



EWRT 1A First Year Experience: Composition Fall 2023

EWRT 1A Section F1Q Class time: 10:30am-12:20pm MW MLC 113
LART 250 Section F1Q Class Time: Asynchronous Online

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

Email: kla@sfsu.edu

Office Hours: M 1-2 L47

TTH 11:00am-12:00pm on zoom

and by appointment (for in person or zoom)

See our class Canvas page for office hour zoom link

STUDENT LEARNING OUTCOMES

- EWRT 1A: Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- EWRT 1A: Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.
- LART 250: Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

WELCOME!

What does it mean to be a writer? This course is all about YOU and your relationship to language, reading, writing, education, and the world. How have you become the kind of writer and student you are? What strategies, habits and beliefs about writing have you learned and how well do these serve your goals as a writer, student, citizen, and aspiring professional? How might you write more effectively – with more joy, and more satisfying results?

These questions will guide us on our journey in this class. I am also here to collaborate with you and help you all reach your goals. Think of me as your language coach. I'm here to help and support you, and I am so excited and honored to be able to read your work and see how you grow. I also anticipate learning a lot from the diverse perspectives and unique cultures you bring into the classroom. Your fellow classmates are also here to help, support, and learn from you, which also means that we are counting on you to engage in the class and be an active part of our community. You will get out of this class what you put into it!

WHAT MATERIALS WILL I NEED?

1. Eli Review Writing Workshop fee (see Canvas for more details).
2. Victor Rios, *Street Life*
3. Access to a computer with wifi to access Eli Review, our Canvas class site, class readings online, and attend online zoom meetings, if needed

WHAT WILL WE DO IN THIS CLASS?

I believe that reading and writing can enrich our lives and help us to work toward self-knowledge and self-advocacy, social justice, love, and joy. This class will help you to identify not just your college and career goals, but your personal life goals and prepare you to navigate the challenges of our day and use your perspective (your voice) to change hearts and minds.

To get us started on this life-long journey, we will practice the transformative art of reading and writing as a tool for self reflection and critical thinking. We will read articles from a variety of perspectives that will help us to think about things (in this class, about identity, writing, education, social justice) in new ways and re-see the world around us. We'll also practice the habits of mind that will help us think critically about how we use language to achieve our goals in different situations.

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, drafting, reviewing, revising and reflecting for every unit. Your attendance in class is lovingly required so that you can collaborate with your peers and engage in the kind of practice that will help you grow and learn. We will start most assignments in class and then you should be prepared to complete them outside of class before the next class session (about 1-2 hours of homework per class).

This routine will help you complete the projects listed below. (See full tentative schedule at the end of this document).

TERM PROJECTS

Customized Support Activities: This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. Pick activities you think will help you most. Complete at least three Customized Support Activities by the due dates specified in the Canvas assignment.

Essay 1: Cultivating Awe Essay. In this essay we'll learn about the psychological effects of awe and explore how we can cultivate awe as a tool for better mental health and well being.

You'll go on an "awe walk" and then write about your experiences and test them against ideas we encounter in our class readings.

Essay 2: Public Motive Essay. One of the reasons we read and write is to understand ourselves and the world around us better. In this unit, you'll write a personal essay narrating a significant event from your life, following the lead of some model personal essays that we'll read. We'll learn about the strategy of having a "public motive" for writing and you'll revise your personal essay so that you use your own experience to shed light on a larger social issue.

Essay 3: Theater of Mind Essay. Writing is not just a tool for communicating, but for thinking. The process of writing can help us figure out what we think. We'll learn about how to use your reading and writing to discover what you think and how to show your thinking on the page. In this unit we'll read several essays about language, identity, and social justice and then you'll write an essay showing how one of our authors gets you to shift your thinking.

Essay 4: In Class Essay: Continuing to practice the Theater of the Mind technique, you will read Victor Rios' *Street Life* and analyze how effectively his writing choices achieve his purpose with his audience.

Essay 5: They Say/I Say Essay. Reading and writing are often thought of as solitary activities, but they actually are very social enterprises in which people have ongoing conversations through space and time! We'll learn about the strategy of using your writing to extend, complicate or challenge another writer's ideas and arguments. In this unit we'll read several essays about education and then we'll use your own experiences to respond to what one of our author's has argued.

Final Portfolio and Reflective Essay: You will write a reflective essay looking back on your learning in the course and select pieces or projects from the term that reflect your learning to present in a portfolio that you can share with others.

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.

