on Canvas, but there isn't an actual tutorial assignment on Canvas that requires student uploads or text-entry. Canvas will remind students that a tutorial is due; however students must go to the link and not Canvas in order to access these tutorials.

Online tutorials are designed to give students hands-on practice recognizing how other writers make "the moves that matter" and using the templates to begin writing themselves. Each tutorial supports one chapter from *They Say/I Say* and guides students to read, recognize the moves, and write.

Self-reflective PAPER 1 (100 points/1,200 words): You are required to write a self-reflective paper in order to meet the minimum requirement for a pass. You will use yourself as the subject of this writing assignment as a means of evoking greater self-understanding. Self-reflective is *writer-centered* and for our purposes here, it must include analysis. You may think of it as "self-analysis" because the paper analyzes and explains your beliefs, feelings, reactions, and experiences.

Letter to a character PAPER 2 (100 points/1,200 words): You are required to write an analytical letter to one character from *Summer 1993* directed by Carla Simón and to meet the minimum requirement for a pass. This film is available for free through De Anza College Library’s video database: <https://deanza.kanopy.com>. Analysis is an academic task often paired with summarizing since it usually involves evaluating what you read, view and summarized. In this assignment your analysis will take the form of a letter to a character that includes analysis of the film.

Midterm, timed film analysis PAPER 3 (100 points/1,200 words): You are required to write one analytical paper on the film, *Mariam: A Young Muslim Girl Comes of Age* directed by Faiza Ambah and available for free through De Anza College Library’s video database: <https://deanza.kanopy.com>. This assignment is your midterm exam for the course. It is an analytical, timed paper assignment lasting 2 hours. Students are required to complete this exam in order to meet the minimum requirement for a pass. Not passing the exam doesn’t necessarily mean that you fail the course. Put in time, effort and preparations, and you are likely to pass the midterm exam.

Book review PAPER 4 (100 points/1,200 words): You are required to analyze rhetorical strategies used in *Adulthood: How to Become a Grown-Up in 535 Easy(ish) Steps* (any edition) by Kelly Williams Brown to meet the minimum requirement for a pass. This will take the form of a book review and requires your recommendation (or not), argumentation and analysis of the text.

Final exam, imaginative analysis PAPER 5 (100 points/1,200 words): This is an imaginative paper assignment in response to *Holes in My Shoes* is a film directed by David Wachs. It is your final exam for the course, which is mandatory in order to meet the minimum requirement for a pass. You will have approximately one week to complete the final exam assignment. Upload it to Canvas by the deadline using the Canvas submission option for the assignment. Be sure to give yourself a “cushion” of at least 15 minutes to prepare your final upload in case you have issues. This assignment is designed to close and will not re-open for submissions past the deadline.

Modules 1 through 5: provide students with learning objectives, required reading, listening and viewing assignments, descriptions of the paper assignment and smaller varying assignments leading up to the paper assignment. They also review the step-by-step method for approaching writing the paper, approximate timeline for completing all tasks and a reminder of available resources and how to access those resources. See below for the different module assignments:

***Note: Writing is a process, a series of steps that begins when you get an assignment.**

Discussion Posts “Opener” and “Wrap-up” (10 points each/ 100 points total): **Step 1** of the writing process begins with discussion. There are ten discussions, two per module. “Opener” discussions are located at the beginning and “Wrap-up” discussions are located at the end of Modules 1, 2, 3, 4 and 5 (all five of the paper building modules). Discussions require you to submit a response. A response is your turn to talk. Clearly label your response as yours, as opposed to the author’s or anyone else’s. Sometimes you are given specific questions to respond to, and at other times you are free to choose the ideas you wish to comment on or to give your own experience or attitude toward the topic and content. Make your response thoughtful, meaningful, and clearly related to the reading/listening/viewing assignment and/or paper assignment for the module. To develop your response, notice your reactions as you read and after you read. Note your questions, too. Have a notepaper and pen with you while you read, view or listen to course materials. I want you to know that I read everything, but sometimes I jump in with overall comments to everyone and sometimes with individual comments to each of you. Word lengths vary but expect a minimum of 100 words per discussion post.

