

**EWRT 1A.19Q Composition and Reading**  
**LART 250.19Q Academic Reading and Writing**

**Writing About Equality, Inequality, and Experiences of "Otherness"**  
**Fall 2023**  
**Hybrid Course**

**In-person class time:** Mon 12:30-2:20pm

**Online class time:** Wed 12:30-2:20pm

**Location:** L82

**Instructor:** Maria Frangos

**Email:** frangosmarie@fhda.edu or maria.e.frangos@gmail.com. Gmail is faster if you need to be sure that I see a message immediately.

**Office hours:** Mon 12:00-12:30pm in person, Wed 2:30-3:30 online, or by appointment. Email me for an appointment time if needed 😊

**Welcome and Course Description**

Welcome to EWRT 1A and LART 250! EWRT 1A is the standard college-level English course and LART 250 is a required co-requisite course that will provide additional support for your work in EWRT 1A. These two courses are graded separately. Some assignments we do this quarter will count for your LART grade and some will count for your EWRT grade. The distinction between these assignments will be clear on Canvas.

I know that students need to take EWRT 1A for a variety of reasons and that most of you probably are not English majors. With that in mind, I have chosen a topic that I hope will engage you whether you love to read or not. We will be looking at several different kinds of texts or media – short works of fiction, news articles, opinion pieces, short videos, a TED talk – on the topic of equality and inequality in the US and also globally. Some of these are more challenging essays and articles that you will use to deepen your understanding of the topics we're covering and to learn to think and write critically and clearly.

Our in-person meetings on Mondays will consist mostly of a short lecture, where I'll make important announcements and explain key concepts, and a little bit of discussion or activity time. The online portion of the course will involve Zoom class meetings, independent reading/viewing course materials, online discussions, and online writing activities. Both parts of the course, in-person and online, are essential to your success in the class.

**KEY QUESTIONS:**

**WHAT TEXTS DO I NEED?**

All the course readings are in PDF format on Canvas, in Modules labeled by week – you do not need to buy anything for this course!

## FIRST WEEK OF CLASS (BEGINNING MONDAY 9/25):

- We will start off the class with our first in-person class meeting on Monday 9/25 from 12:30-2:20pm. During this class meeting I'll go over the syllabus, and you can ask any questions about how class will work, get clarification on anything, share any struggles you are facing or problems you are having, or just chat. I'd recommend having a look at the syllabus and Canvas site first, so you'll know what to ask about. Then we'll do a short introduction activity.
- On Monday 9/25 I will also post an "assignment" that is not graded, but will be a sort of introduction so I can try to get to know each of you a little better, find out about your experiences with reading and writing, what your interests are, and anything else that you feel it's important for me to know. It'd be great if you could respond to that "Writer's Profile" assignment by the end of the week (Friday).

## WHAT WORK DO I HAVE TO DO?

Here are the requirements for this course:

**1. Essays and Supporting Activities (EWRT and LART).** You are required to write three substantial essays that you'll have "unlimited" time to work on, and one shorter essay that you'll have to write during a separate sit-down timed session. (**EWRT:** 2 longer essays (Personal Narrative Essay and an Analytical Essay with a first and second draft); **LART:** 1 short timed essay, and a final reflection) **You must write each of these essays in order to pass the class.** Each of the essays must be submitted on Canvas. Barring unforeseen circumstances, I will return your graded essays (on Canvas) within one to two weeks.

**"Supporting activities"** includes all of the smaller assignments associated with these essays; for example, you will often be required to turn in brainstorming activities, thesis statements, and other helpful exercises before writing essays. It also includes the final "reflection" on your work over this term.

**2. Discussion Posts (EWRT).** Occasionally on Wednesday class times, you will be posting written responses to discussion prompts in the discussion forum on Canvas. These will be designed to help you write your essays and will count as a large portion of your EWRT grade.

These posts will always be due at the end of class time on the Wednesdays when they are assigned. Please try to get your work in on time. Plan to work ahead if you have a busy schedule.

**3. Reading Journals (LART).**

Four times during the quarter (about every 2 weeks), you will submit a reading "journal" report on Canvas. These will generally be due on Fridays and will count toward your LART grade.