UNGRADING. And since I must give you a grade at the end of the term, all grades for the class will be determined by **timely completion** of the work and **self-assessment** of your engagement in the process.

Timely Completion: Everyone can improve by practicing consistently and deliberately (at the right level of challenge). To help you measure the amount of practice you are doing every week, you will earn “practice points” (usually 10 points per assignment) from completing Canvas annotations, Eli cycles, engaging in class activities and discussions, submitting revised essays, reflecting on your work and learning, and attending conferences. If your work for an assignment is partially complete (under the word count, missing requirements, not done in a timely manner), you will receive 5 points for the task. If you do not attempt an assignment *in the manner and spirit in which it is assigned*, you will earn 0 points.

Self-Assessment: When you submit a revised draft of an essay, you will also reflect on how you worked on the project and what you learned by taking a “**Post Write Quiz**” in Canvas. The quiz is a series of short answer questions about how you engaged in the class and on the project and also a brief reflection of what you learned. You will earn points for answering the questions thoughtfully.

Late and partially complete Work: I do not grade or respond to untimely/late work unless you come talk with me. If you earn 5pts or 0 pts on an assignment, I encourage you to come talk with me about your work so we can discuss how you can make up lost points by either redoing/completing assignments or doing something else that we agree on that will help you get enough practice to meet the learning outcomes.

Final Self-Assessment: 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 reflection explaining what you’ve learned in the class, what the Canvas grade does or doesn’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.

Basically, you will earn an A grade in EWRT 1A the class if you:

1. 📖 **ATTEND ALL CLASSES:** Your attendance is lovingly required! Attend all classes, engage actively during every session, 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 classmates and instructor to discuss how to stay on track. You are responsible for turning in all assignments in a timely manner, even if you are absent.
2. 🍎 **TURN IN ALL ASSIGNMENTS ON TIME:** Complete every Canvas and Eli Review task *in the manner and spirit in which it was assigned*, and turn all work in on time. Push yourself to provide your group mates to become better writers throughout the term by providing thoughtful written feedback (meeting the word count and comment # requirements). 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. 📅 **ATTEND CONFERENCES:** Attend all scheduled conferences with me and come prepared to use the conference time productively by completing your revision plans. If I indicate my feedback that I would like you to schedule an appointment to talk with me, do so within the week.
5. 💡 **REVISE** your practice writing thoughtfully with attention to the criteria for each assignment. 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. You may not use ChatGPT generated text unrevised as your final draft for any assignment.
6. ✨ **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.
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. If you collaborate with others, including using a language generative AI app like Chat GPT, you must do so with authorization in the spirit of the assignment and you must declare what tools you used, or help you received, along with your work. 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. For more information on plagiarism and other forms of academic dishonesty, please visit: <http://conduct.sfsu.edu/plagiarism>
8. 📖 **SUBMIT** all essays and the final Portfolio, with all outlined requirements completed, by the due dates.

→You will earn a B or C if you lose points for not attending class, not turning in complete and thoughtful work, not submitting work in a timely manner, and not reflecting thoughtfully.

→All essay assignments must be completed to pass the class, no matter what your point total is.

→If you submit a portfolio that does not meet the minimum requirements (see below), you will receive a NP for EWRT 1A and need to retake the class. No late portfolios will be accepted. You must pass the portfolio assessment process to pass EWRT 1A.

Portfolio Expectations and Process

If you complete all of your work and have a passing grade in the course (C or above) at the end of the quarter, you will have the opportunity to submit a portfolio to the English Department. This portfolio will affect your final grade in this course. The English Department expects that your portfolio should

- demonstrate your best work in the class. Consider carefully which essays and assignments you will choose to include.
- represent the work of a student who is passing EWRT 1A. If you are not passing the class, you cannot submit a portfolio.
- NOT contain any plagiarism. Plagiarized work cannot pass the portfolio process.

Your final grade in this course depends on two processes:

1. If you complete all of your work in the class, you will 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 completion points and your self-assessment. For example, if you complete all required work deliberately and in a timely manner, **and you pass the portfolio process**, you will receive an A in the class. However, if you do not pass the portfolio process, you still cannot pass the class, no matter your grade in the class.

This system means that, in order to pass EWRT 1A with a good grade, you should

- complete all of your work and engage in the class during the quarter.
- revise and polish selected essays in order to **assemble a strong portfolio** at the end of the quarter.

