

Welcome to EWRT 1A, Winter 2008

Section 65: TuTh 8:20-10:30, L46; call #: 902

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General Overview

EWRT 1A is the De Anza College introduction to academic reading, writing, and critical thinking. The goal of this class is to help prepare you for college level course work. In this class students will: compare various kinds of texts (including one book-length work), analyze those texts from a variety of perspectives, generate ideas for essays, formulate and support theses, integrate and organize ideas, identify and practice common rhetorical strategies used in academic writing, practice writing as a multi-step process, and compose clear, well-organized, and well-developed essays. The class is divided into three themes (see schedule below) to help guide our focus.

Some Thoughts on the Class

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. Your progress in this class depends on how much work you put into the class. Keep in mind that while you may write only to fulfill the requirements of this class, 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

- *The Bedford Handbook*. Diana Hacker. Seventh Ed.
- *Rereading America*. Gary Colombo, Robert Cullen, Bonnie Lisle eds. Seventh Ed.
- *Leviathan*. Paul Auster.
- A college-level dictionary
- loose leaf paper and pens

Assignments

Reading • The readings form the basis of this class. Class discussions and activities, as well as your writing assignments, will center on 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. Two essays will be in class as part of the midterm and the final. Three essays will be out-of-class essays, which require you to write a first draft. These first drafts are ungraded, but must be included in order to get a grade on your final draft. If you neglect to turn in a first draft, then your final draft will be considered a first draft and you will have to turn in a final draft late with all the late penalties. All out-of-class essays must be typewritten, double-spaced, and in accordance with the MLA guidelines (refer to *The Bedford Handbook*). E-mailed essays are not acceptable. You must hand in all the essays to pass the class.

Class Work • There will be writing assignments done in and out of class, grammar exercises, as well as other assignments. Not all these assignments are listed on the syllabus and will be assigned according to class need. There also may be unannounced reading and grammar quizzes at the beginning of class on some days. In-class assignments cannot be made up.

Midterm and Final Exam • The midterm is an hour and a half long with a short grammar section and an in-class essay about the reading. The final exam is two hours long and includes a grammar section, a short answer section on the reading since the midterm, and an in-class essay that requires you to relate *Leviathan* to the other readings in the class. See dates on the schedule below.

Grading

Paper 1	150 pts.
Paper 2	150 pts.
Paper 3	200 pts.
Midterm	100 pts.
Final	150 pts.
Class Work	150 pts.
Participation (discussion, workshops, etc.)	100 pts.
<i>Total points possible</i>	1000

A=900-1000 pts. B=800-899 pts. C=700-799 pts. D=600-699 pts. F=599 pts. and below.

You must complete all of the essays (including the midterm and final) 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 first draft be turned in with the final draft in order to receive a grade. You are allowed one paper rewrite for the quarter and the highest possible grade it can get is an 89%. Rewrites are for out-of-class essays only and are due at the time of the final.

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. Refer to *The Bedford Handbook*.

Attendance

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, I expect you 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

RA = *Rereading America*. BH = *The Bedford Handbook*.
Readings and assignments are due the day they are listed.
This schedule is subject to change

Jan. 8, Tu Introduction
Buy your books!

Education

10, Th Active Reading
Education: what is it for?
In-class writing

15, Tu Malcolm X, "Learning to Read" (RA 210)
Reading Response 1
The writing process: planning (BH 2-14)
Introduce essay 1

17, Th Richard Rodriguez, "The Achievement of Desire" (RA 193)
In class: Reading Response 2
Sentence fragments (BH 238-246), ex.19-1 due

22, Tu Mike Rose, "I Just Wanna Be Average" (RA 161)
first draft of Paper 1 due
in-class peer review of essays

24, Th Jean Anyon, "Social Class..." (RA 173)
Run-on sentences (BH 248-255), exercise 20-2 due
MLA documentation (bring BH)

29, Tu Paulo Freire, chapter 2 of *Pedagogy of the Oppressed*
(<http://www.marxists.org/subject/education/freire/pedagogy/ch02.htm>)
Reading Response 3

U.S. Culture and the World

31, Th **final draft of Essay 1 due**
Dinesh D'Souza, "America the Beautiful..." (RA 768)

Feb. 5, Tu Mark Hertsgaard, "The Oblivious Empire" (RA 781)
in-class: Reading Response 4
Pronoun-antecedent agreement (BH 271-277) ex.22-1 due
Introduce essay 2