#### **4. Customized Support Activities (LART).**

You are required to participate in at least 3 Customized Support Activities (CSAs). These will be maintained (and tracked) by the Writing & Reading Center. You will receive an invitation to the CSA Canvas page in Week 2. Completion of these activities will count toward your LART grade.

#### **WHERE CAN I GET HELP?**

1. Email me anytime via Canvas or the email addresses above; I can help you via email or we can set up a Zoom meeting. Never hesitate to ask me for help – that’s what I’m here for! 😊

2. In-person office hours after class, Mon 12:00-12:30pm in person, Wed 2:30-3:30 or by appointment over Zoom.

3. Contact an English Performance Success counselor: [eps@fhda.edu](mailto:eps@fhda.edu). They can help you with one-on-one guidance and counseling, figuring out your academic goals, accessing tutoring, and more. Explore the website and don’t hesitate to make an appointment:  
<https://www.deanza.edu/languagearts/eps-counselors/>.

4. Tutoring and online workshops available at the Writing and Reading Center (WRC):  
<https://deanza.edu/studentsuccess/wrc/>.

5. The **Customized Academic Support (CSA) options**, described in detail below, are also designed to help you get better at reading, organizing your ideas, and all areas of writing, including grammar, sentence structure, and developing a thesis.

#### **DROP DATES**

**10/8:** LAST DAY TO DROP A CLASS WITHOUT A “W”

**11/17:** LAST DAY TO DROP A CLASS WITH A “W”

#### **COURSE DETAILS**

**Canvas and reading:** You’ll be using Canvas for almost everything. EWRT and LART will share the EWRT 1A Canvas page; your assignments for LART 250 are grouped together separately from the assignments for EWRT 1A, but your Modules week by week, with handouts, PDFs to read, etc., are for both EWRT and LART together. The Canvas page is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). You will see a “tile” for the course on your dashboard. All of the course readings are in Canvas, grouped by week. On the front page of the course, the weeks are listed: “Week 1,” “Week 2,” etc. If you click on a week, you’ll go to the Module for that week, and all of the materials, assignments, etc. for that week are there for downloading.

Other handouts will also be posted in the Modules for each week, as well as any lecture notes, or essay/assignment prompts. Essay prompts and assignment prompts will also be posted under “assignments,” but I’m also putting them in the modules by week for additional easy access.

**You should complete the reading assignments for the days indicated in the syllabus; the syllabus tells you what to read for our in-person meetings on Mondays and/or Zoom meetings on Wednesdays, and the discussions we have on those days should help you come up with ideas for your discussion posts and essay writing.**

**Canvas discussions:** In addition to our in-person short meetings, discussions will also take place in the discussion tab on Canvas. On Tuesdays I will post a short prompt for discussion, and you will be required to post your responses/thoughts/questions about the week’s readings anytime after that. In addition to responding to the prompt, please also feel free to ask any questions at all about the reading assignment, or comment on aspects of the stories, articles, or videos that interest you. The deadline for posting in the discussion will usually be the end of online class time on Wednesdays. Ideally, I’d like the discussions to appear as a running conversation about the things we read.

**Writing Assignments:** As described above, you’ll be writing four longer essays for this course:

1. Personal Narrative Essay (LART)
2. Analytical Essay, First Draft (EWRT)
3. Analytical Essay, Second Draft (EWRT)
4. Final Reflection Essay (LART)

and

5. One short essay, formerly “in-class”, now timed online.

Shorter exercises leading up to these papers will often be required before the due date, such as thesis statement proposals and brainstorming activities. First drafts and final drafts should be uploaded under the assignment listing for that assignment in Canvas.

All essays should be typed, double-spaced, in a standard font, and be carefully proofread for errors such as spelling mistakes, missing words, and other typos. Drafts of papers should be at least  $\frac{1}{2}$  to  $\frac{3}{4}$  of the length of the final version, and should also be in the same format. Your citations should be in MLA format (see <https://owl.english.purdue.edu/>). We’ll talk a lot more about MLA format as the course goes along.

