

De Anza College

EWRT 1A. 60Z. (CRN 22581) Composition & Reading

Fall 2023

Syllabus and Class Policies

Any changes or additions to the syllabus will be marked with a blue highlight.

Questions? CANVAS inbox preferred or hanzimanolismargaret@fhda.edu.

Cell - 415-516-7949 (please identify yourself if you text or leave a message)

Instructor: Dr. Margaret Hanzimanolis

This is a fully online course. If you have never taken a fully online course, you are in for a treat: You can work at your own pace and fit the workload into small chunks of time: even 15 minutes waiting for your dinner to cook can be utilized. In fact, many of the tasks are around 10-30 minutes and only your major papers will require larger periods of time: I suggest about (3-4) one to two-hour sessions for working with a major paper assignment!!

If you keep up with the reading and writing tasks, you will find online learning a rewarding and efficient way to complete your English requirements and prepare for your next educational or career step.

Office Hours and Location:

Office hours

- Monday: 12:35-1:50 Pacific Time (Basement Faculty Offices, Baldwin Winery--or come by a Zoom meeting)
- Tuesday 9:45 am-10:15 am. Zoom
- And by appointment, please let me know what times and days of the week work for you.

Office Location:

Baldwin Winery is beneath the financial aid office, access on the Stevens Creek Boulevard side of the building. I will provide you with an extension # to buzz when you arrive for an office hour consultation, once I have been assigned a workstation in the Baldwin Winery Space.

Contact the professor:

Preferred method for contact: Canvas Inbox or hanzimanolismargaret@fhda.edu

Canvas ZOOM (see menu bar on the left side of your canvas home menu to make an appointment during office hours or by arrangement); in addition, you may text 415-516-7949 at any time during the quarter to set up an appointment).

Responses to email or text inquiries:

In most cases, I will be able to respond to you within 24 hours. But do not 'always' expect an answer to your questions immediately. I have set aside dedicated time for student queries on Mondays and Fridays. During the week, I am often, though not always, available during the regular work week (though NOT on the weekend), typically.

If for some reason I have not responded by the nearest of the two contact periods identified above, please do not hesitate to resend your question. Unless I am traveling or ill, it is typically a "method for contact" problem, or I am overwhelmed with queries!

Special Help:

I am committed to delivering educational guidance and mentoring for you via a method and in a style that works for you, so that you can best develop your writing, thinking, and reading skills and so that you can become more confident as a college student and more productive and informed in the civic spaces that are important to you.

Please let me know if you need special instructions or assistance. I am very happy to assist you.

De Anza's Student Success Center is open Fall 2023 and available for Zoom tutoring and inperson tutoring as well as a number of scheduled workshops.

- **All SSC Zoom links and schedules are located in one convenient place.**
Go to <https://www.deanza.edu/studentsuccess/>
- **Online WRC tutoring (available during weeks 2-11) and the Academic Skills workshops are available for weeks 4-9. Let me know if you have any difficulties accessing these services.**
- **Follow the links in the Service Updates to add yourself to the non-credit-or graded-course SSC Resources Canvas site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.**
- **Support for remote learning: If you'd like to speak with someone about trying different study strategies for online classes, developing new school work routines, creating and maintaining a productive workspace, resisting new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, I encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop.**
- **You might also check in with your counselor, if you are experiencing any stressors or difficulties for which De Anza provides assistance. We are dedicated to your success and there are many resources in place to help you achieve your goal.**
- **Smartthinking (online tutoring service) can be accessed from your portal. The Canvas page for this course also offers has a link in the menu to NetTutor.**

Course Description:

This course is an introduction to university level reading and writing. It emphasizes analytical writing, critical reading and thinking, and understanding some of the issues of migration, workplace justice and larger economic systems. Your assignments will provide you with opportunities to practice common rhetorical strategies used in academic writing and to gain experience crafting and supporting claims about the themes of this quarter: migration, culture, and economics. Your goal will be the composition of clear, well-organized, and well-developed essays, reading responses, or reports that have varying purposes and audiences.

