

# Summer 2020 Syllabus

## EWRT 1A: Composition and Reading Online

Randie Wann, Instructor

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### **Correspondence:**

**Open Office hours:** ConferZoom: Mondays 12-1 pm

**For general questions about the course, homework or assignments, or personal questions about grades or classwork:** Please message me using Canvas Inbox (see the icon on the black sidebar to the far left side of your screen). This is the fastest, most direct way to get my attention and receive a response.

If you choose to email me at [wannrandie@fhda.edu](mailto:wannrandie@fhda.edu) instead, kindly include your first and last name and the name of the course in which you are enrolled.

**I will respond to messages sent Monday-Thursday within 24 hours. Messages sent Friday, Saturday or Sunday will be read on the following Monday. Messages sent after 9 pm will not get a response until the next day.**

### **Required Materials:**

- *The Perfect Wife* by JP Delaney
- USB drive for saving written work
- Internet access and a computer (you will not be able to complete some assignments on a phone)

### **Course Description:**

In this introduction to university level reading and writing with an emphasis on analysis, we will focus on a central question: how are humans and robots different? What is the difference between technology that enhances humans and technology that helps humans? Using critical thinking, learners will read the novel with an eye for its implications for society. How should we shape AI research and how should we shape society in the face of increasing AI development? What is truth - can robots manage lies? Can robots have emotions? Can we, humans, love robots? The questions are endless, and the purpose of this class will be to debate these and more questions and to learn to read literature deeply, with a sociological, ethical and philosophical eye. This class will improve communication skills, literacy, and critical thinking. Through our close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions, we will gain perspective and then practice writing 4 formal papers and one timed essay using common rhetorical strategies used in academic writing. Students will compose clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic.

### Student Learning Outcome (SLO):

- 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.

### Course Objectives:

- Examine the various forms of discourse, read culturally and rhetorically diverse narrative and expository texts and analyze them from a variety of perspectives.
- Generate ideas and topics for essays; compose essays with varying purposes and audiences; formulate and support theses; integrate and organize ideas; develop a personal style/ voice appropriate to purpose and audience, identify and practice common rhetorical strategies for academic writing, and engage in a multi-step writing process, with particular attention to planning and revision.
- Examine the various forms of discourse, read culturally and rhetorically diverse narrative and expository texts and analyze them from a variety of perspectives.
- Generate ideas and topics for essays; compose essays with varying purposes and audiences; formulate and support theses; integrate and organize ideas; develop a personal style/ voice appropriate to purpose and audience, identify and practice common rhetorical strategies for academic writing, and engage in a multi-step writing process, with particular attention to planning and revision.  
Brainstorming, freewriting, clustering, listing, outlining and responding to ideas by journaling will all be covered. Reflective, analytical, and interpretive essays that require summary, definition, comparison and classification will be written. Thesis statements showing the relationship between ideas and the organization and integration of ideas using PIE structure and levels of generality in paragraph structures will be covered. Each student will develop a personal writing voice and practice writing as a multistep process with particular emphasis placed on planning, revising, editing and proofreading.
- Students will write one timed final exam essay and submit four formal papers.

## **How this course works:**

Our fully online class will use **Canvas** for 5 hours of online instruction per week. To pass this course, you are required to regularly log in to Canvas to complete assignments. There are regular due dates for discussion posts, reading, drafts and final

drafts of papers, peer reviews and quizzes. **Please remember that the course requires 5 hours of online work plus the homework that would normally be required in a face-to-face class. Thus, you can expect around 5-10 hours of work per week.** Always look ahead since some of the assignments, like discussions, peer reviews and formal paper submissions require you to plan ahead with your time. Please refer to the Syllabus button on the left sidebar for a chronological list of due dates.

Our course is organized into modules, one for each of the 6 weeks of course. Each week, please do the tasks in the order they are assigned. You may go through the week at your own pace as long as you meet the due dates by when assignments or tasks need to be accomplished. Some activities, such as peer reviews, cannot be done in advance because they are responses to your classmates, which means you have to wait for your classmates to post first. Your participation will include posting to online discussions weekly and interacting with other students online when there are group discussions or peer reviews involved. Please pay attention to due dates! Due to the nature of a fully online class, late posts to discussions will not receive credit.

## Grading:

Discussions are assessed in terms of participation and sophistication of content. Quizzes will be used to determine student comprehension of assigned material from time to time. There are no make up opportunities for quizzes. Once you open the quiz, you will have a limited time to complete them. I suggest you do the reading before you begin.

Students can expect instructor feedback on formal papers and assignments within a week of submission. All formal papers will be graded by rubric, which are included and available as the assignment becomes available. Papers are graded in terms of

sophistication of content and argument; clarity of organization; fluidity of expression through sentence structure; fluency of grammar, punctuation and spelling; and adherence to MLA format. If you would like to discuss or challenge a grade, you must wait 48 hours until after the grade has posted and provide a 2-3 paragraph email explaining: 1) Why you think the grade is incorrect; 2) What revision opportunity you would like; and 3) The date during the quarter you will complete the revision.

### Grading

<b>Grade Weights</b>	
Grammar and Mechanics	10%
Homework and Prewriting Assignments	20%
Class Participation/Discussions	20%
Formal Papers	50%
<b>Total</b>	<b>100%</b>

### Final Grade Scale

<b>A = 90-100%</b>	<b>B = 80-89%</b>	<b>C = 70-79%</b>	<b>D = 60-69%</b>	<b>F = 59% -0</b>
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Final grades fall into the above ranges. Plus and minus final grades are given at the instructor's discretion based on depth and breadth of participation, studentship, and sophistication of ideas.

If you would like to discuss or challenge a grade on a final paper, you must wait 48 hours until after the grade has posted and provide a 1-2 page letter/email explaining: 1) Why you think the grade is incorrect; 2) What revision opportunity you would like; and 3) The date during the quarter you will complete the revision. If you would like to contest a final grade for the course, please contact the Dean of the Language Arts Department.

## Academic Integrity:

I take instances of plagiarism seriously and follow De Anza's Policy of Academic Integrity.

(Links to an external site.)

Please familiarize yourself with both the definition of plagiarism and the consequences. More information on how to avoid plagiarism is found here: Purdue Owl's Overview of Plagiarism

(Links to an external site.)

## Attendance:

You can expect to be doing work for this course on Canvas for at least 5 hours per week. **If you do not submit a letter to the instructor and create a profile picture during the first week of class, you will lose your space in this class.** If you do not do the assignments or post to discussions for 2 weeks in a row for any reason, I may drop you from the class, as the likelihood of your success will greatly diminish. This is a fast paced writing class that includes prewriting, discussions and multiple drafts of assignments, so I do not want you to fall behind.

## Resources for Students:

- Free online and in-person tutoring is available! De Anza's Student Success Center located on the third floor of ATC. For more info, <http://www.deanza.edu/studentssuccess/>