

Welcome to EWRT 100, Winter 2008

Section 23: TuTh 3:45-5:55, L83; call #: 2734

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General Overview

EWRT 100 is a preparatory reading and writing skills course that requires you to also be enrolled in EWRT 160 or 161. This class is intended to help you become familiar with the expectations of college-level writing, reading, and critical thinking. Writing is a life-long pursuit. No single class can make you a great writer, but this class will help you develop the tools that you can use to continue your journey as a writer. We will also work on reading skills and we will read a variety of different styles and subjects to help stretch your reading ability. This class is for you. I am here to help facilitate your growth, but I can only assist you as far as you are willing to go. Keep in mind that while you may only write to fulfill the requirements of your classes, each essay is your personal observations rendered into words. The more you personalize the significance of your own writing the more you will get out of it. Think of essays not as hoops to jump through but as opportunities to explore how you think and feel about any given topic. As we read the selections for this class, observe how other writers manage to do this.

Required Texts and Materials

- *Patterns for College Writing*. 10th Edition. Ed. Kirszner and Mandell.
- A college-level dictionary

Assignments

Reading • The readings form the basis of this class. Class discussions, activities, and essays will all center on the readings. They will also provide examples of effective writing for you. Readings are due on the day they are listed and you are expected to show up to class ready to discuss the readings for that day.

Essays • You will write a total of 5 essays. There will be three out-of-class essays and two in-class essays. All out-of-class essays require at least one rough draft, which we will workshop in class. These rough drafts are ungraded, but must be included in order to get a grade on your final draft. If you neglect to turn in a rough draft then your final draft will be considered a rough draft and you will have to turn in a final draft late with all the late penalties. E-mailed essays are not acceptable.

Other Work • There will also be writing assignments done in and out of class and grammar exercises assigned, and a partner project. Not all of these assignments are listed on the syllabus and will be assigned according to class need. Also be aware that there may be unannounced reading quizzes at the beginning of class on some days.

Portfolio • The class will culminate in a portfolio, which will include three essays. One essay will be an in-class essay from this quarter, one will be an out of class essay, and the third will be a reflective essay where you look at your progress this term. The in-class essay may not be edited, but the out of class essay may be and should be. I will give you more information about the reflective essay as the due date for the portfolio approaches. You are eligible to hand in a portfolio only if you have a cumulative grade of a C (75%) or higher. The portfolio will be reviewed by me and another instructor. If your portfolio is approved, then you will pass this class.

Grading

This is a pass/fail course, but the work will be graded. In order to be eligible to hand in a portfolio, you must get a cumulative grade of a C (75%) or higher and complete all of the essays. Here's the scoring for the class work:

Paper 1	200 pts.
Paper 2 (in-class essay)	100 pts.
Paper 3	250 pts.
Paper 4 (in-class essay)	150 pts.
Reading Responses and Exercises	200 pts.
Participation (discussion, workshops, etc.)	100 pts.
<i>Total points possible</i>	1000

A=900-1000pts. B=800-899pts. C=750-799pts. C-=700-749pts. D=600-699pts. F=599-0pts.

You must complete all of the essays in order to pass the class. Essays handed in late will lose one letter grade for each class meeting that they are late. After 2 weeks beyond their due date, essays will not be accepted. Out of class essays require that a rough draft be turned in with the final draft in order to receive a grade.

Plagiarism

Writers use other people's ideas all the time, but they give credit where credit is due. Plagiarism is the use of another's ideas or words without giving proper credit to the author. These ideas may come from the internet, another student's essay, the television, and any other source that isn't your own mind. As many students fail to realize, plagiarism includes paraphrasing another's ideas. The bottom line is that if you didn't come up with the idea yourself, you need to say who did. Depending on the severity, an act of plagiarism can result in no credit for an assignment or the immediate failure of this course. The point of this class is to explore your own thoughts. If you want to include the words of another in your writing, be sure you cite them properly.

Attendance

I expect you to be at every class. Writing classes are different than normal lecture classes in college. The success of a writing class is directly related to the participation of the students in that class. Because of this, students in this class are expected to attend all class sessions and participate regularly. So in-class assignments cannot be made up. If you need to miss a class, please let me know *before* the date you plan to be absent so we can arrange something. If you miss four classes total and do not notify me beforehand, you will be dropped from this class.

Writing and Reading Center

De Anza has a writing and reading center that provides drop-in tutoring for students. The tutors can help you with grammar and essay structure. For more information drop by ATC309, or call 408-864-5840, or visit their website, <http://www.deanza.edu/studentsuccess/writing-reading-center/>.

Skills Center

De Anza also offers credit and non-credit skills classes to help prepare you to be successful in school. Skills classes cover many topics, such as reading and grammar. For more information, you can go by their office in the back of L-47, or check out their website, <http://www.deanza.edu/tutorial/>, or call 408-864-8682.

Student Success Center

A hub for all the student services available at De Anza: <http://www.deanza.edu/studentsuccess>.

Schedule

All page numbers refer to *Patterns*.

Readings and assignments are due the day they are listed.

This schedule is subject to change

Jan. 8, Tu Introduction
Buy your books!

