

LART 250/EWRT 1A: Composition and Reading (8 units) Course Syllabus

Class Details: LART250 & EWRT 1A: Hybrid class mode:

LART250- (3 units) Asynchronous; complete assignments online on your own by the deadlines

EWRT1A- (5 units) Hybrid: Mondays (10:30am-12:20pm) on campus in room L73A & writing lab in ATC 305; Tuesdays-Fridays complete assignments on your own online by the deadlines. *Everything will be submitted on Canvas unless otherwise stated.*

Instructor Contact Information: Email: gordonlauren@fhda.edu; you can also reach me through canvas messages.

Note: *I will try to respond to email between 9am-5pm, after 5pm my responses will be more sporadic. Just like you, I am trying my best to have boundaries between work and personal time to decompress from this online world. I recommend looking at assignments ahead of their deadlines and asking me questions ahead of time. On the weekends, please give me 48 hours to respond as I tend to take time off on the weekends to relax & prepare for the following week. Thank you for respecting this!*

Office Hours:

Mondays: on campus in F31G (12:30-1:30pm)

Tuesdays: Zoom (see the link on Canvas homepage) (1:30-3:30pm)

Wednesdays: Zoom (10:00 am-12:00pm)

Let me know if these times don't work for you & I would be happy to work with you to find a time that works for both of our schedules.

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Class Meetings:

Our course will be taught Hybrid this quarter; 2 hours in person each week and the remaining hours on your own. That means that for the 8 units you have been enrolled in, we will meet every week for 2 of those hours, the remaining hours will be completed on your own. (LART250 is 3 units, EWRT1A is 5 units). You are expected to complete the remaining hours on your own through, reading, writing, reviewing in-class assignments/notes, & completing Customized Support Activities through the tutoring center (CSA is a part of your LART250 class).

Student Learning Objectives (SLOs):

By the end of the quarter in LART 250:

- Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of your strongest work.

By the end of the quarter in EWRT 1A:


- 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.


Texts/Readings:

- Collected essays & other handouts needed for class given as PDFs on Canvas



- *Concrete Rose* by Angie Thomas (you are responsible for getting this book. We will read the entire book). We begin this soon, so get your book ASAP!

- *We Were Eight Years in Power* by Ta-Nehisi Coates  (I recommend getting your own copy of this book, but I will provide PDFs on Canvas on the chapter we will be reading in depth).

- In Tupac's collection of poetry, *The Rose That Grew From Concrete*,  we will be focusing on one poem specifically that I have a PDF of on Canvas for you. But, I do recommend getting the whole book and reading through it. It's an incredible collection!

Other Suggested Materials:

Calendar:

- Calendar/planner (to record hours: out of class work; tutoring hours**)

** *CSA Tutoring* (*CSA requirement is spoken about at more length later in the Syllabus & on Canvas*).

Tech Components:

- You'll need to check the LART 250/EWRT 1A Canvas page [\(a combined page for both LART250 and EWRT 1A\)](#) and your email daily
- Zoom is required for some office hours, & for some tutoring sessions/workshops through the tutoring center.
- All assignments, grades and feedback from me will be provided on Canvas. The Canvas page has your assignments divided into separate categories and with the percentage of each. Where you see LART250, that is for that class specifically and will include tutoring center assignments, HW, early drafts, discussion posts, classwork. The goal of this class is to help make the overall essay writing stronger. The Essay portion of the class is your EWRT1A grade. This will only consist of your essays. There will also be the chance to rewrite your early essays later in the quarter. However, the percentage on canvas for your grade may not be accurate. So be sure to look at these different sections to see your overall grade. Let me know if you have questions about this!
- **You will be asked to upload most of your assignments as docs or PDFs.**

- If you are using google docs, here are instructions of how to convert to these files. For any other program you are using, it may help to search online using keywords like this: "how to convert pages to Word of PDF"
- <https://www.maketecheasier.com/convert-google-docs-to-word/>
- <https://9to5google.com/2019/11/09/create-google-docs-pdf-document/>
- <https://support.apple.com/en-us/HT202227>

Participation/Class Discussions:

- I want all of us to see this course as a seminar/workshop course and not a lecture course. While lecture classes consist of professors lecturing to their students, seminar courses revolve around **class discussions and small group work**. Even though we are online for most of the week, I still want to try to recreate the feeling of us all being in the same room. This is why I want us to complete discussion posts and peer assignments to help build community together. I believe that this can help us create a space for learning that allows you to challenge & grow in a safe community. So, we will have the in person meetings on Mondays as a way for us all to interact and process information. These lessons, in addition to your out of class assignments really help me see what you are understanding and what you need more clarification on; this helps me in planning the classes each week.
- A workshop course involves discussing and grappling with questions and challenging texts as a reader and planning, drafting, revising, and editing as a writer. **It is important to be prepared to do this kind of work both in and outside of class. Your participation in class is required and essential.** (*Including discussion posts, group work--- group during class, & meetings with me*).
- Though I will guide class, this is your space and your community in which to freely discuss ideas and share thoughts about reading & writing in all its stages, so that you may learn from each other's unique perspectives. **You will get out of this class what you put into it.**

