

## EWRT 1A/LART 250 COMPOSITION AND READING

Sept 25 – Dec 15, 2023  
Online/asynchronous

Section 28Q  
CRN 27286/  
27293

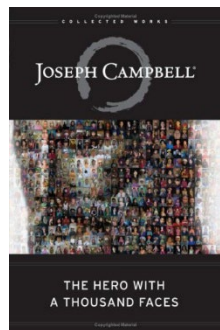
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Zoom office hours:  
Tues, 9-11:30am

### COURSE OVERVIEW

These two courses work together to provide more practice and support, so that you can become a highly skilled academic reader and writer. The two courses are graded separately, but the assignments are completely integrated. LART 250 is 3 units and EWRT 1A is 5 units. After this course, you will increase your likelihood of success in EWRT 1B and EWRT 2 and hopefully all your other classes.

The workload for this course is higher than a regular EWRT 1A, obviously. How much time should you expect to spend on this course? My answer would be 5-10 hours a week, at minimum. This includes time spent planning and writing essays, reading our assigned texts, and responding to readings through discussions or otherwise. If you don't feel you have the time required to devote to this eight-unit course, I recommend you reconsider taking this course.

### MY OVERVIEW



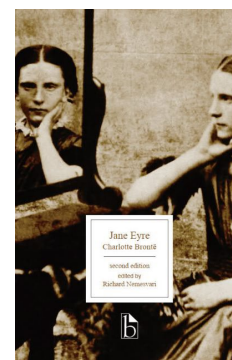
Have you ever read a novel or watched a movie and had the suspicious feeling that the story and characters seemed familiar? In the 20<sup>th</sup> century, cultural anthropologists such as Joseph Campbell researched the unifying links between stories, universal themes, and characters which transcend culture and genre. In his famous book, *The Hero with A Thousand Faces* (which turned into the even more famous Bill Moyers interview series, *The Power of Myth*), Campbell plotted the steps of the “monomyth”: the classic tale of the hero going on a journey, facing enemies and trials, and returning to the world he came from with a boon, or benefit. We will be tracking the steps in this journey using a feminist variation on the traditional male-dominated hero's journey, Bronte's *Jane Eyre*. By the time you finish the course, you will be conversant not only in the hero's journey, but in the fundamental way that archetypes and allegory influence so many modern stories we see.

### REQUIRED AND RECOMMENDED TEXTS

The editions listed below reflect the ones I think are best. You may use other editions; the reading assignments will be listed by chapter rather than page #. I will also upload an eBook version of *Jane Eyre* to the Canvas site which has important passages highlighted for our purposes – if you just want to read along with that one, that's fine.

Note that we are not reading every single chapter of *Jane Eyre* – we're reading most but not all! Make sure you check the schedule to get the right chapters for that week.

1. Bronte, Charlotte. *Jane Eyre*. Ed. Richard Nemesvari. Broadview Press: 2<sup>nd</sup> edition, 2022.
2. Campbell, Joseph. *The Hero with a Thousand Faces*. New World Library: 3<sup>rd</sup> edition, 2008.
3. Other texts posted online via Canvas



#### 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.
3. Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

#### COURSE REQUIREMENTS

##### A. Reading:

- A substantial amount of challenging, college-level reading
- At least one book-length work
- A guide to rhetoric and usage, as desired

##### B. Writing (at least 6000 words of rhetorically diverse writing assignments)

- At least one in-class essay or essay-based midterm
- A sequence of at least four out-of-class essays, with varying purposes and differing audiences, from personal to academic
- Final exam (predominantly essay)
- In-class writings on readings

##### C. Optional additional assignments that support course objectives, such as:

- Oral presentations
- Informal, exploratory writing (journals)

#### GRADING FOR LART 250

Reflective essay for portfolio	15.00%
Pre-writing activities (brainstorm/outline), writing process activities/reflections	30.00%
Discussions (posted in Canvas)	30.00%
Customized Support Activities (CSA)	25.00%

