



EWRT 2
Critical Reading,
Writing, and Thinking
(Section FY1)

Spring 2023

EWRT 2 FY1	Class Time: Mon 10:30 AM-12:45 PM	Location: MLC 110
EWRT 2 FY1	Class Time: 2 hours Asynchronous	Location: Online

Instructor: Kristin Agius (pronounced “age-us” but you can call me Kristin 😊)

Email: agiuskristin@fhda.edu and kristin4reading@gmail.com

Office: Zoom Link is located at the top of the first module on our Canvas page

Zoom Office Hours: W 1-2 and by appointment

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.

WELCOME!

Welcome to EWRT 2! This is a reading and writing class that is about you and your interests and passions. My role is to be a language coach and to support you as I share my experience and work to make the class a safe place where we can all do our best and learn.

In this class, you will be selecting a topic/issue that you care about to research and write about for the entire term. This allows you to really dive in and think deeply and critically about something you find important. You will be selecting what you read about and choosing the direction of your projects. We will also work together as a community to support one another as we discover how we can use reading and writing to make a difference in the world.

WHAT MATERIALS WILL I NEED?

1. Eli Review online subscription (see Canvas for more details).
2. *The Curious Researcher* (9th edition) by Bruce Ballenger. e-book version recommended.
3. Access to a computer with wifi to access Eli Review, our Canvas class site, and attend

online zoom conferences

4. An approved face covering that you wear during all class meetings and conferences.

WHAT WILL WE DO IN THIS CLASS? WHAT WILL I LEARN IN THIS CLASS?

Learning any skill requires daily, deliberate practice. Success in this course requires developing a personal study habit that keeps you on top of your weekly work. And since this is a late start course, we will be doing 11 weeks of work in 5 weeks. To make this workload manageable, you will be doing things for this class everyday, but the daily work will be focused and workable.

The work for this class will be both independent and collaborative. Every week, you will read from our textbook, *The Curious Researcher*, and then apply strategies from the book to your research work. You will use Eli Review every week to submit a weekly writing assignment and then give and get feedback on your work. Eli Review is a tool that helps teachers coach students to give better feedback and be more effective revisers, two skills that research has proven to be the most effective for learning. We will be doing peer review weekly in Eli because successful writers “review early and review often.”

Undertaking this work isn't easy (but it is rewarding!), so we will be practicing the art of composition by following a strategic routine of assignments. Writers don't write great essays in one night the day before they're due, but by doing a little bit each day. So, we will follow a similar routine of reading, discussion, writing, reviewing, and reflecting every week.

- Due Sundays 11:45pm—Read *The Curious Researcher*, Research Notes and Annotations due on Canvas
- Mondays 10:30-12:45 Meet in person on campus
- Due Mondays 11:45pm--Eli Writing
- Due Wednesdays 11:45pm--Eli Reviews
- Due Thursdays 11:45pm--Annotate Eli Review Debrief in Canvas and Eli Revision Plan
- Due Fridays 11:45pm—Declaration Quiz in Canvas.

This weekly work will culminate in four projects you will complete:

The Reading Project: You will curate sources that are helpful, credible, and informative about your inquiry topic and present them in an annotated bibliography (1800 words). Your topic may coincide with the research and reading that you do in your Environmental Studies class if you choose.

The Argument Project: You will write weekly short papers on your topic, based on your reading and research that will add up to 2700 words. At the end of the term you will write a longer research paper (1500 words) where you enter the conversation and make your own argument about your inquiry topic.

The Remix Project: You will present your argument paper to the class, creating a supporting multi-modal text to aid your presentation. This project may be done in conjunction with your Environmental Studies final project if you choose.

Digital Portfolio: You will collect your best work and present it in a digital portfolio or publish some aspect of your work on a public platform to practice self-curation, self-presentation, and life-long learning. You will also write a reflective essay or writer's statement about your writing and learning in the course. This is your final exam.

WHAT DOES SUCCESS IN THIS CLASS LOOK LIKE?


