

EWRT 1A COMPOSITION AND READING

Jan 9 – March 31, 2023
Tues/Thurs 1:30-2:20pm
L73A

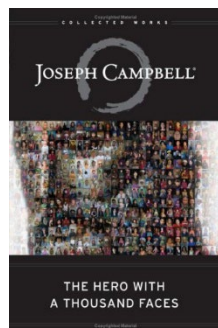
Section 31Y
CRN 32488

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office hours: Tues, 2:30-
3:30pm, Baldwin Winery
Building (basement level)

COURSE OVERVIEW

EWRT 1A is an introduction to university level reading and writing, with an emphasis on analysis. We will complete close examinations of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions. We will also practice common rhetorical strategies used in academic writing, and compose clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic.

MY OVERVIEW

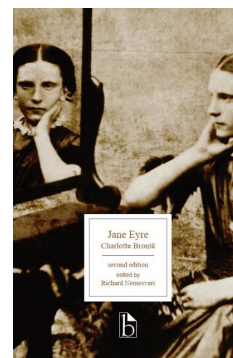


Have you ever read a novel or watched a movie and had the suspicious feeling that the story and characters seemed familiar? In the 20th century, cultural anthropologists such as Joseph Campbell researched the unifying links between stories, universal themes, and characters which transcend culture and genre. In his famous book, *The Hero with A Thousand Faces* (which turned into the even more famous Bill Moyers interview series, *The Power of Myth*), Campbell plotted the steps of the “monomyth”: the classic tale of the hero going on a journey, facing enemies and trials, and returning to the world he came from with a boon, or benefit. We will be tracking the steps in this journey using a feminist variation on the traditional male-dominated hero’s journey, Bronte’s *Jane Eyre*. By the time you finish the course, you will be conversant not only in the hero’s journey, but in the fundamental way that archetypes and allegory influence so many modern stories we see.

REQUIRED AND RECOMMENDED TEXTS

The editions listed below reflect the ones I will be using. You may use other editions; the reading assignments will be listed by chapter rather than page #. If you use an eBook, that’s fine, but keep in mind that you will need to be able to access the text during class meetings.

1. Bronte, Charlotte. *Jane Eyre*. Ed. Richard Nemesvari. Broadview Press: 2nd edition, 2022.
2. Campbell, Joseph. *The Hero with a Thousand Faces*. New World Library: 3rd edition, 2008.
3. Other texts posted online via Canvas



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.

COURSE REQUIREMENTS

A. Reading:

- A substantial amount of challenging, college-level reading
- At least one book-length work
- A guide to rhetoric and usage, as desired

B. Writing (at least 6000 words of rhetorically diverse writing assignments)

- At least one in-class essay or essay-based midterm
- A sequence of at least four out-of-class essays, with varying purposes and differing audiences, from personal to academic
- Final exam (predominantly essay)
- In-class writings on readings

C. Optional additional assignments that support course objectives, such as:

- Oral presentations
- Informal, exploratory writing (journals)

GRADING

Essay 1 (Definition) – 130 pts, 100 for essay, 30 for brainstorming & outlining	10%
Essay 2 (Cause-and-Effect) – 130 pts, 100 for essay, 30 for brainstorming & outlining	15%
Essay 3 (Argument) – 130 pts, 100 for essay, 30 for brainstorming & outlining	15%
Essay 4 (Jane Eyre Literary Analysis) – 130 pts, 100 for essay, 30 for brainstorming & outlining	20%
Reading responses, close reads, essay reflections	15%
Participation	10%
Midterm and Final	15%

A	93-100%
A-	91-92%
B+	89-90%
B	83-88%
B-	80-82%
C+	78-79%
C	73-77%
D	60-72%
F	59% and below

ESSAYS

We will be writing four essays of three or four pages each, totaling 15 pages. **Any essays which do not meet their length requirement (meaning the writing goes to the bottom of the page) can earn no higher grade than a C.**

All essays will be submitted and graded on Canvas. I will be using the Turnitin interface for submission of these assignments, which scans for any text that is taken from somewhere else (note that using quotes with proper citations does *not* count as plagiarism).

Important: NO LATE ESSAYS WILL BE ACCEPTED!