Assignments, Exams, & Grading:

Informal Reading and Writing Assignments (LART250)

- **Reading Notes/Annotations:** Annotations include asking questions of the text you are reading, making connections to other things you have read and/or the real world we live in. Annotations **are not summary and are not highlighting or underlining** specific pieces of a text. Annotation is taking the text one step further (what have you highlighted this passage; what are you using this piece of text to do?).
- **Reading Responses:** *The annotation assignment will be helpful when you write your Reading Responses.* Reading Responses are short essays that help me see that you have understood the reading and are grappling with the concepts by asking questions & making connections.
- **Short Writing assignments:** You will also be practicing writing techniques in shorter assignments. I may have you focus on audience, or thesis, or introduction strategies for example. Or paragraph structure and how to analyze your quotations.

Commented [LG1]: To help with getting deeper into critical analysis in your annotations, I have created a template that you'll use for each section we w

Major Writing Assignments:

Essay 1: (in class & not home; using the quiz function on Canvas that has a time limit) This essay will focus on Tupac's poem, "The Rose That Grew From Concrete" analyzing the metaphor in this poem and how it relates to things in our own society; our own lives. (100 points/750 words)

Essay 2: Neil Gaiman's idea of empathy and the purpose of analyzing fictional stories from this perspective; using characters from Thomas' book and themes from her novel to argue why empathy for these specific characters in this book matters; what is the impact of using empathy for the characters in this book? Also, we'll investigate the ramifications of the lack of empathy as well. (100 points/1000 words)

Essay 3: Coates' "The Black Family in the Age of Mass Incarceration" & one character from Thomas' book. (Connection between fiction and Non-Fiction). (Building off of the Essay #2 and then bringing in Coates' text). (150 points/1500 words); portfolio essay

Essay #4: Rewrite of Essay #1 (100 points/1000 words); portfolio essay

Essay #5: In Class Essay #2– Reflection essay (also written using the quiz function on canvas) (100 points/750 words); portfolio essay

Final Portfolio: (requirement to pass both classes)

- Includes your reflective essay (In Class Essay #2)
- And either Essay #3 or Essay #4

****I will end up dropping your initial essay #1 grade (usually the lowest grade)**

Grading Scale:

A 93% and above *I will round up your course grade to whole numbers, so 89.5 will round up to 90 (an A-) and 89.4 will round down to 89 (a B+).

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73- 76%

C- 70-72%
(not passing)

D 60-69%
(not passing)

****Your Final Grade in EWRT1A (letter grade) is determined by your writing ability**

****Your Final grade in LART250 (P/NP) is determined by your reading assignments that include reading responses & other informal reading & writing exercises, in class activities, and annotations on your readings. The CSA requirement is also a part of your LART250 grade.**

*You will be assessed on your weekly writing and HW assignments also as part of this course's grade. **The LART 250 course is essentially in building up your academic writing skills. These assignments will all help you build stronger essays throughout the quarter.***

Class policies:

- Attendance is required: (this will be demonstrated by coming to weekly Monday classes on campus.
 - Attend every class meeting, arrive on time, bring the course readings, be prepared to write and participate, and read and review my emails.

- I will take roll during these class sessions. I also recommend having your phone put away during these class meetings sessions and anytime you are completing online assignments/exams. This helps you stay present and focused.
- Arriving late and missing meetings may result in being dropped from the class. Missing more than 4 meetings (on Mondays) will affect your grade and may result in being dropped. Let me know if you can't make a meeting so we can schedule a partial make-up during office hours.
- **Communicate if you're having trouble!** Come to the drop in office hours in person on campus or on Zoom if you are having any problems with getting to class, reading, getting started on your essays or finishing assignments. We can figure something out together.

Assignments/Late Work:

- Turn in all Assignments: Produce *complete, thoughtful* drafts of every assignment, and turn all work in on time. Post every assignment online by the deadline. Brainstorming & draft assignments must meet word count requirements to be complete. Late, missing or incomplete assignments/drafts will lose points and result in your grade in the class dropping.
- I don't accept late work, but to receive some feedback and get some points back for your assignment, you will need arrange to meet me in person or on zoom to go over your work; I will not give written feedback to late work, no matter the circumstance.
- **I am unable to accept late assignments over email.**
- Coming prepared for class by completing the required reading, any writing assigned, and bringing the text(s) you are working on that week is essential to completing in class assignments satisfactorily.