We hope that this course will help you understand, analyze and practice the full range of reading and writing activities that you're likely to encounter in your college and university experiences, and your work life, with the intention of helping you establish lifelong habits of sustained reflection, effective research, rigorous analysis, and clear written communication.

These tools of writing, reading, and thinking are invaluable, and will be of use as you come to better know yourself, to better analyze the world, and to better contribute to solving civic and social

problems collaboratively. The goal is for you and I to work together to develop your skills and confidence to fully involve yourself in the complexities of informed decision-making--and the communication skills needed to convey the basis for your life decisions. Developing these skills will help you contribute to building strong families, engaged and compassionate communities, and workplaces that are productive, fulfilling and fair.

The college has endorsed the course outline of record, which can be found [here](#). All 1A courses at De Anza College are meant to be faithful to this official course outline of record, which is the basis, in part, for the regional academic accreditation and the generous funding of De Anza College.

Departmental 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.

You can access all course materials by clicking on the CANVAS app, via your portal.

You should review the “Canvas Student Guide” if you would like an overview of the features CANVAS makes available to you, and that you are likely to need to know about for this course.

Also helpful: A number of **De Anza online learning resources** are found here: [Information for New Online Students](#).

If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation](#) that the campus provides. It covers some common myths related to online coursework.

Required, online, and optional Materials:

Required: (Book)

- Chang, Leslie T. *Factory Girls: From Village to City in a Changing China*.
- Other short readings and other online sources.

Optional: Grammar handbook

You are not required to purchase a grammar and language usage handbook, but it will come in handy if you have a handbook from another course. If you do not, please consult this excellent online source: [OWL AT PURDUE](#) or grammar rules.

Submissions:

Submit all work online, via CANVAS, unless instructed otherwise. Major formal assignments should be file uploads; smaller submissions should be typed in as text blocks if you like. (ie "I read the week's summary"). Your final problem/solution project may be submitted on a google.doc if you prefer. Just paste in the link to your google doc, and make sure that it is either shared with me or set to "anyone with link" can edit.

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (ie discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class (approximately 6-8 hours per week, including readings).

- Your 4 major formal papers and one exam will require around 30-35 hours (although for many students the paper writing time demands are more--up to 50 or even occasionally 60 hours. including preparation, outlining, editing, proofreading, and research, if necessary),
- Reading (a full-length non-fiction book (20-30 hours).
- Quizzes should take around 2-4 hours.
- Other activities should be about 20-40 hours (informal writing, discussion forum)

Attendance/Participation:

Because writing and analytical thinking are skills that are only improved gradually and with daily effort, consistent engagement with the course material and online format is very important for your success in the class. You may be dropped or receive an "F" for the class if you become more than two weeks behind on your assignments. However, in consideration of the many stressors in students' lives, I want to make sure you know that if you have special predicaments, we can try to come up with a modification or way to streamline the necessary tasks, in close consultation with one another. Please let me know immediately if you begin to run into trouble, and we will see if we can work something out (extensions, assignment modifications, and so on). This is a negotiation and must be done on a case-by-case basis. There will be no option, however, for simply not doing a major assignment!

NOTE: I do not give extra credit assignments or points. You would certainly not want any professional: doctor, lawyer, or airplane pilot to have achieved the credentials required by using "extra credit" options only vaguely related to the curriculum they are expected to have mastered. You want them to know their stuff. I consider critical thinking, reading comprehension and writing to be essential skills for the college-educated, so there is no soft way around these curricular requirements. However, I WILL help you achieve adequate competency, no matter where you are now.

So. Trust me!

In order to avoid being dropped for non-attendance: (or the online equivalent of non-attendance),

- you will need to **log into Canvas EWRT 1A site at least twice a week throughout the quarter**, and submit the required material for that week.
- Enrolled students who fail to complete **all of the first week's assignments** (approximately 4-8 hours of work) may be dropped unless they have contacted me and have explained their situation.
- Students **missing substantial work, such as most of the assignments for a two-week period**, at any time during the quarter, or more than one major paper for more than a week, may be dropped from the course or will receive "F" for the quarter, unless there is an unusual situation, that has been communicated to me immediately. It is your responsibility to contact me if there are special circumstances that you would like me to consider. I am committed to assuring that you have the best possible chance for successful completion of this course.

