

EWRT 1A/LART 250
Fall 2023
Writing on Climate Change

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

Class Meetings: Mondays and Wednesdays, 9:30 a.m. – 11:20 a.m.

Class Location: Mondays in L31, Wednesdays over Zoom

Office Hours: Mondays 12:00 p.m. – 1:15 p.m. and Thursdays, 11:00 a.m. – 12:15 p.m. in the IIS Division Main Office (in the Multicultural Center)

Final Portfolio Due: Friday, December 8

EWRT 1A Student Learning Outcomes

1. Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
2. Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

Writing on Climate Change

When I started college many years ago, I had big dreams. I simply assumed that if I worked hard in school, I would be able to find a good job and buy a house. I had a U.S. passport, so I felt like I could go anywhere. I felt like I would be able to get money, and with that money, I could easily get things like new computers and video game consoles that I couldn't get when I was younger. I grew up in Florida, and I did not like the heat and humidity, but I never imagined that the weather would get more uncomfortable, and I never thought that climate-related disasters would ever overturn my life. In short, I felt like the earth's atmosphere was stable, and that I would have better opportunities than my parents, which would allow me to lead a more comfortable life than they had.

Now though, we are living in a very different world, one that is heating up, and one which will be much more unpredictable than the one I thought I was living in when I started college. We begin this course by considering the possibility that people who are starting college today might not have access to the same opportunities that their parents had. This thought might be anxiety-inducing, and so we will simultaneously begin the course by addressing the growing problem of climate anxiety, especially among the youth.

A video that we will watch early in the quarter illustrates a technique for addressing climate anxiety: to create courses of action that people can follow to mitigate climate change and prevent its worst outcomes. As we continue the course, you will hopefully learn and write about how a warming planet can impact your life as well as ways in which you can participate in mitigating climate change and perhaps prevent the worst climate scenarios. Early in the quarter we will consider how things we might take for granted, such as the infrastructure we rely on to lead our daily lives and the cultural traditions that have formed us, are possibly threatened by climate change. Midway through the quarter, we will transition to focus on ways we might address climate change through two research-based essays. In the first, you will do research that

will allow you to critically evaluate efforts to address climate change within the field that you are hoping to become a part of. In the second, you will recommend to the people of California to accept, reject, or modify a climate-related project that has received funding from the California state budget.

Textbooks

All of the course texts will be free and available online. This course will have three major texts:

1. *Writing for Success*
2. *Report Card for California's Infrastructure*
3. Selected chapters of the enacted 2023-24 California state budget summary.

Additionally, you will read articles and web pages that will help you to learn about the state of the field that you intend to major in as well as an item related to climate change in the enacted 2023-2024 budget for the State of California. As necessary, we will also use resources for improving specific writing skills such as those provided by the De Anza English Department, the Writing and Reading Center at De Anza, and the Purdue OWL.

Short Schedule of Polished Writing Assignments

Week 3: Infrastructure (600-800 words)
Week 4: Indigenous Peoples (600-800 words)
Week 6: Your Field's Response to Climate Change (900-1200 words)
Week 8: Policy Brief/Persuasive Essay (1200-1500 words)
Week 11: Reflective Essay (600-800 words)

Short Schedule of Timed Writing Assignments

Week 1: Timed Essay 1
Week 7: Timed Essay 2
Week 10: Timed Essay 3 (if necessary to pass the portfolio)

Detailed Class Schedule

Week 1: September 25 - October 1
Timed Essay 1

Week 2: October 2 - October 8
Infrastructure

Week 3: October 9 - October 15
Infrastructure Essay due

Week 4: October 16 - October 22
Indigenous Peoples

Week 5: October 23 - October 29
Your Field's Response to Climate Change

Week 6: October 30 - November 5
Your Field's Response to Climate Change Essay due

Week 7: November 6 - November 12
Timed Essay 2

Week 8: November 13 - November 19
Policy Brief (Persuasive Essay)

Week 9: November 20 - November 26
Policy Brief (Persuasive Essay) due

Week 10: November 27 - December 3
Timed Essay 3 (if necessary to pass the portfolio)
Revisions

Week 11: December 4 - December 10
Reflective essay
December 10: Portfolio due

Class Policies

Please be aware of these course policies:

- Attendance at the Monday and Wednesday face-to-face meetings will be mandatory. Participation for each course meeting, including attendance, will be worth five points.
- Late assignments will be automatically penalized by Canvas. If you turn in an assignment on the first day after it is due, then you will receive a late penalty of 10% of the possible points.
- For short assignments, in addition to the penalty of 10% for the first day late, for every day thereafter you will receive an additional penalty of 10%, up to a maximum penalty of 50%.
- For major assignments (assignments worth 100 or 200 points), the maximum late penalty will be 10%.
- You will need to turn in short writing assignments such as reading quizzes, proposals for topics, and outlines before you turn in major assignments. Those short assignments should allow me to check your progress in the writing process for each of the major assignments.
- I may drop you from the class if you fall more than two weeks behind. If you fall one week behind the assignments, I will e-mail you so that we can make a schedule for you to catch up. If you have no contact with me for two consecutive weeks, I may drop you from the class.

- This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.). Likewise, this course will comply with conditions set in accommodation letters sent from De Anza's Disability Support Programs and Services (DSPS) division. If you feel like disability accommodations will help you to succeed in this course, visit <https://www.deanza.edu/dsps/> or the DSPS office on campus to learn how to apply for DSPS services.

Timed Essays

One-hour timed essays will be assigned in Weeks 1, 7, and 10. The two highest grades on these timed essays will count towards your final grade, and the lowest grade will be dropped.

The Writing and Reading Center

This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. Options include tutoring sessions, skills workshops, counseling appointments, and writing, reading and grammar resources that you complete on your own time. You will be required to complete three CSAs this quarter, one by Week 5, another by Week 8, and another by Week 10.

The Writing and Reading Center is part of De Anza's Student Success Center, which provides tutoring in not just writing but also math, science, and other subjects. I hope that this class will allow you to familiarize yourself with the tutoring services that De Anza offers.

Appointments and Rewrites

During Weeks 9, 10, and 11, you will have the opportunity to make 30-minute appointments with me to discuss revisions on your policy brief. If you revise the essay and the grade for the revised essay is higher than the grade for the previous draft, the higher grade will replace the lower grade. If time permits, you will be able to revise the "Your Field" essay as well.

Grades

<u>Assignment</u>	<u>Points</u>
Timed Essays (two highest grades)	200 (100 points apiece)
Infrastructure (Week 3)	100
Indigenous Peoples (Week 4)	100
"Your Field" Essay (Week 6)	200
Policy Brief (Week 8)	200
Short Assignments/Discussions (5 - 20 points apiece)	About 150
Reflective Essay	50
Total	About 1,000

Grading Scale:

A	90% + a passing portfolio
A-	89% + a passing portfolio
B+	86% + a passing portfolio
B	80% + a passing portfolio
B-	79% + a passing portfolio
C+	76% + a passing portfolio
C	Below 76% + a passing portfolio
F	Failure to pass the portfolio process (see below)

EWRT 1A Portfolio

If you 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.

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

1. If you 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 an A- 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.

LART 250 Grade Calculation

To pass LART 250 you will need to acquire at least 75% of the possible points from participation and the short EWRT 1A assignments. Each short assignment will be worth 5 - 20 points, and participation at each course meeting will be worth five points.