

## Welcome to EWRT 1A, Spring 2011

Section 24: TuTh 4-6:15, L82; call #: 00756

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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) 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. 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

- *EWRT1A Reader*. Only available at the bookstore.
- *The Longman Pocket Writer's Companion*, Anson, Schwegler, and Muth. Third Ed.
- *Frankenstein*, Mary Shelley. Dover, 1994.
- A college-level dictionary.
- Loose leaf paper and pens.
- Internet access.

### 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 written in class as part of the midterm and the final (see schedule). Three essays will be written out of class. First drafts are required for each out-of-class essay. These first drafts are ungraded, but 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. 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, and other assignments. Not all these assignments are listed on the syllabus and will be assigned according to class need. The grammar exercises are available on-line. In-class assignments cannot be made up. You will receive half credit for homework handed in one day late. No later work will be accepted.

**Midterm and Final Exam** • Both the midterm and final will have a short grammar section and an in-class essay analyzing the reading. The final exam will also contain a short answer section about the short stories and novel. See the 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 and you will fail the class. Out of class essays require you to write two distinct drafts 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 or before.

## Academic Honesty

Writers use other people's ideas all the time, but they give credit where credit is due. This is called *citing your sources*. Refer to *The Longman Pocket Writer's Companion*. Plagiarism is the use of another's ideas or words without giving proper credit to the author. These ideas may come from a book, a website, another student's essay, a television show, 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. Minor cases of plagiarism will result in a failing grade for an assignment. Severe cases of plagiarism, such as full paragraphs stolen from another source, will result in immediate failure of the course.

## 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, but after the eighth week of the quarter you will receive an F.

## Writing and Reading Center, Skills Center, Tutorial Center, and Disability Support Services

Student Success Center

<http://www.deanza.edu/studentsuccess>

Writing and Reading Center. ATC 309. 408-864-5840.

<http://www.deanza.edu/studentsuccess/writing-reading-center/>

Listening and Speaking Center. ATC 304. 408-864-5385.

<http://www.deanza.edu/studentsuccess/listening-speaking-lab/>

Academic Skills Center. ATC 302. 408-864-8253.

<http://www.deanza.edu/studentsuccess/tutorial/academicskillscenter/index.html>

Tutorial Center. ATC 305. 408-864-8683

<http://www.deanza.edu/studentsuccess/tutorial/index.html>.

Disability Support Services. Student Community Services Building, room 141. 408-864-8753.

<http://www.deanza.edu/dss>.

## Schedule

R = EWRT1A Reader. LP = Longman Pocket Writer's Companion.

Readings and assignments are due the day they are listed. This schedule is subject to change

<b>Week 1</b> Education	Tu, April 5  Th, April 7	Introduction Survey  Active Reading Reading Processes (R 1-11) Education: what is it for?
<b>Week 2</b> Education	Tu, April 12  Th, April 14	Paulo Freire, "The 'Banking' Concept of Education" (R 22-34) Reading Response 1 Writing and Reading (LP 2-7) Introduce essay 1  Malcolm X, "Learning to Read" (R 35-43) In class: Reading Response 2 Fragments (LP 146-148), exercise due (pdf)
<b>Week 3</b> Education	Tu, April 19  Th, April 21	Fan Shen, "The Classroom and the Wider Culture..." (R 44-54) Run-on sentences (LP 148-151), exercise due (pdf) MLA documentation (bring LP)  <b>first draft of Paper 1 due</b> in-class peer review of essays Richard Rodriguez, "Achievement of Desire" (R 55-61)
<b>Week 4</b> Finding a Voice	Tu, April 26  Th, April 28	Alice Walker, "In Search of Our Mothers' Gardens" (R 73-81) Reading Response 3 Pronoun reference (LP 151-154), exercise due (pdf)  Gloria Anzaldúa, "How to Tame a Wild Tongue" (R 82-92) In class: Reading Response 4 Agreement (LP 154-159), exercise due (pdf)
<b>Week 5</b> Finding a Voice	Tu, May 3  Th, May 5	<b>final draft of Essay 1 due</b> Introduce essay 2 "Tough Guise" ( <a href="http://www.youtube.com/watch?v=3exzMPT4nGI">http://www.youtube.com/watch?v=3exzMPT4nGI</a> )  Aaron Devor, "Becoming Members of Society..." (R 93-102) Reading Response 5
<b>Week 6</b> Finding a Voice	Tu, May 10  Th, May 12	Casey Miller and Kate Swift, "Who's in Charge of the English Language" (R 103-109) in class: Reading Response 6 Shifts (LP 181-184), exercise due (pdf)  Michiko Kakutani, "The Word Police" ( <a href="http://www.nytimes.com/1993/01/31/style/the-word-police.html">http://www.nytimes.com/1993/01/31/style/the-word-police.html</a> )

