



EWRT 2 Critical Reading, Writing, and Thinking

Winter 2025

EWRT 2.FY2	Class Time: MW 10:30 AM-12:20 PM	Location: L65
EWRT 2.FY2	Class Time: 1.5 hours Asynchronous	Location: Online
EWRT 2.50Z	Class Time: TTH 8:30 AM-9:20 AM	Location: Zoom
EWRT 2.50Z	Class Time: 3.5 hours Asynchronous	Location: Online

Instructor: Kristin Agius (pronounced “age-us” but you can call me Kristin 😊)
Email: agiuskristin@fhda.edu
Office: L47
Office Hours: M 1-2pm in person, T 10-11am on zoom, 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. We will be building on the critical reading and writing skills you practiced in EWRT 1A, as well as learning how to do independent research to help you develop your purposes as learners and writers. 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 Workshop Fee \$21.95 PayPal or \$25.75 through the bookstore (see Canvas for more details).
2. Liz Delf, Rob Drummond, and Kristy Kelly, [A Dam Good Argument](#) (free online)
3. A laptop that you bring to class to access Eli Review, our Canvas class site, class readings online, and conduct research in class.
4. A journal or loose paper and pen/pencil for writing in class and taking notes.

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

I believe that reading and writing can enrich our lives and help us to work toward both self-knowledge and social justice, and even on top of that, joy. This class will help you to use reading and writing as a tool for critical thinking and learning, as well as communicating.

Reading and writing well is not something that you can learn to do in one term. Rather, they are skills that require daily practice. Even if you are really good at something, without practice, you can lose your sharpness or your power. And similarly, when you don't know how to do something well, you can improve your ability to do just about anything by practicing a little bit every day.

Writer's don't write great essays in one night the day before they're due, but by doing a little bit each day. In this class you will be doing something every day, but the daily work will be small and manageable. We will follow a similar routine of reading, writing, reviewing, and reflecting every week. You will do your routine practice work in an app outside of Canvas called Eli Review, an app that makes it easy to do this kind of practice.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Canvas Annotations and Eli Writing Due 11:45pm	First Eli Review Bus 8am Instructor makes review groups for the week	Late Eli Review Bus 8am Eli Reviews Due 11:45pm	Read and Rate Feedback You Got Read Eli Review Debrief on Canvas (or in class)	Eli Revision Plan Due 11:45pm	Grading Declaration due 11:45pm on Canvas Instructor gives feedback on revision plans	

Please note: if you do not complete work on time during the first two weeks of the quarter, or you do not attend our in person classes, I will drop you from the class. I will reach out to you and try to connect with you before this happens, so it's a good idea to get in the habit of checking your Canvas messages daily.

This weekly work will culminate in the projects below:

TERM PROJECTS

The Curiosity Project: In the first weeks of the term, we will explore different questions and topics and try out different research techniques. We'll reflect on our own identities as researchers, thinking about our experiences and assumptions about research and build a toolkit of strategies for curious and creative researchers. Our work on this project will help you map a direction for the term's research project.

The Reading Project: You'll do independent research for various types of sources to further explore your topic/questions. This work will culminate in an annotated bibliography that presents your findings, acknowledges unexpected and surprising discoveries, and reflects on how all the pieces you've found create a new picture.

The Argument Project: You'll reflect on your exploration to pinpoint the most important thing you've learned from your research. You will design your own final project by developing your own purpose and audience for presenting the one most important thing you've learned.

Portfolio: You will present revised and formatted versions of your reading and argument projects. You will also write a reflective cover letter to your portfolio readers explaining what you learned in the course and how your writing shows your growth as a reader, writer and researcher.

Final Self-Assessment: In the final exam, you will annotate your own portfolio, answering questions that assess and evaluate your writing, explain the choices you made, and reflect on what you learned.

WHAT DOES SUCCESS IN THIS CLASS LOOK LIKE?

People often assume that writers are able to write a perfect essay in the first draft. But 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. 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 writing, you will receive plenty of **feedback** 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 **how consistently and deliberately you practice** and **timely completion** of the work.

Grading Declaration: 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 make a weekly grading declaration to record your practice in the class (except for reading

annotations). The declaration is a series of true/false questions about what work you completed in the class that week. You can view the questions in each week's declaration and the point values for each task at the beginning of the week. These points will go into the grade book.