7, Th Todd Gitlin, "Under the Sign of Mickey Mouse & Co." (RA 824)
Reading Response 5
Pronoun references (BH 279-284), exercise 23-1 due

12, Tu Michael Medved, "That's Entertainment?..." (handout)
in class: Reading Response 6
Shifts (BH 178- 184), exercise 13-3 due

14, Th Henry David Thoreau, "Resistance to Civil Government..." (RA 836)

19, Tu **Midterm**

Individual and Society in Literature: *Leviathan*

21, Th in class: Toni Cade Bambara, "The Lesson" (RA 270)
first draft of essay 2 due
in-class peer review of essays

26, Tu Introduce *Leviathan*
Jean-Paul Sartre, "The Wall" (handout)

28, Th *Leviathan* chapter 1
Reading Response 7
Mixed constructions (BH 163- 167), exercise 11-1 due

March 4, Tu **final draft of essay 2 due**
Leviathan chapter 2
In class: Reading Response 8

6, Th *Leviathan* chapter 3
Misplaced and dangling modifiers (BH 168-173)
Exercise 12-1, 1-5 and exercise 12-2, 1-5 due

11, Tu *Leviathan* chapter 4, pages 160-190
In class: Ursula K. Le Guin, "The Ones Who Walk Away From Omelas"
In class: Reading Response 9
Active verbs (BH 146-151) ex 8-1, 1-5 due

13, Th *Leviathan* chapter 4, pages 191-240
Tighten wordy sentences (BH 206-211), ex.16-1, 1-5 due
first draft of essay 3 due
in-class peer review of essays

18, Tu *Leviathan* chapter 5
in-class: Reading Response 10
Parallelism (BH, 152-156), exercise 9-1 due

20, Th final discussion about *Leviathan*
essay 3 due
review for final

25, Tu Final 8:30 – 10:30 p.m.

Essay Rubric

Essays will be evaluated in four categories: ideas, organization, development, and style/mechanics. See criteria below.

A = Excellent.

Ideas: The essay meets all the requirements of the prompt, but does so in a creative and/or insightful way. There is a critical focus to the paper built around the student's deep understanding of the subject matter. **Organization:** There is a clear thesis and a cohesive structure to the entire essay. The relationship between the supporting ideas and the central point is strong. **Development:** There are effective examples and clear explanations of how those examples support the thesis. The support is specific and well detailed. The writer employs a variety of argumentation styles to develop the ideas in the paper. **Style/mechanics:** This essay is engaging and almost free of mechanical and grammatical errors.

B = Very good.

Ideas: The essay meets the requirements of the prompt and demonstrates a solid understanding of the subject matter. There is a clear thesis that shows evidence of critical thought. **Organization:** There is a controlling central idea to the essay and an overall cohesive structure. The connections between the thesis and the supporting ideas are clear. **Development:** There are relevant examples and good explanations of how they relate to the thesis. The examples mostly include detailed support and the arguments provided show analytical reasoning. **Style/mechanics:** This essay may lack the flow of an A paper, but it has an effective use of vocabulary and contains few mechanical and grammatical errors.

C = Adequate.

Ideas: This essay may miss some subtleties of the prompt, but addresses the general idea. There is a clear thesis, but it is a bit superficial or broad. **Organization:** There is a central idea and a generally cohesive structure to the essay. The supporting evidence supports the thesis for the most part. **Development:** There are examples provided, though at times the explanation of those examples might be underdeveloped. There is some evidence of analytical thought in the arguments. **Style/mechanics:** There are mechanical and grammatical errors, but not enough to confuse the meaning of the essay entirely.

D = Poor.

Ideas: This essay makes an attempt to address the prompt but shows a lack of understanding. This essay may lack a clear thesis, or stray significantly from the thesis outlined in the beginning. **Organization:** There is an attempt at structure, but the essay lacks overall unity. **Development:** There are some examples, but their relation to a central idea is sometimes unclear and seldom explained. The student is having trouble maintaining a cohesive argument throughout the entire essay. **Style/mechanics:** The mechanical and grammatical errors often obscure the meaning of the essay.

F = Unacceptable.

Ideas: This essay does not adequately meet the expectations of the prompt. No clear thesis or evidence of analytical thought. **Organization:** The essay lacks a unifying idea. **Development:** Examples are seldom linked to a controlling idea and lack explanation. No cohesive argument is developed in the essay. **Style/mechanics:** The essay is full of mechanical and grammatical errors.