Late Work Penalties:

No late quizzes!! The quizzes MUST be done by the deadline posted. You may not take quizzes once they have closed.

However, because student responsibilities such as illness, work and family can prevent students from completing work temporarily, I offer these four "late work" opportunities:

- One of the three (3) formal papers (that is not a timed writing or exam) can be up to ten days late, with no penalty.
- Up to two (2) informal responses /short essay reading responses can be up to one week late with no penalty.
- Two (2) discussion posts and/or discussion responses can be up to one week late with no penalty.
- Any of the 1-5 point assignments can be up to two weeks late with no penalty.

Please note: After the first two weeks of class, most assignments will no longer be accessible approximately two weeks after the due date and time. If you wish to turn in something later than two weeks late, you will need to request that I open that particular assignment. Note that even assignments turned in "very" late can earn up to half credit!! But we do need to have a conversation before I can open those assignments up for you!

Rewrites:

Occasionally, there may be such dire circumstances in a student's life, affecting the quality of a significant assignment, such that there is a clear need for a student to try a rewrite (formal papers only). Rewrites are occasionally an appropriate modification of the course requirements, and the permission to do a rewrite on one paper will be granted on a case-by-case basis. In general, and in almost all cases, you first should direct your available energies to the upcoming work, as the quarter goes by so quickly. To go back and redo, especially in the beginning of the quarter, will often get you further behind and cause more problems than it solves!!

ADD/DROP information:

1. No students will be added after the first week of class.
2. Enrolled students who fail to complete all of the first week's assignments will be dropped unless they have contacted me and have explained their situation.

...even a week behind, please contact me and let's try to figure out a way to save the quarter. If you do not think you can manage to catch up, because of life circumstances beyond your control, I strongly advise you to drop before November 17.

Types of Assignment and grade point distributions by category:

- Four (4) **major papers**, including a problem/solution research project, 400 points
- Six (6) **discussion posts, with responses**: 120 points
- Ten (10) **quizzes on readings or grammar**: 100 points
- At least four (4) Informal Writing assignments: 40 points
- **Other small 1 or 2-point assignments**: 40 points.

Formal Papers: (400 points)

Four (4) formal papers, including one paper written in a short, timed, equivalent of an "in-class essay," will be required. You will be given 1.5 hours in a "quiz" window to accomplish this task. Your exam will also be a timed writing, that will appear in a quiz template, so that you can demonstrate the ability to write competently in a timed environment.

For all other essay assignments, a clear and compelling organization, sufficient and appropriate support for ideas or apt details, and the absence of grammatical or punctuation errors will be essential. These must be between 850 and 1200 words. (Do not go over the word count, please. Concise writing is often valued in our world!!)

***To understand the grading criteria for each of the major assignments, please consult the **grading rubric** for each assignment.

- One (1) narrative paper (100 points)
- One (1) thesis-driven paper analyzing a book, or substantial text, using at least one additional source (100 points)
- One (1) report that solves a significant problem in the community around you and that shows competence in researching and integrating multiple sources into a document. You will need

to present your ideas to the students in class via a downloaded video, or in a small group Zoom event, or to me individually, if these other options become barriers. (140 points)

- One (1) Final reflection (60 points)

Quizzes: (100 points)

***To receive full credit for each quiz, you will need to complete by the deadline and answer the questions correctly. **QUIZ DEADLINES STRICTLY ENFORCED.**

- Four (4) "reading comprehension" quizzes
- Six (6) "language usage" quizzes

Discussions: (120 points)

