

De Anza College

EWRT 2.-01 (00484) Summer 2020

Critical Reading, Writing and Thinking

Syllabus and Class Policies

Questions? hanzimanolis@gmail.com

Cell - 415-516-7949

Instructor: Dr. Margaret Hanzimanolis (You can address me as Margaret or Professor!)

This class is a fully online course. While we will have opportunities to chat by phone or confer zoom (if you need personal assistance), much of the success of the course will be up to you. 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](#).
- If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation \(Links to an external site.\)](#) that the campus provides. It covers some common myths related to online coursework.

Office Hours: Dedicated office hours **Friday, 12:30-1:30 pm. Online only.** Please email me or phone me during this time for more extensive conversations, or to set up video conferencing through conferzoom.

Contact the professor:

Preferred method for contact: hanzimanolis@gmail.com

Other methods: hanzimanolismargaret@fhda.edu,

Canvas inbox,

Canvas chat,

Canvas ConferZOOM (see menu bar on the left side of your canvas home to make an appointment during office hours or by arrangement),

415-516-7949 (phone or Facetime),

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 (12:30-1:30 PST). I will not be available, generally, on the weekend. 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. My gmail account is most convenient for me.

Course Description:

EWRT 2 develops critical thinking skills and the ability to apply these skills to reading and writing. Students will 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. **Prerequisite: English Writing 1A.**

Your assignments will give you 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, migration, labor trends, and technology. Your goal will be the composition of clear, well-organized, and well-developed essays, letters, or reports that have varying purposes and audiences, and that will be rigorously supported with carefully researched facts and opinions from respected and reliable sources.

We hope that this course will help you analyze, understand and practice the full range of reading and writing tasks 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 effective written communication.

These tools are valuable, 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 to develop the skills and confidence to fully involve yourself in the kind of informed decision-making that builds strong families, engaged and compassionate communities, and workplaces that are productive, fulfilling and just.

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 and Optional Material:

Required For Paper # 2 (will also be linked to in assignment): Comparison of two articles on health science/biology:

1. McAuliffe, Kathleen. "How Your Cat Is Making You Crazy? *Atlantic*. Could tiny organisms carried by house cats be creeping into our brains, causing everything from car wrecks to schizophrenia?"
2. Davis, Nicola. "[The Human Biome.](#)" *The Guardian*.

Required For Paper # 3 (will be linked to in assignment): Synthesis of multiple sources on Artificial Intelligence (AI). You will select two of these articles for your paper, plus an additional source from the library data base that you find.

1. Bertalgo, Jesse and Emily Cho. "[Artificial Intelligence Writes Bad Poems](#)" ([Links to an external site.](#)) *Futurism*. April 26, 2018.
2. Paumgarten, Nick. "[Weaponized](#) ([Links to an external site.](#)): How Fortnite Captured Teens' Hearts and Minds," *New Yorker*, May 21, 2018.
3. Friend, Tad. "[Superior Intelligence: \(Links to an external site.\)](#) Do the Perils of AI Exceed Its Promises?" *New Yorker*, May 14, 2018.
4. Hempel, Jesse. "[Fei-Fei Li's Quest to Make AI Better for Humanity](#) ([Links to an external site.](#))" *Wired*
5. A short [description of machine learning. \(10 min\)](#)

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.

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 Resources:

- **SSC tutoring links and schedules:** go to the [SSC homepage](#) and click on the yellow link to add yourself to [SSC Resources Canvas](#). Once there, click on Modules then the SSC area for your course.
- **Support for online learning:** If you'd like to speak with someone about motivation and organization strategies for online classes, we encourage you to talk with a peer tutor or SSC staff member. 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](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

General Online sources:

- FREE and easily accessible **online grammar/punctuation source** : [Owl at Purdue \(Links to an external site.\)](#)Links to an external site . This is very useful if you have persistent grammar, punctuation, and other language usage issues!
- FREE and fun: You might also like the "more fun" site, [Chomp Chomp \(Links to an external site.\)](#)which covers 12-14 common writing and punctuation errors.
- You might also get a subscription to "[grammarly.](#)" (Links to an external site.)Links to an external site. This is not an 'auto-correct' program, but a suggestions program. One level of help is free, a more detailed level of help (including explanations of rules) requires a monthly subscription.