Group Work:

- Work with your group mates to complete group assignments to the satisfaction of everyone in the group.
- Divide group assignments fairly and complete, on time, all the work you agree to take on for your group.
- Participate actively during every group assignment and push yourself to provide your group mates to become better writers throughout the quarter by providing thoughtful written feedback. Taking their work seriously enough to think hard about how it can be improved is crucial for your success and theirs, in this course.

Feedback and Reflection in this course:

****I see this course as divided into 2 parts: "Creation" and "Revision/Reflection"**

- Use the Feedback provided by me and your classmates to improve your writing. You do not have to make every change suggested by your readers, of course, as readers will sometimes disagree. But you must take all feedback seriously, and your drafts should show evidence of your careful consideration of your readers' suggestions.
- **Revise thoroughly and thoughtfully** after every draft. Revision means substantially clarifying your ideas, re-organizing your argument, rethinking your claims, strengthening your evidence, deepening your research, adjusting your style, and/or reimagining your relationship with your audience. Even if you have not received thorough feedback, **make at least one substantial revision turning in the final draft. I would like to see this indicated in your final drafts.**
- Proofread drafts (even first drafts) to eliminate distracting surface errors and typos. Revised drafts do not have to be perfect, but you should learn any grammar rules that consistently cause you trouble, by talking with a classmate, using a handbook, working with a tutor, and/or meeting with me.

- **Avoid Plagiarism***

- Submit all writing assignments and drafts, including the final portfolio** (which must be assessed as Passing by the portfolio committee), with all outlined requirements completed, by the due dates.

*Plagiarism & Cheating:

Plagiarism is the means of taking someone else's ideas and representing them as your own.

This can include:

- Using someone else's ideas (even if it's not the exact wording) w/o giving the original author credit.
- Plagiarism can also include having another person write your assignment for you or using an essay that someone has already written (from another student or from an online source or a book).

If a student is caught plagiarizing one or all of the following consequences could occur:

- Receiving a zero on an assignment
- Reporting the incident to administration (which may result in being dropped from classes, or from coming back to De Anza)

Some ways to avoid plagiarism:

- taking careful notes to help you distinguish between your own ideas & language & those you have borrowed from sources
- attempting to cite all sources correctly even in first drafts & double-checking that all sources are cited correctly by the time you submit the final drafts
- never attempting to disguise another's work as your own
- never purchasing essays online
- never engaging in any other act of academic dishonesty, including re-submitting work you've previously submitted. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.

Your writing must pass EWRT 1A guidelines and be ready to move onto EWRT 2 in order to pass the class/the portfolio.

****Portfolio Process**

Your final grade in this course depends on two processes which are interconnected

1. If you complete all of your work in the class, you will be eligible to submit a portfolio of selected writing for review by members of the English Department at the end of the quarter. If these readers agree that your portfolio demonstrates the appropriate skills for a student who has completed this quarter of EWRT 1A, you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the class.
2. If the English Department determines that you should pass, **your actual final letter grade (A, B, or C) will be determined by the level of writing that you submit in the final portfolio**--this is due to the fact that you have built up your writing over the course of the term by all the writing and reading you completed. **However, if you do not pass the portfolio process, you cannot pass the class.**

This system means that, in order to pass this class with a good grade, you should

- complete all of your work and score as many points as possible during the quarter.
- revise and polish selected essays in order to assemble a strong portfolio at the end of the quarter.
- I will also drop Essay #1 (or the lowest grade) at the end of the quarter

My assessment on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely have multiple warnings if you are in danger. However, you should keep in mind that—ultimately—you will not be able to “make up” for failing essays by earning lots of homework points.

Expectation Agreement:

As a student:

Means of Communication: To avoid missing important messages from me and from the college, please check your student email and our Canvas site daily. I will send/post reminders about important due dates or helpful information that will help you with the assignments.

A note on Email etiquette:

As this is a writing course, it is expected that emails are written clearly and specifically. They should include a subject heading, your signature, and which class you are taking with me. I would also appreciate you making sure your word choice and tone demonstrates respect. I will also do the same in my emails to you.

- *Email should be used to communicate missing classes; emergencies that come up; setting up appointments to meet.*
- *For everything else, please come to office hours or make an appointment with me. The amount of emails I get each week are tremendous at times, so meeting in person and/or on Zoom to answer questions about class or review assignments together is really helpful.*

Time Management and Planning: Students are expected to spend a minimum of 2 hours outside of class in study and preparation of assignments for each hour in class. In an 8 unit class, assignments have been created with the expectation that students will engage in approximately 16 hours of out-of-class work per week. This is why a planner/calendar is suggested for you to note your progress. This may not be easy to do, so to help with this, I have asked you to meet me 2 hours a week in class and to find the remaining hours on your own. The extra hours expected are for reading and completing HW and writing assignments.

