



ENG 1A (CRN 22574) And LART 250 (25478)

FALL 2023
CLASS TIME: TUESDAYS 10:30AM-12:20AM
CLASSROOM: L-82

“Tell me, what is it you plan to do with your one wild and precious life?” Mary Oliver

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Office Hours:
Tuesdays 4pm-6pm
Wednesdays 1pm – 3pm in Village Center L-47

COURSE DESCRIPTION

This course is an introduction to university level reading and writing with an emphasis on analysis. It is designed to develop and exercise critical thinking skills in reading and writing through a close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions. We will practice a variety of rhetorical strategies used in academic writing. Upon completion of this course, you should be able to write clear, well-organized, and well-developed academic and personal essays for various purposes and audiences.

This particular English 1A course has an added component of LART 250. The LART section will be done mainly online and is intended to teach and enhance collegiate reading and writing skills. Successful completion of EWRT 1A and LART 250 will culminate in satisfying the English composition and writing Area A1 general education requirement of the IGETC, CSU, and De Anza general education patterns. In order for this course to satisfy the general education requirement, students must earn a grade of C or higher.

INSTRUCTOR'S GOALS

EWRT 1A will be structured on reading and writing about empathy and compassion. We will study the science behind compassion through a lens of personal narratives, poetry and articles about how empathy and compassion can improve societies and improve one's learning. While this may seem esoteric, we will read and examine research that supports the correlation between empathetic skill building, societal conditions and learning. Empathy and compassion are important skills to master given the current political times; climate change, rising inequality, mass shootings, and racial injustice are reasons we should be examining new approach to solutions.

The class will be founded on deep reading, which includes using a variety of strategies to help you comprehend collegiate texts. These reading strategies will also improve your writing; the more you understand the text, the better you will be able to respond to it in a formal academic essay.

Last, I hope to provide an environment of trust and mutual support that fosters intellectual thought and personal growth.

REQUIRED READING MATERIALS

Zaki, Jamil. *The War for Kindness; Building Empathy in a Fractured World*. New York: Crown Publishing. 2019.

Ng, Celeste. *Our Missing Hearts; The Power of Boundless Compassion*. New York: Random House. 2022.

RECOMMENDED READING MATERIALS

Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. Avon, MA: Thurman Press. 2003

MAJOR ASSIGNMENTS AND GRADING PERCENTAGES

%	Assignment
30	Participation including class attendance, in-class writing, writing circles, journaling
40	Essays including a total of about 6000 words*
30	Reading annotations and reading responses*
	*In order to pass this course, you must submit all FOUR essays, attend writing circles, and annotate the readings.

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

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is when you use the ideas or work of another person or persons as if they were your own; by definition it is “The act of using another person’s words without giving credit to that person”(Merriam Webster Dictionary). Proper citation and sourcing, which we will learn in this class, is a necessary way to avoid plagiarism.

Students found plagiarizing may be dropped from the course or may be expelled from De Anza College. For more information about the De Anza College policy including potential consequences please visit https://www.deanza.edu/policies/academic_integrity.html

SUPPORT SERVICES and SPECIAL ACCOMMODATIONS:

Below is a list of various services De Anza College offers students *free* of cost. Students with documented special needs can obtain assistance from the Disability Support Services listed below. You may also visit me anytime during the quarter if you are interested in any of the services below.

The Student Success Center:

<https://www.deanza.edu/services/>

For Academic Support:

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

For **Counseling** information:

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

For **Disability** Support:

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. Disability Support Services (DSS) are available to facilitate the reasonable accommodations process. The DSS is located in the Student Service Building and can be reached by telephone (voice/408-864-8753, video phone/408-864-5650) or you can email Patricia Whelan at whelanpatti@fhda.edu. For more information, please visit:

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

Financial Aid:

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

Reading and Writing tutorial lab and Student Center:

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

For Lesbian, Gay, Bisexual, Trans, Queer/Queer questioning, Intersex, Asexual Alliance Support (LGBTQ+) support:

<https://www.deanza.edu/pride/>

Food Pantry:

http://deanza.edu/outreach/food_pantry.html

Writing and Online Tutoring Websites

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- <http://owl.english.purdue.edu>
- grammarly.com

ESL Websites

- <http://www.eslcafe.com>
- <http://www.englishclub.net/grammar>

On Campus:

Writing and Reading Center ATC 309 ext. 5860

www.deanza.edu/studentsuccess/writing-reading-center/

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

De Anza College fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Should you experience any of the above, you may contact the dean of Student Development and EOPS at 408.864.8218 or the vice president of Student Services at 408.864.8330 for support and guidance.