Pre-Writes (20 points each/500 words): Once you have been assigned a paper and posted to the discussion “opener,” you must finish **step 1** of the writing process with a “pre-

write.” Pre-writing begins by thinking about what you want to say and finding ideas to write about. You might be familiar w/ the words “brainstorming,” “idea mapping,” or “free-writing.” You have finished pre-writing once you have identified the main idea you want to get across in your paper (your working thesis statement). Minimum 500 words are required for this assignment. Some students choose to make an outline after the pre-write.

Outlining (optional/300 words): **Step 2** of the writing process is to make an outline based on the ideas you collected in step 1. Outlines serve as a “rough guide” or plan for your paper. Some of us are better planners than others. Either way, you may find outlines useful in your personal process, especially during the timed, exam portion of this course, so I recommend doing this extra credit assignment. It can’t hurt.

First Draft (20 points each/1,200 words): **Step 3** of the writing process is writing the first draft of your paper based on the pre-write and optional outline. Modules 1, 2, and 3 require you to submit completed first drafts. Completed first drafts are papers that have a beginning, middle, and end (an introductory paragraph, body paragraphs, and a concluding paragraph). Incomplete first drafts may receive as few as zero points. The first draft of the paper will be shared with a tutor, and you will use the tutor’s feedback to make improvements.

Tutor’s Feedback (20 points each/ word count N/A): This is still a component of **step 3**. The first completed draft of the paper must also be shared with SmartThinking found in your MyPortal page. **SmartThinking turnaround time is usually 24-48 hours during weekdays** and longer during weekends and holidays. This service is totally free, so I discourage you from entering your credit card information even if prompted. Students have provided payment in order to receive an expedited turnaround time for feedback, but this is unnecessary if you are keeping up with the work and completing assignments on time. Alternatively, you may reach out to the Student Success Center for virtual tutoring through Zoom. Keep a “paper-trail” (evidence of your work, feedback and lessons learnt) from the virtual tutoring session. I recommend taking a picture of your notes from these tutorial sessions so that you may submit it electronically. For any of these services I recommend sharing with your tutor the instructions connected to each of the paper assignments to be sure you are meeting paper requirements. Remember the reason you are using these services is to learn, practice and make improvements to your writing. You may not use these services for paper 4, the midterm exam.

Rough Draft (20 points/1,200 words): **Step 4** of the writing process is revising. Modules 1, 2, and 3 require you to submit a revision of your first draft of the paper. A revision is when you make improvements to your paper. The key word here is *improvement*, and you are making improvements to your paper based on the tutor’s feedback from step 3 and any help that you might have received from me at office hours or from this course. Typically, writers make a number of improvements over the course of writing a paper, which means they may have made a number of rough drafts, sometimes as many as ten rough drafts! However, you are required to complete only one rough draft for modules 1,2, and 4. Although you are not being graded on the type or effectiveness of the improvements made to your rough draft, you are still responsible for submitting a completed rough draft, and *completed* still means that the paper contains a beginning, middle, and end (an introductory paragraph, body paragraphs, and a concluding paragraph). *Incomplete* rough drafts may receive as few as zero points.

Editing (20 points/ word count N/A) **Step 5** is the final step in which you edit your paper to correct small errors, such as spelling and comma mistakes, MLA formatting and page layout issues. Activities in step 5 are very important and must be completed before the paper submission deadlines.