<b>Week 7</b> midterm	Tu, May 17          Th, May 19	<b>first draft of essay 2 due</b> in-class peer review of essays In class: Kate Chopin, "The Story of an Hour" (handout)  <b>Midterm</b>
<b>Week 8</b> Short stories	Tu, May 24          Th, May 26	<b>final draft of essay 2 due</b> Writing in the arts and humanities (LP 32-34) Maxine Hong Kingston, "No Name Woman" (R 129-139) In-class: Reading Response 7  William Faulkner, "A Rose For Emily" (R 140-148) Reading Response 8 Introduce <i>Frankenstein</i>
<b>Week 9</b> <i>Frankenstein</i>	Tu, May 31          Th, June 2	Clear sentences and mixed structures (LP 174-179), ex. due Percy Bysshe Shelley, "Ozymandias" (R 151) <i>Frankenstein</i> , letter 1- chapter 4  Modifiers (LP 179-181), exercise due (pdf) <i>Frankenstein</i> , chapters 5-10 Reading Response 9
<b>Week 10</b> <i>Frankenstein</i>	Tu, June 7          Th, June 9	Conciseness (LP 190-191), exercise due (pdf) <i>Frankenstein</i> , chapters 11-16 In class: Reading Response 10  <i>Frankenstein</i> , chapters 17-21 <b>first draft of essay 3 due</b> in-class peer review of essays
<b>Week 11</b> <i>Frankenstein</i>	Tu, June 14          Th, June 16	Parallelism (LP, 184-186), exercise due (pdf) <i>Frankenstein</i> , chapter 22-end  final discussion about <i>Frankenstein</i> <b>final draft of essay 3 due</b> review for final
<b>Week 12</b> final	Tu, June 21	<b>Final, 4 – 6 p.m.</b>

## Reading Responses

A reading response is a formal written analysis of a text. It is not simply a summary of what you have read, but an insight into either the structure of the text or its meaning. There are three standard ways of going about this.

**Analysis:** to take apart the pieces of the text or texts and show how they work. For instance, you might explore how the examples in a text do or do not support the main idea. Or you might look at how the descriptive details create the mood.

**Synthesis:** to combine different ideas to arrive at a new conclusion. The most common way of doing this is to compare the current text with one previously read in the class. You could also relate the ideas in the text to events in the world, past or present. You may also explore how your own experience relates to the ideas discussed in the text.

**Evaluation:** to judge the ideas brought up in a text. Here you state whether or not you agree with the ideas in a text. Be specific about what you are agreeing or disagreeing with, and be sure to clearly state *why* you agree or disagree.

Most often, I will give you a prompt for the reading response, but you are always free to analyze whatever you wish about the text. Reading responses are 10 points each. They are graded on how completely you answer the prompt (if you use it), the organization of your ideas, the amount of specific detail given to support your response, and the overall depth of analysis. I grade reading responses with a check system:

√+	10 points
√	8 points
√-	6 points
-	5 points

In this class, reading responses should always be about 300 words long, typed, and double-spaced. Don't forget a title.

### Reading Response 1:

After reading "The 'Banking' Concept of Education," explain the effects of the two categories of education that Freire describes by providing examples from your own experience and/or observation. Do you agree with the effects that Freire describes? If so, make this clear in your examples. If not, explain why.

**Due:** Tuesday, April 12<sup>th</sup>.



## 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.