Navigation:

Generally, the weekly modules should be the core of your navigation system. You can often access work via the calendar, the assignments tab, and the individual tabs (like discussions and quizzes), but I prefer that you use the Module as the place to start each week. NOTE: Week and Module are terms that I am using interchangeably!!

Submissions:

Submit **all work online**, via CANVAS, unless instructed otherwise. Large (major papers) assignments should be file uploads, smaller submissions can be pasted 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, but the link, with appropriate access settings, should be submitted on the assignment/submission button in CANVAS.. Please, DO NOT send your work via email.

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (ie discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class (all in all, approximately 6-10 hours per week, including readings, for a regular quarter of 11 weeks). **Since this is a summer class of 6 weeks, that means your weekly commitment will be about 10-16 hours per week.**

- Your 4 major papers and one exam will require at least 20 hours, although for many students the paper writing time demands are more--up to 30 or even occasionally 40 hours. including preparation, outlining, editing, proofreading and research, if necessary,
- The major reading will require for most students about 10 hours (slower readers may need to schedule more time for the reading component of the course). You should expect to do a fair amount of "rereading" in order to write your paper.
- Tasks to orient you to successful online learning and navigating CANVAS will require about 2-5 hours
- All other activities should be about 33 hours (quizzes, informal writing, discussion forum, verification that you have viewed a grammar- punctuation lesson, and so on.

Attendance/Participation:

Because writing is a skill that is 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. If you have special predicaments, please let me know and we will see if we can work something out.

To avoid being dropped for non-attendance (or the online equivalent of non-attendance):

- you will need to **log into Canvas EWRT 2 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 12 hours of work) may be dropped unless they have contacted me and have explained their situation to my satisfaction.

- Students **missing substantial work, such as most of the assignments for a two-week period**, 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.

Late Work Penalties:

Generally, I do not accept late work. 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 are not timed writing or an exam) can be up to one week late, with no penalty (except the last essay/project: the problem solution paper). This final essay/project is due near the last day of the quarter; it can only be turned in up to three days late.
- Up to two (2) informal responses / short reading responses can be up to one week late with no penalty.
- Two (2) discussion posts and/or discussion responses can be up to two (2) weeks late with no penalty.
- NOTE: quizzes MAY NOT be taken later. They will be locked within a few hours of their due date and cannot be taken later!!
- If you are submitting something late and mean to be invoking one of the allowances above, note that on the top of your paper/assignment.

Locked Assignments:

After the first two -three weeks of class, assignments will no longer be accessible 48 hours after the due date and time. If your work is done within that 48 hour “extra” period, after the due date/time, it may be accepted but incur a small penalty, depending on the assignment. Generally the penalty for minor assignments is that you lose at least 1/4 credit. Formal paper assignments turned in late will have smaller penalties (ie loss of 10-12 points, depending on the assignment). Work turned in after the 48 hour grace period, upon negotiation with the professor, will incur more significant penalties, but in most cases it is still worth it. Contact me if you would like to submit something that is more than 48 hours late, and does not invoke the "one paper, two discussions, two informal writings allowances."

ADD/DROP information:

1. No students will be added after July 2, 2020, for any reason
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.

3. 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 the deadlines below:

Last Day for Adds	July 02, 2020
Census Date	July 07, 2020
Last Day for Drops w/ Refund	July 01, 2020
Last Day for Drops w/o W	July 06, 2020
Last Day for Drops	August 07, 2020

Types of Assignment and grade point distributions by category (total approximately 890 points):

- Five (5) **major papers**, including a research project, a timed writing, and a final exam: 540 points.
- At least six (6) **discussion posts, including required responses to other students' ideas**: 120 points
- Twelve (12) short **quizzes**: 120
- At least Twelve (12) **Other small assignments**: 20-40 points.

Formal Papers (540 points)

Five (5) formal papers, including one paper written in a short, timed, equivalent of an "in-class essay," and one final exam essay, 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 2000 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 how we argue. (90 points)
- One (1) thesis-driven paper analyzing two articles about health/science/biology, using at least one additional source (120 points) (20 additional points for peer edit)
- One (1) report that solves a significant problem in the world around you and that shows competence in researching and integrating multiple sources into a document, plus a short 2-minute video presentation. (150 points) (You might present to me in the conferzoom format if you have technical problems uploading a video).
- One (1) in-class essay about Artificial Intelligence (AI) (80 points) (timed writing, 2.5 hours).
- One (1) Final exam (80 points)

Twelve (12) Quizzes: 120 points

To receive full credit for each quiz you will need to complete by the deadline and answer the questions correctly.