Declarations must be taken *in a timely manner* (by the due date but no later than three days). This means you will need to complete your weekly work on time to make your declaration or you will receive no credit for practicing that week. Even if you make up work that is past due, you will still not receive credit for practicing that week. This will certainly affect your grade, but also might mean that you don't get the practice and feedback that will help you to complete your final portfolio.

Canvas Annotations: In addition to the grading declarations, you will also receive points for practicing active reading. You will annotate the assigned readings and sources you find through research and receive feedback from me on your reading process. You will receive points for showing evidence of active reading and doing your annotations/taking notes in a timely manner.

Final Grades: Your grade in the class is based on the quality of your annotations/research notes, your grading declarations (how consistently and deliberately you practice) and your final portfolio and self assessment. However, I reserve the right to change grades as appropriate. If I notice that your grading declarations don't match the timeliness and deliberateness with which I observe you practicing, I will let you know I think you've made a mistake and change points on your behalf. If this does happen, I encourage you to come talk with me so we can make sure we're on the same page about how you are practicing.

Basically, you will earn an A grade in EWRT 2 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 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 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 AND TUTORING:** Attend any assigned conferences with me and/or tutoring sessions. Come prepared to use the conference/tutoring time productively by completing your revision plans or consulting with me about what you should focus on during tutoring. 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.
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 AND USE AI ETHICALLY** 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) paying attention to 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 (see Canvas for more details on how to use Generative AI carefully and ethically in this class). 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: https://www.deanza.edu/policies/academic_integrity.html
8. 📖 **SUBMIT** all projects and the final Portfolio, with all outlined requirements completed, by the due dates. Attend the final assessment session and answer the given questions about your work in the class thoughtfully and specifically.

On Grades Lower than an A

- ➔ You will earn a lower grade 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 and revising thoughtfully.
- ➔ If you find yourself with a grade lower than an A, you will have the opportunity to do an additional revision of one of your essays to raise your grade one letter only. Completing an additional revision means that you meet with me about a completed draft and make a revision plan. You will then revise it and then meet with me a second time to discuss the revisions you made and how you followed through on your revision plan.
- ➔ All assigned projects must be completed to pass the class, no matter what your point total is.

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. I am here to help you find the resources or help you need to be successful in the class. Please visit the pages below for a list of services available to you:

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

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).

EWRT 2 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. Selections from [A Dam Good Argument](#) can be found online by clicking on the embedded link. All other assigned readings are available on Canvas under the “Files” tab.

Week	Eli Review Routine Assignments	Assigned Texts
Week 1 (1/6)	What does it take to build a helpful peer feedback culture in this course? (250 words)	The Syllabus A Dam Good Argument Ch. 1
Week 2 (1/13)	On Choosing Your Own Adventure Practice Session (500 words)	Shared Text: Selections from Victor Rios, <i>Punished</i> A Dam Good Argument 4.1, 4.2, 4.8
Week 3 (1/20) Mon Jan 20: MLK Jr. Holiday No class	Curiosity Project Proposal Session (500 words)	A Dam Good Argument 4.3-4.7
Week 4 (1/27)	Going Down the Rabbit Hole with your topic Practice Session (500 words)	“On Going Down the Rabbit Hole” A Dam Good Argument Ch. 2
Week 5 (2/3)	Annotated Bibliography Part 1 (500 words)	A Dam Good Argument 4.9
Week 6 (2/10)	Annotated Bibliography Part 2 (500 words)	A Dam Good Argument (Review Ch. 4)
Week 7 (2/17) Feb 14-17 President’s Holiday No Classes	Annotated Bibliography Part 3 (500 words)	A Dam Good Argument (Review Ch. 4)
Week 8 (2/24)	Pulling it all together: Literature Review (500 words)	A Dam Good Argument Ch.3

Feb 28: Last Day to Drop Classes with a W		
Week 9 (3/3)	Proposal for Final Project Review (500 words)	A Dam Good Argument 5
Week 10 (3/10)	Argument Project First Draft with Writer's Note Review	A Dam Good Argument 5
Week 11 (3/17)	Argument Project Second Draft with Writer's Note Review	A Dam Good Argument 5
Week 12 (3/24) Finals Week	Final Portfolios Due Final Exam FY2 Wednesday 9:15am-11:15am Final Exam 50Z Thursday 7am-9am	