THE CLASS FRAMEWORK: HABITS OF THE MIND



Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and beyond.

These habits include:

Curiosity

– the desire to know more about the world.

Curiosity is fostered when writers are encouraged to

- use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines;
- seek relevant authoritative information and recognize the meaning and value of that information;

- conduct research using methods for investigating questions appropriate to the discipline; and
- communicate their findings in writing to multiple audiences inside and outside school using discipline-appropriate conventions.

Openness

– the willingness to consider new ways of being and thinking in the world.

Openness is fostered when writers are encouraged to

- examine their own perspectives to find connections with the perspectives of others;
- practice different ways of gathering, investigating, developing, and presenting information; and
- listen to and reflect on the ideas and responses of others—both peers and instructors—to their writing.

Engagement

– a sense of investment and involvement in learning.

Engagement is fostered when writers are encouraged to

- make connections between their own ideas and those of others;
- find meanings new to them or build on existing meanings as a result of new connections; and
- act upon the new knowledge that they have discovered.

Creativity

– the ability to use novel approaches for generating, investigating, and representing ideas.

Creativity is fostered when writers are encouraged to

- take risks by exploring questions, topics, and ideas that are new to them;
- use methods that are new to them to investigate questions, topics, and ideas;
- represent what they have learned in a variety of ways; and
- evaluate the effects or consequences of their creative choices.

Persistence

– the ability to sustain interest in and attention to short- and long-term projects.

Persistence is fostered when writers are encouraged to

- commit to exploring, in writing, a topic, idea, or demanding task;
- grapple with challenging ideas, texts, processes, or projects;
- follow through, over time, to complete tasks, processes, or projects; and
- consistently take advantage of in-class (peer and instructor responses) and out-of-class (writing or learning center support) opportunities to improve and refine their work.

Responsibility

– the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.

Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;

- act on the understanding that learning is shared among the writer and others—students, instructors, and the institution, as well as those engaged in the questions and/or fields in which the writer is interested; and
- engage and incorporate the ideas of others, giving credit to those ideas by using appropriate attribution.

Flexibility

– the ability to adapt to situations, expectations, or demands.

Flexibility is fostered when writers are encouraged to

- approach writing assignments in multiple ways, depending on the task and the writer's purpose and audience;
- recognize that conventions (such as formal and informal rules of content, organization, style, evidence, citation, mechanics, usage, register, and dialect) are dependent on discipline and context; and
- reflect on the choices they make in light of context, purpose, and audience.

Metacognition

– the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge.

Metacognition is fostered when writers are encouraged to

- examine processes they use to think and write in a variety of disciplines and contexts;
- reflect on the texts that they have produced in a variety of contexts;
- connect choices they have made in texts to audiences and purposes for which texts are intended; and
- use what they learn from reflections on one writing project to improve writing on subsequent projects.

(Framework For Success in Postsecondary Writing, Published January 2011 by College of Writing Program Administrators, National Council of Teachers of English, National Writing Project.)

Contract Grading



What is it?

Contract grading focuses on critical thinking, reading and writing skills and does *not* emphasize the grade. It is a guaranteed quarter grade with clear expectations that *you* get to select. If you happen to select a grade that you exceed, then you will be able to earn the higher grade. It is designed to be fair to students, and it intends to make your current grade transparent.

Grade of B defined:

- Attendance – Missing two classes prior to week eight of the quarter
- Tardiness – Coming late to class more than twice during the quarter.
- Participation – Active engagement, listening, asking questions, doing in-class work
- Assignments- Compete and annotate all readings, write and revise essays, submit work on time, attend writing circles, meet 6000 word count
- Faculty Office Hours- Meet with me once during the first four weeks of the quarter

Grade of A defined:

- All criteria for B grade and...
- Quality of work is outstanding – proofread and edited work, clear analysis and synthesis, extensive revisions, exceeds word count, integrates quotes.

Grade of C defined:

- Must meet minimum word count of 6000 words
- Absent for no more than three days of class
- Tardy for no more than four classes
- Missing one essay
- Unprepared for some classes
- Mediocre participation; inconsistent but present
- Met during office hours at least once within the quarter

Anything less than a C grade will result in a D or F.

Print Name_____

Signature_____

Date:_____

*Anticipate grade:_____

*(*subject to change depending on total workload contributions by the end of the quarter)*