Behavior: You are expected to show respect for your classmates and your instructor. This includes using respectful language, taking each other's ideas seriously. Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. Check that your cell phone is off or silent and put away during class. While we are in class, try to shut out any other distractions.

Preparation: You are expected to be prepared for class consistently. This means completing the required reading, having class materials accessible, writing, revising, and re-reading out of class.

- As your instructor:

Means of Communication: I will be available by email (see email etiquette note above as there is a caveat) and will be present at my listed office hours & other times by appointment (in person & on Zoom). *When you email me please keep emails clear, respectful, and to the point. I cannot explain HW or lessons over email. For that kind of support, I'd prefer if you met with me in person or on Zoom.* My office hours can be an opportunity to discuss any of the following things: help with writing, grammar, questions about HW, grading policies, the readings we are doing, and/or how to improve writing.

Time Management and Planning: I will keep canvas sites up to date and respond to email inquiries in a timely manner. *I have created a calendar and a Canvas site in order for me to get our comments and drafts back quickly so you can revise and progress in the course. I will do my best to stick to the calendar & I'll tell you ahead of time should I need to make any changes.*

Behavior: I will assist you in finding extra support if you need it, I will also listen to your ideas, and concerns and try to make this classroom community one in which you feel comfortable and able to grow and show up as yourself. I will respect each one of you and answer your questions and respond to your ideas with kindness. I will also be open to change and learning from each one of you as the quarter progresses.

Preparation: I will show up on time and be prepared with material to review/discuss readings and help you expand your creativity and critical thinking abilities. I will also come prepared with feedback on your work and ways to help you continue to grow as a writer.

Accommodations & Student Resources:

Students with disabilities who need reasonable accommodations are encouraged to contact me.

Disability Support Services (DSS) is available to facilitate the reasonable accommodations process. The DSS is located in the Student and Community Services Building and can be reached by telephone (408-864-8753) or by email: dss@fhda.edu

Tutoring/CSA Requirement: (Customized Support Activities for this Class)

****See separate page on Canvas for more details on this.**

This class has partnered with De Anza's Writing and Reading Center (online on Canvas) to help you this quarter.

You are required to complete **3 Customized Support Activities** this quarter--any order and combination of activities is fine. You have lots of choices, so pick activities that meet your needs--do what you think will help you most. If you have questions or are not sure where to start, let me or Victoria or Diana at the WRC know!

*****If you've gotten this far in the syllabus, I want to award you for your time and effort! Please email me with one idea from the syllabus that stood out to you're the most! If you do email me with this information & your name by the end of Week #1 (Friday, September 30th), I will give you 5 extra credit points on your syllabus reflection. Thank you for reading!***

Other Helpful Resources:

Food Pantry https://www.deanza.edu/outreach/food_pantry.html

[\(Links to an external site.\)](#)

Financial Aid <https://www.deanza.edu/financialaid/>

[\(Links to an external site.\)](#)

Library <https://www.deanza.edu/library/>

[\(Links to an external site.\)](#)

Bookstore <https://www.deanza.edu/bookstore/>

[\(Links to an external site.\)](#)

Student Success & Retention Services: <https://www.deanza.edu/ssrsc/>

[\(Links to an external site.\)](#)

Transfer Center <https://www.deanza.edu/transfercenter/>

[\(Links to an external site.\)](#)

Math Performance Success Program (MPS) <https://www.deanza.edu/mps/>

[\(Links to an external site.\)](#)

Honor's Program <https://www.deanza.edu/honors/>

[\(Links to an external site.\)](#)

Counseling <https://www.deanza.edu/counseling/index.html>

[\(Links to an external site.\)](#)

Child Care <https://www.deanza.edu/child/>

[\(Links to an external site.\)](#)

Disability Support Services <https://www.deanza.edu/dsps/dss/index.html>

[\(Links to an external site.\)](#)

EOPS (Extended Opportunities Programs & Services) <https://www.deanza.edu/eops/>

[\(Links to an external site.\)](#)

Health Services <https://www.deanza.edu/healthservices/>

[\(Links to an external site.\)](#)

HEFAS <https://www.deanza.edu/vida/hefas.html>

[\(Links to an external site.\)](#)

Psychological Services <https://www.deanza.edu/psychologicalservices/>

[\(Links to an external site.\)](#)

Here is the link to our college's services page which lists all the services our campus offers. I recommend checking this out on your own to see what might be helpful during your time as a student here!

<https://www.deanza.edu/services/>

[\(Links to an external site.\)](#)