



## **EWRT 1A Composition and Reading**

### **Spring 2024 Hybrid, Thursdays 1:30-3:20 L36**

Welcome! This course explores reading and writing through the themes of education, technology, and gender. This is a hybrid class, which means we will meet two hours a week in person and complete the remainder of the classwork online.

**Instructor:** Julie Pesano

**Contact:** Preferred: **Canvas Course In Box** on far left margin of our Canvas page  
OR

**E-mail Address:** [pesanojulie@fhda.edu](mailto:pesanojulie@fhda.edu) or [jpesano@gmail.com](mailto:jpesano@gmail.com) (gmail is a bit more reliable)

**Office:** On Campus F61L (near the turtle sculpture). I'm on campus Thursdays only.

**Office Hours:** Zoom office hours are by-appointment only, on Mondays -Thursdays 12:30-1:20 pm. Please email for appointment 24 hours in advance.

OR

E-mail anytime. Please allow 24 hours for a response during weekdays and 48 hours during weekends.

**Class Times/Location:** In person Thursdays 1:30-3:20 L36

#### **Canvas Course Platform:**

This course uses the Canvas course management system. As a partially asynchronous, hybrid course, you are required to spend several hours on Canvas a week. You will submit all your assignments on Canvas. Please do not email any assignments via my personal email. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). You will see a "tile" for the course on your dashboard. There is also a Canvas app for your phone, which I *highly recommend* you download. Please note that some of the features are limited in the phone app as well as a tablet, so you should not plan on using your phone or tablet alone for the class; access to a computer will be necessary. If you have any problems accessing the site, I suggest contacting [tech support \(ETS\) by clicking here](#). Make sure to read all the weeks' modules and do not just rely on completing your "to do" list. The modules are meant to simulate our class lectures, and you will need to know all this information to adequately complete the assignments for points.

**Workload and Due Dates :** This is a writing course and as such, you are asked to produce a fair amount of writing at home. There will also be a fair amount of reading. You should set aside time in your schedule **every day** to complete this work. In addition to our 2 hours a week in face-to-face class, you should expect to spend 3

hours a week in discussions with your peers, and in watching slideshow lectures. You can also expect to spend roughly 10-15 hours a week completing the reading and writing assignments. It's not easy, I know. But I'm asking you to plan ahead and make a commitment to this course. And when you finish this course, *you are going to be so darn proud of yourself!*

Wednesdays and Sundays will be Canvas due dates. You are welcome to complete the work any time before 11:59pm on Wednesdays and Sundays.

### **Course Materials:**

All the readings for this class will be made available for you on Canvas via free PDFs and online links (except one Netflix film). I highly encourage you to print out these materials so you can more effectively and actively read by annotating with a pen/pencil/highlighter.

The following text is available on PDF on our schedule, but if you like a hard copy, it's readily available on Amazon or other booksellers.

- *They Say, I Say* by Gerald Graff, Cathy Birkenstein, and Russel Durst

We will watch two films in this course. 1. *The Social Dilemma* (2020) available on Netflix (need a Netflix account), and 2. *The Mask We Live In* (2015) available to stream for free through our library database, "Films on Demand." To access this film, you will need to create a username and password through the site, "Films on Demand." I will provide more detailed instructions on this in the upcoming weeks.

**Controversial Topics:** This course will explore contemporary topics that might challenge your views or trigger strong reactions. The goal of this class is to learn conscious communication which includes hearing from many perspectives and engaging in civil discussion. I will alert the class of any possible trigger warnings, but if you ever feel like a topic uncovers distressing emotions, De Anza college has psychological services to support you. (See below.) I can also find an alternative assignment.

**Objectives:** English Writing 1A is a five-unit course in which the students will learn the techniques and practice of expository and argumentative writing based on personal experience and observation, critical reading, and critical thinking. Specifically, students will:

1. Learn the discipline of composition, comparing various kinds of texts and levels of discourse and identifying the role of academic writing among them
2. Read diverse narrative and expository texts and analyze them from a variety of perspectives
3. Generate ideas and topics for essays
4. Formulate and support theses
5. Integrate and organize ideas
6. Develop personal style/voice appropriate to purpose and audience
7. Identify and practice common rhetorical strategies used in academic writing
8. Practice writing as a multistep process, with particular attention to planning and revision
9. Compose essays with varying purposes and differing audiences, from personal to academic

### **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.

**Grading:** You are required to complete all assignments on the due date. Late assignments such as Discussion Posts, Outlines, or Peer Reviews will be penalized points according to the assignment and number of days late. Late papers will be penalized 5 points for half a week late, 10 points for a week and every week after (in other words, turn in your papers on time!) Absence, sickness, WIFI connection, computer issues, etc. are not an excuse. Complete assignments early enough to troubleshoot any issues. Late papers will be graded late. A final grade for the course will be assigned on the basis of performance in the following areas:

Formal Essays: Essay #1 =20%,  
 Essay #2=20%,  
 Essay #3 = 20%  
 Essay #4 = 15% Reflective Essay as part of Portfolio \*  
 Peer Review of Essays: 5%  
 Grammar Presentations: 5%  
 Quizzes: 5%  
 Discussion Posts: 5%  
 Participation/Attendance: 5% (see below)

**Attendance:** *Students must attend the **first week** of class to secure their enrollment. In-class attendance is mandatory. If you are absent more than 4 class meetings, you will be dropped.*

**Participation:** Participation means

- Being in your seat, *ready* to work at the beginning of class.
- Being *actively* engaged in what is going on in the classroom.
- Taking responsibility for your learning process in this class.
- Asking for help when you do not understand something.
- Working willingly and appropriately with your classmates in pairs and groups.
- Listening respectfully when others are talking.
- Doing the homework *before* you come to class.
- Not checking or answering your cell phone in class or leaving class to take a call.