These quizzes will be focused on your readings or be assessments of grammar and punctuation rules.

Six (6) Discussion Forum postings: 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.” Remember: this is a critical thinking, critical reading, critical writing course!!
- 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 (through the use of questions or comments) on the other student's ideas.
- Each post and 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.

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."

Other Assignments:

Particularly in the beginning of the quarter, you will have several short assignments which will consist of such tasks as writing a confirmation that you have read and understand an assignment or some other instruction. Often, you need only to verify that you have read a summary or an article that has been assigned to earn the 5 points.

***To receive full credit for the several small "other assignments" you simply have to do them by the deadline.

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: TOTAL POINTS: approximately 850. Your grade will show up on the grade book as a percentage.

Grade	Final percentage
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A	93-100
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A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

NOTE: I round up over .5% and down under .5% You need a grade of 73 or above to pass this class. I award an A+ to any grade average over 98.

Grading Criteria for Formal Papers and Projects:

Each formal paper assignment will be accompanied by a rubric that breaks down the assignment points students may earn. . In general, you will be graded on 1) organization, 2) supporting evidence and details, 3) mastery of the conventions of standard written English, including documentation style, and 4) 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 clear and effective sense of your audience.

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. NOTE: Do NOT send work via email.
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 Chang Podcast)
5. All formal papers should have a properly capitalized title.

6. All 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.](#) for proper formatting.
7. 12 point font, 1.5 line spacing, Times New Roman, 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).

Important Due Dates for Formal Papers.

- **During summer session your formal papers are NOT all due on Sunday night!**
- **All formal papers ARE due by 11:59 pm, however.**

1. Sunday, July 5: Paper # 1, Narrative paper describing an argument you had with someone
2. Tuesday, July 14 : Paper # 2 , Paper analyzing three articles about the newly discovered drivers of behavior (gut biome, parasites and epigenetics) as well as a short discussion of more widely understand drivers: culture, parenting, and genetics.
3. Sunday, July 19: Paper # 3, timed writing on on AI
4. Tuesday August 4: Paper # 4, Research Paper/Project that identifies a problem and provides a solution
5. Friday, August 7. EXAM: Topic TBA

Late Papers: If you are **planning to be away from your computer and anticipate having difficulty submitting your work on time**, I suggest you post your work early. I only accept one late formal paper, and only a week late.

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/>:

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 the internet
- Undocumented Web 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 learning.

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 conferzoom , or simply phone me during office hours, to discuss your concerns. However, depending on my own schedule, most of the time, I can and will respond to your concerns within 24 hours.

Final Course Grade:

Please monitor your average throughout the last four weeks of class (by accessing the grade book function) so that you are assured that you know where you stand, grade-wise. Since there is a new gradebook provided this quarter, there may be issues that come up that I have not anticipated. Don't worry, I will have everything worked out by the last month of class.

MORE HELPFUL CAMPUS RESOURCES:

Student Health Resources:

- Health Services: <http://deanza.edu/healthservices/>, (408) 864-8732
- Psychological Services: <http://www.deanza.edu/psychologicalservices/> , (408) 864-8868
- Crisis Hotlines: <http://www.deanza.edu/healthservices/hotlines.html>
- Title IX: <http://www.deanza.edu/titleix/>
- Disabled Student Services: <http://deanza.edu/dsps/dss/index.html> , (408) 864-8753
- Food Pantry: http://deanza.edu/outreach/food_pantry.html , (408) 864-8327

Emergency and Police:

- Emergency Information: <http://www.deanza.edu/emergency/>
- Campus Police:
- **From a campus phone: Dial 9-1-1**
(You don't need to dial "9" before calling 9-1-1 from a campus phone.)
- **From a mobile phone: Call 408.924.8000**
- **For non-emergencies:** Call 650.949.7313 or dial extension 7-3-1-3 from campus phones