**LART 250 is pass/no-pass.**

A “pass” means 75% or more of the total points for the course

## GRADING FOR 1A

Four essays (vignette, definition, representation essay, Jane Eyre literary analysis essay)	65.00%
Reading responses	25.00%
Midterm	10.00%

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
D*	60-72
F	59 and below

**\*note that there is no grade C- as De Anza does not recognize this grade. If you receive a 70-72, this would be considered a D. In order to pass the course, you need to earn *at least* a 73%.**

## FINAL PORTFOLIO

This class has a portfolio requirement *in addition to* the regular assignments and essays detailed below. The portfolio is **not** a part of your final grade for either EWRT 1A or LART 250, but rather it determines whether you have demonstrated enough writing skill to pass the class. Therefore, your final grade in this course depends on two processes:

1. If you complete all of your work in the class, 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 B+ in the class. However, if you do not pass the portfolio process, you still cannot pass the class.

This system means that, 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 points in other categories. You could earn enough points to pass the course, but if the

committee decides your portfolio is not strong enough for you to pass, you would still fail the course.

#### CUSTOMIZED SUPPORT ACTIVITIES

This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. You need to complete **at least three activities**. Any order and combination of activities is fine, though I may have suggestions for you. Pick activities you think will help you most.

Options include:

- Tutoring sessions
- Skills workshops
- Counseling appointments
- Writing, reading or grammar resources that you complete on your own time

**WRC staff will add you to Fall 23 Customized Support Activities Canvas site.** This is not a separate class, just a resource, where you can see options and keep track of completed activities. You will also find **Zoom links to tutoring and workshops**. Links are also available at <https://www.deanza.edu/studentsuccess/> and on the SSC Resources Canvas site.

**To get verification for CSA credit**, please tell your tutor, counselor, or workshop leader at the beginning of the session, so they can mark the activity as completed in the CSA Canvas site once the session is done.

**At the end of the quarter:** Send me a pdf/screenshot/photo of your grade sheet to your so I can see what CSAs you did. You may also include the CSA grade sheet in your final portfolio to show the extra effort you made.

If you have questions or are not sure where to start, please ask me, or contact the WRC at [SSCWRC@fhda.edu](mailto:SSCWRC@fhda.edu).

#### ESSAYS

We will be writing four essays of three or four pages each, totaling 15 pages. **Any essays which do not meet their length requirement (meaning the writing goes to the bottom of the page) can earn no higher grade than a C.**

All essays will be submitted and graded on Canvas. I will be using the Turnitin interface for submission of these assignments, which scans for any text that is taken from somewhere else (note that using quotes with proper citations does *not* count as plagiarism). It also scans for use of AI tools like ChatGPT, so please do **NOT** use those to write your essays!

**Important: NO LATE ESSAYS WILL BE ACCEPTED!**

I will be posting each essay assignment typically two weeks before the due date. The essays will always be due on Sunday night at 11:59pm, like every other assignment. Make sure you log in

early enough to get the submission uploaded on time. If you are a last-minute person, you can always submit a version before the deadline and then keep re-uploading new versions until the deadline; the system should allow you to simply overwrite.

I typically allow students **one** opportunity during the semester to rewrite a paper that has received a low grade. When you resubmit the paper, you will have to do so over email (since the deadline has passed on Canvas).

**Viewing Feedback:** After I grade your essay you can view my feedback on it; this is actually an important part of the course! To see the feedback I've left on your essay, go to the essay's assignment page on Canvas. There will be notes left on the text of your essay, as well as an overall comment. I spend time reading and commenting on your papers, besides just giving them a score from the rubric, and my feedback is meant to be helpful for you in writing your next paper.

#### ATTENDANCE

Since this is a fully online, asynchronous course, there are no class meetings. However, you will need to log in at least once a week to remain active, and to submit required assignments.

#### DISCUSSIONS

We will be doing discussions of *Jane Eyre* and other texts every week on Canvas. I will post the prompt for discussion – we do a lot of quote analysis – and give you instructions. Your response in the comments should be at least 100 words.