10, Th "Reading" (1-4)
basic essay structure

Family

15, Tu "Narration" (83-87)
Sandra Cisneros "Only Daughter" (96)
Intro essay 1

17, Th Essay structure: the paragraph
"Body Paragraphs" (41-45)
Amy Tan, "Mother Tongue" (487)
Reading Response 1

22, Tu "Description" (143-147)
E.B. White, "Once More to the Lake" (186)

24, Th description: figurative language
first draft of essay 1 due
peer editing workshop

29, Tu Bharati Mukherjee, "Two Ways to Belong in America" (415)
in class: Reading Response 2
grammar: subject/verb agreement exercise due
"Revising Your Essay" (53-57)

Media

31, Th Maria Winn, "Television: The Plug-In Drug" (351)
final draft of essay 1 due
grammar: verb tense exercise due

Feb 5, Tu Gerard Jones, "Violent Media Is Good For Kids" (678)
Sissela Bok, "Sizing Up the Effects" (671)
In class: Reading Response 3
grammar: fragments exercise due

7, Th Martin Gansberg, "Thirty-Eight Who Saw a Murder..." (120)
Reading Response 4
"Cause and Effect" (327-343)
grammar: run-ons exercise due

12, Tu "Finding Something to Say" (25-35)
exercise 9-1 (H-55) due
in class: essay 2

Education

- 14, Th William Zinsser, "College Pressures" (466)
"Exemplification" (203-207)
- 19, Tu Paulo Freire, chapter 2 of *Pedagogy of the Oppressed*
(<http://www.marxists.org/subject/education/freire/pedagogy/ch02.htm>)
Reading Response 5
- 21, Th Jennifer Sloan and Stephen Carroll, "Ultimate Test"
(<http://www.rand.org/publications/randreview/issues/spring2005/ulttest.html>)
grammar: pronouns exercise due
- 26, Tu Sherman Alexie, "Indian Education" (134)
first draft of essay 3 due
peer editing workshop
- 28, Th Richard Rodriguez, "Strange Tools" (743)
in class: reading Response 6
grammar: apostrophe use exercise due
Introductions

Language

- March 4, Tu Deborah Tannen, "Sex, Lies, and Conversation"
Reading Response 7
grammar: shifts exercise due
introduce partner projects
- 6, Th Robin Tolmach Lakoff, "The Power of Words in Wartime" (377)
final draft of essay 3 due
- 11, Tu Stephanie Ericsson, "The Ways We Lie" (495)
in class: Reading Response 8
grammar: mixed constructions exercise due
- 13, Th **in class: essay 4**
- 18, Tu partner project presentations
first draft of essay 5 due
peer editing workshop
- 20, Th **portfolios due**

100 Portfolio Scoring Guide

Strong

Ideas

- Demonstrates clear understanding of readings and essay topics
- Awareness of audience and purpose
- Evidence of ability to think critically

Organization

- Controlling central idea and overall cohesive structure in each essay
- Clear sequential relationship between supporting ideas and central argument/controlling idea.
- Focused, cohesive paragraphs

Development

- Relevant examples with clear explanations of what the examples demonstrate
- Explanations in body paragraphs are clearly linked to controlling idea of essay
- Examples include detailed support
- Across the portfolio, essays use several rhetorical strategies well (beyond narrative, description, and summary) to develop supporting points
- Evidence of analytical skills

Style

- Sentence variety
- Sense of voice and control of tone
- Effective vocabulary

Mechanics

- Fluency and control of sentence construction
- Almost no syntactic, grammatical, and spelling errors

Adequate

Ideas

- Demonstrates basic understanding of readings and essay topics
- Emerging awareness of audience and purpose
- Evidence of developing ability to think critically

Organization

- Controlling central idea and generally cohesive structure in each essay
- Generally clear sequential relationship between supporting ideas and central argument/controlling idea.
- Generally focused, cohesive paragraphs

Development

- Mainly relevant examples with clear explanations of what the examples demonstrate
- Explanations in body paragraphs are usually linked to controlling idea of essay
- Most examples include specific details
- Across the portfolio, essays use several rhetorical strategies (beyond narrative, description, and summary) to develop supporting points
- Some evidence of analytical skills
- Some evidence of critical thinking that moves beyond narrative and description

Style

- Some sentence variety
- Emerging sense of voice and emerging control of tone
- Usually effective vocabulary

Mechanics

- General fluency and control of sentence construction
- Minimal syntactic, grammatical, and spelling errors

Not yet ready for EWRT 1A

Ideas

- May show some understanding of readings and essay topics
- As yet, awareness of audience and purpose is limited
- Shows occasional evidence of ability to think critically

Organization

- Some essays may contain a central focus and overall cohesive structure
- Uneven relationship between supporting ideas and central argument/controlling idea
- Some paragraphs cohere and are focused

Development

- Some relevant examples with occasional or limited explanations of what the examples demonstrate
- Explanations in body paragraphs are sometimes linked to the controlling idea of the essay
- Some examples include a few specific details
- Essays rely on summary, narrative and/or description for development

Style

- Occasional sentence variety
- Some effective vocabulary

Mechanics

- As yet, limited fluency and control of sentence construction
- As yet, frequent syntactical, grammar, and/or spelling errors

Needs significant work before being ready for EWRT 1A

Ideas

- Limited understanding of readings and essay topics
- Slight sense of audience and purpose

Organization

- Few essays contain a clear central focus
- Slight relationship between supporting ideas and a central argument or controlling idea
- Few paragraphs cohere and are focused

Development

- Few examples and explanations of what the examples demonstrate
- Few explanations are linked to a controlling idea
- Examples occasionally include details
- Essays are mainly developed through narrative, summary, and/or description

Style

- Most sentences are very basic
- As yet, limited vocabulary

Mechanics

- Little fluency and control of sentence construction
- As yet, a pattern of numerous syntactical, grammar, and/or spelling errors