Academic Resources:

- Admissions and Records: <http://deanza.edu/admissions/index.html>
- Academic Calendar: <http://www.deanza.edu/calendar/>
- Bookstore: <http://books.deanza.edu/home.aspx>
- Distance Learning: <http://deanza.edu/online-ed/>
- Faculty and Staff Directories: <http://deanza.edu/directory/>
- Final Exams: <http://www.deanza.edu/calendar/finalexams.html>
- Library: <http://www.deanza.edu/library/>
- Registration Instructions and Guide: <http://www.deanza.edu/registration/>
- Student Success Center: <http://www.deanza.edu/studentssuccess/>
- Undocumented Students: <http://www.deanza.edu/students/undocumented.html>
- Resources for LGBTQ+ and women: Jean Miller Resource Room MLC 250 inside the Equity office 408.864.8284 or 408.864.5636
- Veterans services, **408-864-8723** <https://www.deanza.edu/veterans/>

Changes to the Syllabus:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be announced on CANVAS in the “announcements” section, and students will receive a written update or email notice, if the changes are substantial.

General Grading Criteria for Formal Expository Essays

De Anza College EWRT 2 Summer 2020

Dr. Margaret Hanzimanolis, Instructor

Formal Papers written for this writing course will be evaluated in five areas:

1. Organization and development of ideas
2. Strength of supporting evidence and particular detail
3. Editing skills (punctuation; grammar; spelling) and use of MLA citations and Works Cited
4. Writing style: sentence patterns, word choices, sentence structural variety, overall prose quality
5. Evidence of effective revision, editing, and proofreading strategies.

An **“A” paper** must attain **excellence in all five areas**. Specifically, it must have a clear pattern of organization. It must provide apt and well-chosen details. It must show an understanding of the conventions of standard printed English, and the correct use of the MLA in-text citations and Works Cited format. This paper must show a certain stylistic excellence, such as in the use of varied sentence patterns and interesting vocabulary. The reader of an “A” paper will invariably notice, and respond favorably to, the authority of the writer. This paper gives a sense of depth, such that the writer has surely subjected his or her topic to careful and thorough reflection.

A **“B” paper**, must likewise attain a **high level of success** in at least three of the areas of concern, above. The organization must be clear and compelling, the editing must be considerably advanced and the supporting details sufficient and well-chosen. The “B” paper should demonstrate that the writer is able to use varied sentence construction. and that the writer has a sufficiently varied vocabulary for the assignment. The reader of a “B” paper may have minor questions about the evidence for a particular conclusion, the topic organization, or be able to point out lapses in logic, reasoning, or continuity. However, the structural, sentence-level editing, or other problems are minor and do not detract significantly from the reader understanding the paper.

A **“C” paper** is an adequate paper, and might be defined as **“competent” in all of the four of the five areas.** A fair organizational pattern must be present and generally well-executed. Most general statements will be supported with evidence. The paper will display acceptable control of the conventions of standard written English. The presence of the following often, though not always, signals a “C” paper: sentence fragments, comma splices, run-on sentences, and the misuse of colons or semicolons. The stylistic value of a C paper is unevenly displayed; often a C paper will have little indication of a well-developed “writer’s voice.” Often there are significant errors in citing sources or formatting the Works Cited page.

A **“D” paper** is marginally below minimum college standards in two of four areas of concern. A “D” paper will likely lack either a clear pattern of organization or compelling support for ideas. Most paragraphs in a “D” paper will lack a unifying point. The writer will present inadequate new information and/or insights throughout the paper. Ideas will tend to be restated rather than expanded upon. Errors in punctuation and/or correct grammatical usage are frequent. The writer may have submitted work that did not include evidence of a strong and visible writing process.

An **“F” paper** will clearly fail to meet minimum writing standards for this course. It will be characterized by disorganization, repetitions, unsupported generalizations, and unsatisfying brevity. The “F” paper will contain many significant errors in punctuation and grammar. Any work done by another person and submitted as the student’s own work will receive an “F.”

IF, at any time during the quarter, you do not understand how a paper of yours was evaluated or in what specific way it falls short of these general criteria, be sure to review the rubric. specific to the formal paper about which you have a question. If you still do not understand your grade, feel free to request a conference to go over your work in detail.