What does it mean to be a writer? People often assume that writers are able to write a perfect essay in the first draft. But is this how the art of writing well happens? Successful writers actually engage in daily practice and revision. They make mistakes and fail. But--and this is their secret--they never give up. In other words, they engage in the writing process. They take risks and learn new things that inspire them to revise their work so that they can reach their audience and achieve their goals. Engaging in and practicing this process is just as important as what you write and turn in as a "final" draft.

Since the process is an important part of writing success, I invite you to join me in an experiment in un-grading. Rather than worrying about what the teacher is looking for, I believe students learn best when they engage in the process, see mistakes as opportunities to learn, and receive and act on feedback. Rather than receive a grade on your assignments, you will receive plenty of **feedback** on your progress from both your peers and me. Our work with Eli Review will help me coach you on how to give helpful feedback and reflect on and use feedback to improve your writing and make it more powerful.

DECLARATION QUIZZES. And since I must give you a grade at the end of the term, all grades for the class will be determined by **self-assessment** and your engagement in the process. You will record your work and learning by completing a declaration quiz every week. The quiz is a checklist of true/false questions, listing the requirements for each practice cycle or project. When you click "true" to a question, the points go into the grade book in Canvas. For the final question(s) of the quiz, I will be asking you to write a description of how you engaged in the class that week and also a brief reflection of what you learned. You will receive points for answering the questions thoughtfully.

Finally, since points sometimes don't capture the full picture of a person's learning and work, I reserve the right to change grades as appropriate. At the end of the term, I will be asking you to write a brief reflection explaining what the declaration quizzes do or don't reflect about your work in the class and what grade you've earned overall. You will have the opportunity to fill in the gaps of the points. Your final grade for the class is determined by three things: your responses in the weekly declaration quizzes, your final reflection on what grade you have earned, and my observations and knowledge of your work and learning. In 99% of cases, I find that my observations of your work match students' own self-assessment.

You will earn a passing grade in EWRT 2 if you:

1.  **ATTEND ALL CLASSES:** Attend all classes and engage actively during every session, complete the week's class activities on Canvas, and participate in group work satisfactorily. Be on time for class consistently, and absent very rarely. If you miss a class for health reasons, be in contact with your peers and instructor to discuss how to stay on track. You

will need to complete class work and submit it to Canvas even if you are absent for a class. Attending class will help you complete all assignments successfully.

2. 🍎 **TURN IN ALL ASSIGNMENTS:** Complete every task *in the manner and spirit in which it was assigned*, and turn all Canvas and Eli Review work in on time. Push yourself to provide your group mates to become better writers throughout the term 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.
3. 💡 **REFLECT** on the feedback provided by your instructor and your peers 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 **revision plans** should show evidence of your careful consideration of your readers' suggestions. Even if you have not received thorough feedback during the review, complete a **revision plan** by reflecting on the feedback you gave, what you learned during the class debrief discussion, and thinking about how you can apply it to your reading and writing.
4. 💡 **REVISE** your practice writing thoughtfully when it's time to work on the class projects. Revision means substantially clarifying your ideas, re-organizing your argument, rethinking your claims, strengthening your evidence, deepening your research and making new connections, adjusting your style, and/or reimagining your relationship with your audience. Pay attention to both your revision plans and the criteria for each assignment.
5. ✨ **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.
6. 📅 **ATTEND CONFERENCES:** Attend all scheduled conferences with me and come prepared to use the conference time productively. If I indicate my feedback that I would like you to schedule an appointment to talk with me, do so within the week.
7. 🍷 **AVOID PLAGIARISM** by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources, (b) attempting to cite all sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and 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.
8. 📖 **SUBMIT** all projects, including the final portfolio, with all outlined requirements completed, by the due dates. You must complete all projects—including meeting the minimum requirements for each—to pass the class.

What if I'm unsure about my grade or not on track to get the grade I want?