SUMMARY OF COURSE REQUIREMENTS

Grading Scale: (1,000 total points possible)

| | | | | | |
|--------------|---------------|--------------|-------------|-----------------|--------------|
| 925 – 1000 A | 900 – 924 A- | 865 – 899 B+ | 825 – 864 B | 800 – 824 B- | 765 – 799 C+ |
| 700 – 764 C | 665 – 699 D + | 625 – 664 D | 600 – 624 D | 599 and below F | |

500 points (5 papers), 100 points (10 tutorials), 100 points (10 discussions), 300 points (additional module activities e.g. pre-write, 1st draft, revision, tutor’s feedback and editing)

Approximate Deadlines: Paper 1 due **week 3**, Paper 2 due **week 6**, Paper 3 (midterm) due **week 7**, Paper 4 due **week 9**, Paper 5 (final exam) due **week 12**. You are responsible for checking Canvas and reading announcements for definite deadlines.

Late work: Unless arranged ahead of time, exams and assignments cannot be made up. Assignments received after the due date will receive penalty or no grade at all. If you are struggling to meet deadlines, please correspond with me about your issue. English Department determines a 6,000 word minimum requirement, which means all papers are mandatory in order to meet this minimum standard for a pass.

Re-writes: You are not allowed re-writes unless for some unusual circumstances. Please make full use of SMART Thinking, virtual tutoring, instruction and my virtual office hours for help with your assignments prior to deadlines.

Extra credit: I honor within limits a student’s endeavor to do more than what’s expected of him/her. Be on the lookout for a few opportunities to earn extra credit points toward your final course grade.

Summary writing (0 points): All assignments require summary writing, something you will learn to do and improve while reading and completing tutorials from *They Say/I Say* ebook 4th edition. Summary is a concise restatement in the writers’ own words of another longer piece of writing, film, or other source of information. Summaries are used to show and share recall of reading or other information. Summaries by themselves are not analytical papers and do not meet the minimum standard for a pass in this course.

MLA Format & Assignment Submission: All written assignments must be typed, double-spaced, MLA formatted and submitted electronically via Canvas. Perdue University is a reliable source for answering almost all of your questions regarding MLA format:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

ConferZoom: My office hours are held virtually in the full-featured, Web-based conferencing tool, ConferZoom. Log in to Canvas, select ConferZoom once the meeting has opened on the date and time indicated. I welcome student contact and continued participation in video-interfaced learning!

Regular & Effective Contact: Course schedule and deadlines can be found on Canvas. Students can expect to have papers and other assignments graded and returned to them within a week of the deadlines. The most efficient way for you to get in contact with me is through my district email account: lewisanna@fhda.edu. I return emails within a 48-hour period if not sooner, 5 days/week between 10 AM and 6PM. We will also “meet” by way of text-based contact on Canvas made possible through Assignments (submissions include textbox correspondence), discussion posts, and ConferZoom.

Professional Communication: As a college student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic communication. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

In the Subject line, state what specific issue you are emailing about (e.g., midterm exam, peer review assignment for paper 4, absence on 10-12-2018). In the greeting, please address your instructor (e.g., “Hi Anna” is fine unless you prefer using a formal title, then “Hi Instructor Lewis” is also fine).

Be sure to identify yourself clearly by stating your full name and the course you are in and section number. Be clear in your statement about what you are asking for or informing me about. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. Use a polite and respectful tone. Use complete sentences in your explanations. Do not use abbreviations for words that are often used in text messages. Use upper and lower case letters. Be sure to use correct grammar and spelling in your message. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something time sensitive. If you do not hear back within a reasonable amount of time, politely request a response and resend the original message (you can use the forward function here).

The Student Success Center at De Anza Colleges offers tutoring in a wide range of subject matters, including writing. Follow this link for more information <https://www.deanza.edu/studentsuccess/>

Disability Support Services (DSS) <https://www.deanza.edu/dsps/dss/> If you have special needs or requests, I will be coordinating your accommodations through Disability Support Services. Please, provide me with appropriate paperwork as soon as you have it.

Censorship Policy: Course content, materials and discussions address adult themes and will not be censored.

Finals Notes: I’m excited to be teaching everyone and committed to being the best instructor that I can for each of you individually. I welcome your feedback at anytime, and you may see updates and improvements to this course and syllabus throughout the quarter. Any change is intended to benefit you. Let’s work together to make this a wonderful learning experience for everyone!