

**“There is no
such thing as
a single-issue
struggle
because we
do not live
single-issue
lives.”**

– Audre Lorde



Welcome to Summer 2020 @ De Anza College &
Your EWRT 2: Critical Reading, Writing, &
Thinking Course on Canvas

Instructor: Ryan Dickson

Email: dicksonryan@fhda.edu

Optional Class ConferZoom: Mondays 1-2, recordings available

ConferZoom Office Hours: Thursdays 2-3 and by appointment.

Required Text: McKibben, Bill. *Falter: Has the Human Game Begun to Play Itself Out?*. 2019.

Required Time: 10-15 hours per week reading, writing, and interacting with your classmates.

Official Course Description: Develops critical thinking skills and the ability to apply these skills to reading and writing. Develop analytical and argumentative academic essays based on reading of complex texts, and the use of outside research leading to analysis, comparison, and synthesis and a documented research paper.

Prerequisites: EWRT 1A or EWRT 1AH.

Course Objectives:

1. Develop critical and analytical skills in the reading and analysis of a variety of texts, including visual images and other nonverbal texts.
2. Develop a sequence of argumentative and analytic essays with integrated reading that demonstrates the interdependence of reading, writing, language and thinking.

Student Learning Outcomes:

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

Writing Style and Tone: Since this is a writing course, virtually every week you will produce original writing in the form of Discussions and 2 lengthier thesis driven essays. Discussion post will be a thoughtfully written, analysis that examines the assigned text for that week. These writings do not need to take on an essay format, nor do they require extensive summary, but what they do require is *analytical thought - breaking ideas down and explaining their parts, relating ideas to other parts of the text or class, contextualizing arguments and applying them to new ideas.*

One way to clarify your writing that we will practice here is to eliminate first-person writing. Academic readers are less interested in the author and more interested in the subject being discussed. For example, phrases such as “in my opinion,” and “I believe” are redundant, and discredit your ethos as a thoughtful individual.

Writing assignments must be completed by the due date and meet the given criteria to receive full credit. ***If you fail to complete three written assignments, including participating in Discussions, in a row, you will be dropped from the class unofficially.***

Active Reading is key to success since virtually all writing is done in response to something. In our case, the reading we do must be thoughtful and critical. To practice this you will need to annotate your reading, which means taking notes. Some ways to do this are underlining major concepts, asking questions, making links to other classes, readings, or knowledge. What ever you do, *active reading will save you time as you respond in writing.*

Essays will be typed using standard 12 pt. fonts and double-spaced with one-inch margins and page numbers. They will be developed through the process of prewriting, drafting, and revising and editing.

Plagiarism Policy: Older siblings, Internet paper mills, friends, God, etc. may not write your assignments for you. Not only is it pedagogically unacceptable, *it is illegal.* Punishment for plagiarism is an automatic *F* on the essay. See the *College Catalog* for details.

Special Needs: If you have a learning or physical need that requires special accommodations in this class, please contact Disability Support Services (408) 864-8753 and notify me of the accommodations needed. I will be happy to work with you to meet your specific needs.

Essay Grading: College level writing is characterized by excellence, not mere competence. *It is assumed that all students have mastered basic English grammar.*

“A” essay: Outstanding. The essay engages the reader in a thoughtful, perceptive, and vigorous response to the assignment. There is a clear, meaningful central idea, which is supported by specific, detailed, relevant examples. No significant errors in spelling, grammar, or punctuation.

“B” essay: Fair. The essay precisely and fully addresses the assignment in a thoughtful, well-rounded way. The central idea is supported with clear and relevant examples. Consistent use of standard grammar, punctuation, and spelling.

“C” essay: Confusing. The essay addresses the assignment in a thoughtful, but perhaps underdeveloped way. The central idea is apparent but may not be stated specifically or supported by sufficiently detailed examples. Errors in grammar, spelling, or punctuation distract the reader from following the writer’s ideas.

Course Grading:

Discussion, Quizzes, Minor Assignments	100 pts
<u>2 Essays</u>	<u>100 pts each</u>
Total	300 pts