At least SIX (6) discussion posts

***To receive full credit for each discussion assignment (post and response), you must follow these guidelines:

- Each post must be four or more fully developed sentences. This length requirement applies to your comments in response to other student posts, as well as your own posts.
- Each post must contain sufficient detail and examples such that readers can easily respond to it, with expansions or disagreements.
- Each post must be written in complete, standard English sentences. Slang is acceptable, but fragments, text-like writing, and generally badly written posts may not receive any credit.
- Most posts must move into a somewhat speculative area. This is a great place to "think out loud." Do not be overly concerned with being "right." No penalty at all for exploratory thinking.
- I encourage you to disagree with one another, even on small points; however, please do so respectfully, kindly, and without making the issue 'personal.' Explain why you disagree by bringing into the discussion more and different evidence, plausible analytical frameworks, or historical or cultural analogies. You are free to use your general reading, any on-the-spot research you do, or evidence and anecdotes from your own life in order to deepen our understanding, collectively, of the issues raised in the Discussion Forum prompt. Here is a polite, open-ended way to register disagreement: "While I see what you mean about X, I was thinking that Y also has an impact on such and such." It comes off as rude to say "You're wrong about X, Y is clearly more important."
- Each response post should show genuine curiosity toward other students' ideas, and build on or put pressure (via questions or comments) on the other student's ideas with openness.
- Each response should be respectful, but do be sure and challenge and press for a deeper understanding with your classmates, when you feel strongly about something. We engage in spirited discussion not to "win" arguments, but to sharpen and deepen our own positions, and to more fully understand others! It is mental exercise, quite similar to what an athlete would do to develop a stronger body.

In the Discussion Forum be sure that you are stepping out of the safe, ordinary positions to theorize or speculate on a question. There is absolutely no penalty for “being wrong” in the forum, and a good discussion is generated when there is a “gap” in your position—something you might not have entirely worked out in your head— which you are inviting others to elaborate on. Maybe you have a “hunch” about something, but no real evidence.. In that case you are asking your classmates to see if they might be able to “confirm or deny.”

Informal Writing: (40 points)

This is an opportunity for you to write in a looser format than a college essay, ie you do not need to worry about organization, evidence, punctuation and other formal writing concerns. It is a good way to start the process of developing ideas and practicing specific skills. The word count should be around 150-250 for these assignments. You may be responding generally to podcasts or short articles.

Other Assignments: (40 points)

Particularly in the beginning of the quarter, you will have a number of short assignments which will consist of such tasks as writing a confirmation that you have read and understand an assignment or some other instruction.

***To receive full credit for the several small “other assignments” you simply have to do them by the deadline. Click the "submit" button and write a one-sentence confirmation or answer a short question about the material.

The time frame for faculty feedback:

- My intent is to have **most student work** graded, with appropriate feedback, **within one week** of the final due date.
- **All formal papers** will be graded within **10 days**. Since the last paper is due on or near the last day of the quarter, if you would like extensive feedback, you will need to submit it a week before the end of the quarter.

Grading:

The grade book calculates the points / Letter grade automatically. Please keep up with your cumulative grade. One warning: if a zero has not been entered in the grade book for a missing assignment (something I must do manually). your "average" will be artificially high.

Portfolio:

During the last week, or earlier if you are ready, you will be submitting a portfolio of work that will be submitted to the English department. You will need to "pass" this portfolio

process in order to pass the class. However, I will work with you to assure you that you have a passing portfolio, so don't worry too much about this!

Grading Criteria for Formal Papers and Projects:

Each formal paper assignment will be accompanied by a rubric that breaks down the criteria for earning points for the assignment. Make sure you review the rubric before you submit your paper. In general, you will be graded on

- clear organization and overall structure,
- the quality of supporting evidence and details,
- mastery of the conventions of standard written English, including MLA documentation, if used, and
- writing style (vocabulary, sentence structure, reader interest, writing voice, appropriately used figures of speech, for instance) .

Your last project will additionally be graded on **innovative ideas/creativity** and **document design** for enhanced communication, and you will need to establish a useful **sense of your audience** for the problem/solution project. Please see the general grading criteria at the bottom of this page, for more information about the way your work will be assessed.