**Office Hours:** I’ll be having office hours in person and online in case anyone would like to chat. You also have the option of arranging a meeting at different times over Zoom - if you’d like a different appointment time, just send me an email or a Canvas message and we will set up a time to Zoom at a time you prefer.

### Student Learning Outcome Statements (SLO):

In EWRT 1A, you will learn to:

- 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.

In LART 250, you will learn to:

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

### Customized Academic Support (CSA) options:

Any order and combination of these CSA activities is fine. There are activities both in-person and online this quarter, so you have lots of choices. Options include Zoom tutoring sessions, counseling appointments, workshops, or using any of the writing, reading or grammar resources that you can complete on your own time. Pick activities that meet your needs -- do what you think will help you most.

WRC staff will add you to two non-course Canvas shells:

**1. Student Success Center Resources**--this is the general SSC shell, where you find links to Zoom tutoring, workshops and online resources. (You can also [add yourself to SSC Resources](#).)

**2. Fall 2023 Customized Support Activities**--this is where WRC tracks your completed activities and where you download your report at the end of the quarter.

**To get verification for CSA credit**, please tell your tutor, counselor or workshop leader at the beginning of the session, so they can mark the activity as completed in the CSA Canvas site once the session is done. Tutoring and workshops can help you improve your essays, work on vocabulary and reading comprehension, practice grammar concepts, or learn new time management and organization strategies for online learning. For complete details, see the CSA Canvas site.

The idea of CSA is to encourage you to use resources to help you throughout the quarter. **Don't try to complete all your activities at the end--it won't help you as much, and you probably won't be able to get them done due to scheduling issues.**

If you have questions or are not sure where to start, don't be shy-- just ask me, or contact the WRC at [SSCWRC@fhda.edu](mailto:SSCWRC@fhda.edu).

### Classroom Environments:

This classroom, both in-person and online, is a safe space and everyone should feel comfortable contributing to our discussions in person and on Canvas. You should feel free to share your ideas and express yourself without judgment. **There are no stupid questions**, so if anything is ever unclear, please ask. It's very likely other people will have the same question!

In this course we will be discussing some sensitive topics. Please be mindful that each person brings a different perspective based on their own experience. If you wish to counter a specific argument or claim, you must do so intelligently and respectfully. It is our shared responsibility to make sure that everyone feels safe and respected.

Please remember to **complete the assigned reading** before you sign on to make your discussion comments for the week, so everyone can participate productively in the conversation.

### Grades:

**LART 250:** All assignments will be graded either Passing or Not Passing (P/NP). In order to pass LART 250, **you must pass at least two of the three essays**, and a majority of the other P/NP assignments.

**EWRT 1A:** Writing assignments will be graded using the following rubric:

40% - mechanics (grammar, proper MLA citation, punctuation, typos)

40% - argument and structure

20% - level of engagement with topic, quality of ideas

All formal writing assignments will be worth a total of 100 points each (100-93 A, 92-90 A-, 89-88 B+, 87-83 B, 82-80 B-, 79-78 C+, 77-73 C, 72-70 C-, 69-68 D+, 67-63 D, 62-60 D-, 60 & under failing). Your overall grade in the course will also follow this system.

Analytical Essay #1 – 100 points

Analytical Essay #2 – 100 points

Discussion posts (EWRT 1A) are your participation grade: 100 points total, 10 points each

Thesis statements and other short activities: 40 points total, 10 points each

### **EWRT 1A PORTFOLIO PROCESS**

**Please also see separate document on Canvas titled “Portfolio Instructions for Students”**

***If you complete all 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.

This means that your final grade in this course depends on two processes:

1. If you complete all your work in the class and have a passing grade, 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 the percentage of points you earned throughout the quarter. For example, if your percentage on your assignments throughout the quarter in this class is 89% and you pass the portfolio process, you will receive a B+ in the class. However, if you do not pass the portfolio process, you still cannot pass the class.

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.

My grades 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 participation points or homework points. Those points will not affect the assessment of your portfolio, even if they affect your grade.