The benefit of making participation in discussion part of the grade is that it encourages people to speak who otherwise wouldn't, which means we get to hear a wider variety of viewpoints. Remember that the questions you ask and comments you make in these discussions benefit everyone in the class (including me)! There is no limit to the number of valid interpretations of a work of literature.

#### READING RESPONSES

For every section we read in *Jane Eyre*, I will post a response assignment. This is not a "quiz" (although it's often referred to as such), because it is not a test of arcane or specific information from the reading. Rather, it will be an open-ended question about the story or the writing techniques of the author (i.e., "why do you think this character did this?" or "what do you think will happen in this situation?"). I assign a score to your response on a scale of 1-5 (1 being terrible, 5 being awesome), based on how much thought and detail your response contains. So yes, in order to write in detail about a reading, you need to have read it. But your opinions and interpretations of it are completely your own. The bottom line is for you to show me that you are following along with our reading and that you thought about it as you went.

These responses will be submitted using Canvas, so it will pick up any plagiarism or use of ChatGPT. If your response contains any text taken from anywhere else, even if you've changed some words around, it will receive a score of zero. It will also receive a zero if you are simply

telling me what happened in this part of the story. I am not looking for *summary* of the reading (what happened); I want your *response* and *interpretation* (what you *think* about what happened) of the text.

#### LECTURE VIDEOS

I will post videos with accompanying notes for Joseph Campbell's *The Hero with a Thousand Faces*, giving a short lecture on each step of the Hero's Journey (we don't cover every single one in the book). This is to give you a kind of "cheat sheet" of concepts from the book since the writing is sometimes difficult to grasp, with obscure language and references. You need to know these concepts in order to do well on the midterm, described below...

#### MIDTERM

The midterm will be testing your knowledge of the steps of the Hero's Journey. This is why it's important to watch and pay attention to the lecture videos! I will be asking you to choose a story from pop culture and then apply the Hero's Journey to it, explaining each step of the journey in as much detail as you can, in a short essay.

#### OFFICE HOURS

I will be available on Zoom to answer any questions or go over your writing on Tuesday, 9-11:30am. You do not need to make an appointment during this time; you can simply access my room on Zoom at <https://fhda-edu.zoom.us/j/8029844355>. (I will of course post this link in Canvas as well.)

#### EMAIL

I am available to respond to emails (or messages through Canvas) on weekdays during regular working hours and some hours on the weekend. If you send an email on a weekday, please allow me at least 24 hours to respond. On the weekend, please allow me 48 hours. Check the top of this syllabus for my email address!

#### SPECIAL ACCOMMODATIONS

Students requiring special services or arrangements because of hearing, visual, or other disability should contact their instructor, counselor, or Disability Support Programs and Services (DSP&S) at 408-864-8885 (<http://www.deanza.edu/dsps/>), or ATC room 209.

#### ONLINE TUTORING

Use the Student Success Center to get online tutoring help with your assignments (<http://www.deanza.edu/studentssuccess/>). The Writing and Reading Center (<http://www.deanza.edu/studentssuccess/wrc/>) will be available online Monday-Thursday, 9-6pm. You can join the SSC Canvas site (check their website for the link) and enter a virtual tutoring room through Zoom to get help with writing or other subjects. Contact Diana Alves de Lima at [alvesdelimadiana@deanza.edu](mailto:alvesdelimadiana@deanza.edu) if you have any questions.

#### OTHER RESOURCES

De Anza's list of services and programs is extensive, including help with basic needs as well as psychological counseling among many other things. Check the list of resources here: <http://www.deanza.edu/services/>.

## ACADEMIC HONOR CODE

As a student at De Anza you join a community of scholars who are committed to excellence in the teaching/learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. *When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences.* It is vitally important to your academic success that you know what constitutes academic dishonesty.

The two most common kinds of academic dishonesty are cheating and plagiarism.

**Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.**

- Copying, in part or in whole, from someone else's test
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDA's, or use of materials not authorized by the instructor
- Committing other acts that defraud or misrepresent.