General Submission Guidelines:

1. Submit all formal papers and informal writing on Canvas by the due date, generally the due date for all of a single week's work will be Sunday night by midnight. I encourage you to work well ahead of this deadline.
2. All formal out-of class work must be free from spelling, grammatical, and punctuation errors.
3. Length: Most formal papers should be a minimum of 850 words and a maximum of 1200 words. Please note your word count at the top of the page. Research Paper/Problem/Solution Project can be up to 1600 words.
4. Labeling: Student Name, college, date, class number and section letter in upper left hand corner. Identify the assignment clearly ("Paper # 1, Narrative," or Informal Response # 2 to Leslie Chang Podcast)
5. All formal papers should have a properly capitalized title.
6. Direct quotes and factual or opinion-based source material must be cited **MLA** style. Please consult <http://owl.english.purdue.edu/owl/resource/747/01/> ([Links to an external site.](#))[Links to an external site.](#) for proper formatting. NOTE: no citation requirement for the problem-solution project, but all researched, factual information should be hyperlinked into the doc itself.
7. Text for electronic submissions should be 12 point font, 1.5 line spacing, Times New Roman, no pagination necessary.
8. Paragraph indents conform to the audience and writing purpose. (Business writing flush left, with no indent and a space between paragraphs; academic writing should have indented paragraphs and no line space between paragraphs).

Academic Integrity:

All students in this course are expected to abide by the district's rules and regulations on academic integrity, including avoiding plagiarism. The following paragraphs are drawn from the FHDA student handbook, available online at <<http://www.deanza.edu/studenthandbook/> (Links to an external site.)

1. 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 internet sourced items, or ChatGPT generated content.
- Undocumented online source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize
- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

Possible Consequences of Academic Dishonesty at FHDA

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

Documented Disability:

If you have a documented disability, please request a conference early in the quarter so we can discuss any accommodations you may need. It is important that we both fully understand what sorts of workarounds we can use to better support your success in this class.

Conferences:

I am happy to talk with you at any point during the quarter about problems you are encountering with the material or the class itself. Please schedule a Zoom , or simply phone me during office hours, to discuss your concerns. I really like to get to know you, so if you can possibly make time for a short visit with me that would make me happy.

Final Course Grade:

Please monitor your average throughout the last six weeks of class (by accessing the grade book function) so that you are assured that you know where you stand, grade-wise.

Student Resources:

- Health Services: <http://deanza.edu/healthservices/> , (408) 864-8732
- Psychological Services: <http://www.deanza.edu/psychologicalservices/>, (408) 864-8868
- Crisis Hotlines: <http://www.deanza.edu/healthservices/hotlines.html>
- Title IX: <http://www.deanza.edu/titleix/>
- Disabled Student Services: <http://deanza.edu/dsps/dss/index.html>, (408) 864-8753
- Food Pantry: http://deanza.edu/outreach/food_pantry.html , (408) 864-8327

Emergency and Police:

- Emergency Information: <http://www.deanza.edu/emergency/>

Extra help:

Need help with this course? Student Success Center peer tutors are ready for you!

- **Tutoring:** Go to the [SSC homepage](#) and click on the yellow link to join *SSC Resources Canvas*. Once there, click on Modules, then the SSC area for your course to see SSC Zoom tutoring links and schedules.
- **Workshops, group tutoring and group study:** See SSC Resources for current schedules and links. Most people learn better with others...give it a try!
- **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes.
- **Need after-hours or weekend tutoring?** See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

Important dates:

SEPTEMBER 25 The first day of fall quarter – Monday, Sept. 25 – is also **Yom Kippur**. Students will not be dropped from a class for not attending that day in observance of the holiday. Please [email your instructors](#) if this applies to you.

NOVEMBER 10. Veterans Day holiday – no classes; offices closed

NOVEMBER 17. Last day to [drop classes](#) with a W

NOVEMBER 23-26. Thanksgiving holiday – no classes; offices closed

DECEMBER 11-15. [Final exam week YOUR EXAM FOR 1A WILL BE DUE ON DECEMBER 11.](#)