### **Academic Integrity:**

Academic integrity means being honest about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person’s words without giving that person credit. It is a punishable offense and can result in serious disciplinary action. If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, please ask me for help. (Adapted from DeAnza professor Brian Malone. See what I did there?)

### **Additional Resources:**

### **Disability Support Services**

Students with documented special needs can obtain assistance from Disability Support Services: <https://www.deanza.edu/dss/>. If you qualify for extra help through DSS, please speak with me at the beginning of the quarter so that I can help you to get the services you are entitled to.

### **Student Success Center**

Meet with tutors and attend workshops in the Student Success Center: <https://www.deanza.edu/studentsuccess/>.

There is also free online tutoring available to all De Anza students! Login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to <http://deanza.edu/studentsuccess/onlinetutoring/index.html>.

## **Course Schedule by Week**

### **Week 1 Introduction to Course**

9/25- **Monday:** 1<sup>st</sup> class meeting, introduction to course  
9/29: **Reading for Wednesday:** "Inequality is Under Attack"  
**Due** by 11:59pm Friday: Writer's Profile

### **Week 2 Short Fiction: Homelessness, Otherness**

10/2- **Reading:** Sherman Alexie, "What You Pawn I Will Redeem"  
10/6: **Watch:** TED Talk: "The Year I Was Homeless"  
**Due** by end of class time Wednesday: Discussion Post  
**Due** by 11:59pm Friday: Reading Journal #1  
**10/8: Last day to drop without a "W"**

### **Week 3 Gender and Immigration Part 1: "Woman Hollering Creek"**

10/9- **Reading:** Sandra Cisneros, "Woman Hollering Creek"  
10/13: **Due** by end of class time Wednesday: Discussion Post  
**Due** by 11:59pm Friday: Personal Narrative Essay

### **Week 4 Gender and Immigration Part 2: "No Name Woman"**

10/16- **Reading:** Maxine Hong Kingston, "No Name Woman" (first half)  
10/20: **Due** by end of class time Wednesday: Discussion Post  
**Due** by 11:59pm Friday: Reading Journal #2  
**Online Activity:** Brainstorming – what story to write on?



**Week 5**      **Gender and Immigration Part 3: “No Name Woman” & Thesis Development**

10/23-      **Reading:** Maxine Hong Kingston, “No Name Woman” (finish)  
10/27:      **Due** by end of class time Wednesday: Discussion Post  
              **Due** by 11:59pm Friday: Proposed Thesis Statement/Intro

**Week 6**      **Thinking Analytically**

10/30-      **Reading:** “Why Do People Tolerate Income Inequality?”  
11/3:      **Due** by end of class time Wednesday: Discussion Post  
              **Due** by 11:59pm Friday: 1<sup>st</sup> Draft of Analytical Essay

**Week 7**      **Understanding and Analyzing the Concept of “Privilege”**

11/6-      **Reading:** Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”  
11/10:      **Due** by end of class time Wednesday: Discussion Post  
              **Due** by 11:59pm Friday: Reading Journal #3  
              **Due** by 11:59pm Friday: short timed essay

**Week 8**      **Thinking about “Space”**

11/13-      **Reading:** Rebecca Solnit, “Occupied Territory”  
11/17:      **Due** by end of class time Wednesday: Discussion Post  
              **Due** by 11:59pm Friday: Reading Journal #4  
              **Online Activity:** Revising exercise  
              **Friday: Last day to drop with a “W”**

**Week 9**      **The Current Moment**

11/20-      **Reading:** Michael Sandel, “Are We All In This Together?”  
11/24:      **Due** by end of class time Wednesday: Discussion Post  
              **Due** by 11:59pm Wednesday: Analytical Essay Draft 2  
              **THANKSGIVING HOLIDAY**

**Week 10**      **Reflective Essays**

11/27-      **Lecture and exercise:** Reflective Essays  
12/1:      **Online Activity:** Outline of Reflective Essay  
              **Activity on your own time:** Write Reflective Essay

**Week 11**      **Final Portfolios**

12/4-      **Monday 12/4:** Portfolio work in class

12/8:

**Due by 11:59pm Friday 12/8: Completed Portfolios with Reflective Essay**