**Plagiarism is representing the work of someone else as your own.**

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

## SCHEDULE OF ACTIVITIES

*All assignments listed are due on Canvas by **Sunday at 11:59pm** of that week*

	Readings	Assignments
<b>Week 1:</b> Sep 25 – Oct 1	<ul style="list-style-type: none"> <li>• Joseph Campbell, "The Hero and the God" (on Canvas)</li> <li>• Annie Dillard, "An American Childhood" (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome to class! Post in introduction discussion thread</li> <li>• "Talking to the Text" activity on The Hero and the God</li> <li>• Questions on Annie Dillard, "An American Childhood"</li> </ul>

<b>Week 2:</b> Sep Oct 2 – 8	<ul style="list-style-type: none"> <li>• Joseph Campbell, “The Call to Adventure,” “Supernatural Aid,”</li> <li>• <i>Jane Eyre</i> ch 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on <i>Jane Eyre</i> ch 1-4</li> <li>• Response to <i>Jane Eyre</i> ch 1-4</li> <li>• Essay 1 brainstorm/outline due Sunday night (Oct 8, 11:59pm)</li> </ul>
<b>Week 3:</b> Oct 9 – 15	<ul style="list-style-type: none"> <li>• Joseph Campbell, “The Crossing of the First Threshold,” “The Road of Trials,”</li> <li>• <i>Jane Eyre</i> ch 5-8</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on <i>Jane Eyre</i> ch 5-8</li> <li>• Response to JE ch 5-8</li> <li>• Essay 1 (final draft) due Sunday night (Oct 15, 11:59pm)</li> </ul>
<b>Week 4:</b> Oct 16 – 22	<ul style="list-style-type: none"> <li>• Joseph Campbell, “The Meeting with the Goddess,” “Woman as the Temptress”</li> <li>• JE ch 9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Essay 2 brainstorm/outline due Sunday Oct 22 at 11:59pm</li> <li>• Discussion on <i>Jane Eyre</i> ch 9-12</li> <li>• Response to JE ch 9-12</li> </ul>
<b>Week 5:</b> Oct 23 – 29	<ul style="list-style-type: none"> <li>• Joseph Campbell, “Atonement with the Father,” “Apotheosis”</li> <li>• JE ch 13-16</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on <i>Jane Eyre</i> ch 13-16</li> <li>• Response to JE ch 13-16</li> <li>• Essay 2 due Sunday night (Oct 29, 11:59pm)</li> </ul>
<b>Week 6:</b> Oct 30 – Nov 5	<ul style="list-style-type: none"> <li>• Joseph Campbell, “The Ultimate Boon,” “The Crossing of the Return Threshold,” “Master of the Two Worlds”</li> <li>• JE ch 17-20</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on <i>Jane Eyre</i> ch 17-20</li> <li>• JE response ch 17-20</li> <li>• <b>Midterm</b> (due Sunday Nov 5 at 11:59pm)</li> </ul>
<b>Week 7:</b> Nov 6 – 12	<ul style="list-style-type: none"> <li>• JE ch 23-25</li> </ul>	<ul style="list-style-type: none"> <li>• Watch <i>Moonlight</i> movie on Swank</li> <li>• Discussion on <i>Jane Eyre</i> ch 23-25</li> <li>• JE response ch 23-25</li> <li>• Essay 3 brainstorm/outline due Sunday, Nov 12</li> </ul>
<b>Week 8:</b> Nov 13 – 19	<ul style="list-style-type: none"> <li>• JE ch 26-28</li> <li>• Maureen Murdock, “The Heroine’s Journey” (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Maureen Murdock close read</li> <li>• Jane Eyre response 26-28</li> <li>• Essay 3 due Sunday (Nov 19, 11:59pm)</li> </ul>
<b>Week 9:</b> Nov 20 – 26	<ul style="list-style-type: none"> <li>• JE ch 36-38</li> <li>• “The Madwoman in the Attic” (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Jane Eyre response ch 36-38</li> <li>• “The Madwoman in the Attic” close read</li> <li>• Essay 4 brainstorm/outline due Sunday, Nov 26</li> </ul>