I will be posting each essay assignment typically two weeks before the due date. The essays will always be due on Friday night at 11:59pm, like every other assignment. Make sure you log in early enough to get the submission uploaded on time. If you are a last-minute person, you can always submit a version before the deadline and then keep re-uploading new versions until the deadline; the system should allow you to simply overwrite.

I typically allow students **one** opportunity during the semester to rewrite a paper that has received a low grade. When you resubmit the paper, you will have to do so over email (since the deadline has passed on Canvas).

Viewing Feedback: After I grade your essay you can view my feedback on it; this is actually an important part of the course! To see the feedback I've left on your essay, go to the essay's assignment page on Canvas. There will be notes left on the text of your essay, as well as an overall comment. I spend time reading and commenting on your papers, besides just giving them a score from the rubric, and my feedback is meant to be helpful for you in writing your next paper.

ATTENDANCE

We will be meeting once a week for this course, in person on Tuesdays and Thursdays in L73A, from 1:30-2:20pm. Attendance is required, although you do not get participation credit just for attending class! You also need to take part in our class discussions.

DISCUSSIONS

We will be using our weekly class time to discuss ideas from readings, writing techniques, and anything else related to class. I do pay attention and keep track of who participates in these discussions, and I compute it into your grade (it's part of the non-essay class assignments). Participating at least once during a class will be enough to get full credit, but feel free to contribute as much as you want!

The benefit of making participation in discussion part of the grade is that it encourages people to speak who otherwise wouldn't, which means we get to hear a wider variety of viewpoints. Remember that the questions you ask and comments you make in these discussions benefit

everyone in the class (including me)! There is no limit to the number of valid interpretations of a work of literature.

READING RESPONSES

For every section we read in *Jane Eyre*, I will post a response assignment. This is not a “quiz” (although it’s often referred to as such), because it is not a test of arcane or specific information from the reading. Rather, it will be an open-ended question about the story or the writing techniques of the author (i.e., “why do you think this character did this?” or “what do you think will happen in this situation?”). I assign a score to your response on a scale of 1-5 (1 being terrible, 5 being awesome), based on how much thought and detail your response contains. So yes, in order to write in detail about a reading, you need to have read it. But your opinions and interpretations of it are completely your own. The bottom line is for you to show me that you are following along with our reading and that you thought about it as you went.

These responses will be submitted using Canvas, so it will pick up any plagiarism. If your response contains any text taken from anywhere else, even if you’ve changed some words around, it will receive a score of zero. It will also receive a zero if you are simply telling me what happened in this part of the story. I am not looking for *summary* of the reading; I want your *response* and *interpretation* of the text.

LECTURE VIDEOS

I will post videos with accompanying notes for Joseph Campbell’s *The Hero with a Thousand Faces*, giving a short lecture on each step of the Hero’s Journey (we don’t cover every single one in the book). This is to give you a kind of “cheat sheet” of concepts from the book since the writing is sometimes difficult to grasp, with obscure language and references. You need to know these concepts in order to do well on the midterm, described below...

MIDTERM

The midterm will be testing your knowledge of the steps of the Hero’s Journey. This is why it’s important to watch and pay attention to the lecture videos! I will be asking you to choose a story from pop culture and then apply the Hero’s Journey to it, explaining each step of the journey in as much detail as you can, in a short essay.

OFFICE HOURS

I will be available to answer any questions or go over any drafts of your essay on Tuesday, from 2:30-3:30pm (directly after class). You do not need to make an appointment during this time; you can simply find me in the Baldwin Winery Building. (This building is where printing services and financial aid are; go into the financial aid office, then down the stairs to the basement level, to get to the faculty offices.)

EMAIL

I am available to respond to emails (or messages through Canvas) on weekdays during regular working hours and some hours on the weekend. If you send an email on a weekday, please allow me at least 24 hours to respond. On the weekend, please allow me 48 hours.

SPECIAL ACCOMMODATIONS

Students requiring special services or arrangements because of hearing, visual, or other disability should contact their instructor, counselor, or Disability Support Programs and Services (DSP&S) at 408-864-8885 (<http://www.deanza.edu/dsps/>), or ATC room 209.