You can keep track of your assignment completion in the canvas gradebook, but I invite you to make an appointment or drop in to office hours to discuss your grade at any point in the term. I will also be keeping track of your engagement in Eli Review and Canvas and during class. I will reach out to you if it looks like you are falling behind to offer help and support.

RESOURCES

I care about your success in this class and your well-being as a whole person. If something outside of class gets in the way of you participating to the best of your ability, there are numerous resources at De Anza that you can take advantage of to get the support you need to be successful and take care of yourself. While this class will be challenging, it is just as important to me that you take care of yourself and foster a sense of well-being. My goal is to help you with this as much as I can. If you fall behind, you can meet with me and make a plea to renegotiate the grade agreement. I am here to help you find the resources or help you need to be successful in the class. Here are some important resources to know about:

DISABILITY ACCESS

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. 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 (voice 408-864-8753 or TTY 408-864-8748) or by email: dss@deanza.edu/dss.

STUDENT SUCCESS CENTER

Need help with this course? Want more personal connections this quarter? Student Success Center tutors and workshops are ready for you! Watch the [SSC Welcome Video](#) to learn more.

- **Tutoring:** Go to <http://deanza.edu/studentsuccess> and click to join a Zoom tutoring room during open hours.
- **Workshops:** Attend a [Skills Workshop](#), a [content-specific math/science workshop](#), an [Accounting chapter review workshop](#), or a [Listening and Speaking workshop](#).
- **Resources:** Join the [SSC Resources Canvas site](#) to see content and learning skills links.
- **After-hours or weekend tutoring:** See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

OTHER HELPFUL RESOURCES

Here is the link to our college's online services page which is a great resource for our online Spring quarter. The other link 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!

[Your Guide to the Quarter](#)
[Student Services](#)

TENTATIVE CALENDAR OF ASSIGNMENTS

The following is a tentative schedule of reading assignments and major project due dates, which is subject to change on a daily basis, so always listen in class and check Canvas for updates. Note that the assignments listed here may be changed or added to with further reading, writing and research tasks to meet the needs of the class as a whole as we discover our strengths and needs as writers. All assigned readings are available on Canvas as .pdfs or links to an online article.

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 a 5 unit class, assignments have been created with the expectation that students will engage in approximately 10 hours of out-of-class work per week (this does not include asynchronous class work you are required to do).

Tentative Schedule

Week	Eli Write-Review-Revise Cycle of Assignments (Assignments due Mon, Wed, Thurs nights)	Reading Assignment
		Additional readings will coincide with the assigned readings in your Environmental Science class and readings you find through your research. Check Canvas every Tuesday to see what the next readings will be.
Week 1	What does it take to build a helpful peer feedback culture in this course?	<ul style="list-style-type: none"> ● Course Syllabus ● <i>The Curious Researcher</i>, Introduction
Week 2	Practice Writing (500+ words): Going Down the Rabbit Hole	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 1 ● “On Going Down the Rabbit Hole” (pdf) ● “Echopsychology: How Immersion in Nature Benefits Your Health” (pdf)
Week 3	Practice Writing (500+ words): The Believing and Doubting Game	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 3
Week 4	Practice Writing (500+ words) Topic Selection Brainstorm	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 2
Week 5	Practice Writing (500+ words): 2 Annotated Bibliography entries	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 2/3
Week 6	Practice Writing (500+ words): The Unending Conversation 2 new Annotated Bibliography entries	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 3
Week 7	Practice Writing (500+ words): Conversing with Multiple Perspectives 2 new Annotated Bibliography entries	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 3
Week 8	Practice Writing (500+ words):	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 4

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Week 9	Practice Writing (500+ words): Pulling it All Together (Argument Project First Draft)	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 4
Week 10	Reading Project–Complete Annotated Bibliography (1800+ words)	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 5
Week 11	Argument Project Revised Full Draft (1500+ words)	<ul style="list-style-type: none"> ● <i>The Curious Researcher</i>, Chapter 5
Week 12 Finals Week	Remix Project Final Reflection on What You Learned	Final Course Reflection and Portfolios due before our scheduled final; presentations of final projects.