My feedback on your revision plans and post write quizzes 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 a non-passing portfolio by doing additional work. Additional work will not affect the assessment of your portfolio, even if they affect your grade.

LART 250 is a CR/NC class, designed to give you extra practice and support. The three hours of asynchronous work per week are built into the assignments for our EWRT 1A class. If you do the work of the class and earn enough completion points for a C, you will pass LART 250, even if you don't pass the portfolio process. If you don't earn enough points for a C, you will receive a NC for LART 250.

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 Canvas, Eli Review, 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 class? You are not alone.


Student Success Center peer tutors can relate and are ready to help! Go to the [SSC homepage](#) and click on the yellow links for on-campus schedules and Zoom links.


I encourage you to **click to [Join SSC Resources Canvas](#)** This is a great source for reminders about tutoring and workshops and links to De Anza-specific curated resources for many subjects.

 **Tutoring:** Drop-in or sign up for weekly sessions. Come with assignments or questions, or just stop by to check it out.

 **Workshops:** Skills Workshops on a variety of topics—managing stress, anti-procrastination, study tips and tricks, finding resources and community at De Anza and much more!

 **Group tutoring and group study:** Connect with classmates and others learning the same material. Most people learn better with others...give it a try!

 **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies to stay on track with less stress.

 **Need after-hours or weekend tutoring?** See the [Online Tutoring](#) page for information about **NetTutor** (accessible via Canvas).

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](#)

FIRST YEAR COMPOSITION TENTATIVE ASSIGNMENT SCHEDULE:

The following is a tentative schedule of small writing assignments, reading assignments and major term project due dates, which is subject to change on a daily basis, so always listen in class and check Canvas for updates. All assigned readings are available on Canvas.

Week	Eli Review and Writing Assignments	Assigned Texts
Week 1 (9/25)	<p>Eli Cycle 1: What does it take to build a helpful peer feedback culture in this course?</p> <p>Readings for Essay 1</p>	<p>The Syllabus</p> <p>“Eight Reasons Why Awe Makes Your Life Better”</p> <p>“An Awe Walk Might Do Wonders for Your Well Being”</p>
Week 2 (10/2)	<p>Drafting Essay 1</p> <p>Review Essay 1</p> <p>Reading for Essay 2</p>	<p>Lamott, “Shitty First Drafts”</p> <p>“On Unlearning”</p> <p>Tan, “Mother Tongue”</p> <p>Anzaldua, “How to Tame a Wild Tongue”</p>
Week 3 (10/9)	<p>Revised Essay 1 due with Post Write</p> <p>Drafting Essay 2</p> <p>Review Essay 2</p>	<p>“On Motivation”</p>
Week 4 (10/16)	<p>Revised Essay 2 due with Post Write Quiz</p> <p>Reading for Essay 3</p>	<p>June Jordan, “Nobody Mean More to Me Than You”</p> <p>Vershawn Young, “Should Writers Use They Own English?”</p>
Week 5 (10/23)	<p>Drafting Essay 3</p> <p>Complete Activity 1 by Friday, October 27 (end of week 5)</p>	<p>“On The Theater of the Mind”</p>
Week 6 (10/30)	<p>Reviewing Essay 3</p>	
Week 7 (11/6)	<p>Essay 3 due with Post Write Quiz</p> <p>In Class Essay (Essay 4)</p>	<p>Rios, <i>Street Life</i></p>
<p>No Classes Nov 10 for Veterans Day</p>		

<p>Week 8 (11/13)</p> <p>Last Day to Drop Classes with a W is Nov 17</p>	<p>Reading for Essay 5</p> <p>Complete Activity 2 by Friday, November 17 (end of week 8)</p>	<p>Freire, "The 'Banking' Concept of Education"</p> <p>Anyon, "Social Class and the Hidden Curriculum of Work"</p> <p>Kohn, "The Case Against Grades"</p>
<p>Week 9 (11/20)</p> <p>No classes Nov 23-26 for Thanksgiving</p>	<p>Drafting Essay 5</p>	
<p>Week 10 (11/27)</p>	<p>Reviewing Essay 5</p> <p>Complete Activity 3 by Friday, December 1 (end of week 10)</p>	
<p>Week 11 (12/4)</p>	<p>Essay 5 due with Post Write Quiz</p> <p>Revision and Reflection</p> <p>Complete Optional Activity 4 by Friday, December 8 (end of week 11)</p>	
<p>Week 12 (12/11)</p> <p>Finals Week</p>	<p>Final Portfolios Due</p>	