ONLINE TUTORING

Use the Student Success Center to get online tutoring help with your assignments (<http://www.deanza.edu/studentsuccess/>). The Writing and Reading Center (<http://www.deanza.edu/studentsuccess/wrc/>) will be available online Monday-Thursday, 9-6pm. You can join the SSC Canvas site (check their website for the link) and enter a virtual tutoring room through Zoom to get help with writing or other subjects. Contact Diana Alves de Lima at alvesdelimadiana@deanza.edu if you have any questions.

OTHER RESOURCES

De Anza's list of services and programs is extensive, including help with basic needs as well as psychological counseling among many other things. Check the list of resources here: <http://www.deanza.edu/services/>.

ACADEMIC HONOR CODE

As a student at De Anza you join a community of scholars who are committed to excellence in the teaching/learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. *When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences.* It is vitally important to your academic success that you know what constitutes academic dishonesty.

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.

- Copying, in part or in whole, from someone else's test
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading

- Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDA's, or use of materials not authorized by the instructor
- Committing other acts that defraud or misrepresent.

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.

SCHEDULE OF ACTIVITIES

*All assignments listed are due on Canvas by **Friday at 11:59pm** of that week*

	Readings	Assignments
Week 1: Jan 9 – 15	<ul style="list-style-type: none"> • Joseph Campbell, "The Hero and the God" (on Canvas) 	<ul style="list-style-type: none"> • Welcome to class! Post a question about the syllabus (discussion) • "Talking to the Text" activity on The Hero and the God
Week 2: Jan 16 – 22	<ul style="list-style-type: none"> • Joseph Campbell, "The Call to Adventure," "Supernatural Aid," • <i>Jane Eyre</i> ch 1-4 	<ul style="list-style-type: none"> • Response to <i>Jane Eyre</i> ch 1-4 • Essay 1 brainstorm/outline due Friday night (Jan 20), 11:59pm
Week 3: Jan 23 – 29	<ul style="list-style-type: none"> • Joseph Campbell, "The Crossing of the First Threshold", "The Road of Trials," • <i>Jane Eyre</i> ch 5-8 	<ul style="list-style-type: none"> • Response to JE ch 5-8 • Essay 1 (final draft) due Friday night, 11:59pm
Week 4: Jan 30 – Feb 5	<ul style="list-style-type: none"> • Joseph Campbell, "The Meeting with the Goddess," "Woman as the Temptress" • JE ch 9-12 	<ul style="list-style-type: none"> • Essay 2 brainstorm/outline due Friday, 11:59pm • Response to JE ch 9-12

Week 5: Feb 6 – 12	<ul style="list-style-type: none"> • Joseph Campbell, “Atonement with the Father,” “Apotheosis” • JE ch 13-16 	<ul style="list-style-type: none"> • Response to JE ch 13-16 • Essay 2 due Friday night
Week 6: Feb 13 – 19	<ul style="list-style-type: none"> • Joseph Campbell, “The Ultimate Boon,” “The Crossing of the Return Threshold,” “Master of the Two Worlds” • JE ch 17-20 	<ul style="list-style-type: none"> • JE response ch 17-20 • Midterm (Thurs Feb 16)
Week 7: Feb 20 – 26	<ul style="list-style-type: none"> • JE ch 23-25 	<ul style="list-style-type: none"> • Watch <i>Moonlight</i> movie on Kanopy • JE response ch 23-25 • Essay 3 brainstorm/outline due Friday
Week 8: Feb 27 – Mar 5	<ul style="list-style-type: none"> • JE ch 26-28 • Maureen Murdock, “The Heroine’s Journey” (on Canvas) 	<ul style="list-style-type: none"> • Maureen Murdock close read • Jane Eyre response 26-28 • Essay 3 due Friday
Week 9: Mar 6 – 12	<ul style="list-style-type: none"> • JE ch 36-38 • “The Madwoman in the Attic” (on Canvas) 	<ul style="list-style-type: none"> • Jane Eyre response ch 36-38 • “The Madwoman in the Attic” close read • Essay 4 brainstorm/outline due Friday
Week 10: Mar 13 – 19	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • Essay 4 due Friday
Week 11: Mar 20 – 26	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • MLA format, editing

Tuesday, March 28: FINAL EXAM, 1:45pm-3:45pm (same room, L73A)

Friday, March 31: Last day of fall quarter. Canvas site closes at 11:59pm!