Scale: 97-100%=A+, 93-96%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 70-76%=C, 67-69%=D+, 63-66%=D, 60-62%=D-, 59% and below=F

Please respect the evaluation process and do not ask me to give you a higher grade if your work does not merit it. (Thanks!)

### \* Portfolio

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 a 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 participation points or homework points. Those points will not affect the assessment of your portfolio, even if they affect your grade.

**Plagiarism:** Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer, professional or student, without giving proper credit. **AI generated** essays or discussion posts also constitute plagiarism as the work is not the student’s own. Students found guilty of plagiarism will receive a zero for the assignment.

**Conduct:** Please respect your classmate's opinions, participation, and opportunity for success and please respect the work necessary to complete this course. For more information on conduct online (Netiquette), see the canvas course website. Any Discord groups associated with the class are expected to comply with Netiquette.

### **De Anza Student Resources:**

**Student Success Center:** Need help with this course? Want to more personal connections this quarter? Student Success Center tutors and workshops are ready for you! Watch the [SSC Welcome Video](#) to learn more.

**Tutoring:** Go to <http://deanza.edu/studentsuccess> and click to join a Zoom tutoring room during open hours.

**Workshops:** Attend a [Skills Workshop](#), a [content-specific math/science workshop](#), an [Accounting chapter review workshop](#), or a [Listening and Speaking workshop](#).

**Resources:** Join the [SSC Resources Canvas site](#) to see content and learning skills links.

**After-hours or weekend tutoring:** See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

### **De Anza Library**

Most of your research can be found on the online databases <http://www.deanza.fhda.edu/library/>

### **Helpful MLA and Writing Guide**

There are many online writing resources available. The one we will use in class together is the [OWL at Purdue](#). Please familiarize yourself with this website and plan to refer to it throughout the quarter.

## Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people who believe this and we will do everything we can to support you. Second, I want to call your attention to De Anza's **Resources for Undocumented Students**. Check out this website: <https://www.deanza.edu/students/undocumented.html> (Links to an external site.)

## De Anza College DSPS

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center. DSS Location: RSS Building, Suite 141, Phone: 408-864-8753 On the web: <http://www.deanza.edu/DSS/> (Links to an external site.) Email: [DSS@deanza.edu](mailto:DSS@deanza.edu)

## De Anza College Mental Health

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties. Many of these issues can be effectively addressed with a little help. Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> (Links to an external site.) or by calling 408-864-8868.

## Food Pantry

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) (Links to an external site.) for the Emergency Food Assistance Program (EFAP). The Food Pantry is located in the [Outreach Office](#) (Links to an external site.) (Seminar 3 Building). **Food Pantry Hours - Monday – Friday** 8 a.m.- 4:30 p.m. Questions? Contact the Outreach Office at [outreach@deanza.edu](mailto:outreach@deanza.edu) or 408.864.8327. Or visit this website: [https://www.deanza.edu/outreach/food\\_pantry.html](https://www.deanza.edu/outreach/food_pantry.html) (Links to an external site.)

**Important Dates:** (see <http://www.deanza.edu/calendar/>)

April 8

First day of spring quarter classes

May 31

Last day to drop classes with a W.

Welcome to the class. Please let me know if you have any questions. I encourage you to throw your heart into the learning, and the grade will follow. I look forward to working with and learning from all of you. JP

### EWRT 1A Tentative Schedule Spring 2024

\* **Thursdays In-person class 1:30-3:20 L36**

\*\* *Wednesdays and Sundays Canvas Work Due by 11:59pm*

\*\*\* *Complete Canvas Tasks in order (1,2,3...)*

\*\*\**Read all the modules not just the assignments in your “to do” list.*

Week 1 (Module 1) 4/8 – 4/14
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4/10 On Canvas

1. READ: The syllabus
2. TAKE: The Quiz on the syllabus
3. READ: Grammar Presentations
4. READ: Meet your Instructor
5. COMPLETE: The Student Questionnaire
6. READ: Netiquette Policy
7. POST: An introduction of yourself to the class

4/11 In-Person Class – Introduction to Course

4/14 On Canvas

1. POST: Responses to 2 of your classmates’ posts in the “Introduction Forum”
2. READ: "Superman and Me" by Sherman Alexie, "Learning to Read" by Malcolm X, "One Asian Writer's Lesson" by Andrew Lam, “The Transformation of Silence into Language and Action” by Audre Lorde
3. READ: *They Say, I Say* Preface, Introduction, Chapter 1, and Chapter 2
4. COMPLETE: Quiz on *They Say, I Say* Preface, Introduction, Chapter 1, and Chapter 2
5. POST: Summary and Response #1

Week 2 (Module 2) 4/15 – 4/21
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4/17 On Canvas

1. POST: Responses to 2 of your classmates’ posts on Summary and Response #1
2. READ: "[The Most Important Question of your Life \(Links to an external site.\)](#)"
3. READ: "[Don't Let the Spirit Crushers Get You Down \(Links to an external site.\)](#)"
4. READ: "[Two Years are Better Than Four \(Links to an external site.\)](#)"
5. READ: "[Should Everyone Go To College? \(Links to an external site.\)](#)"
6. POST [Summary-Response #2](#) based on the above reading.

4/18 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 1 Presentation – Fragments and Run-On’s

4/21 On Canvas -

1. POST: Responses to 2 of your classmate's Summary-Response #2
2. READ: "The Art of Quoting" Chapter 3 from *They Say, I Say*
3. READ: "Planting a Naysayer" Chapter 6 from *They Say, I Say*
4. COMPLETE: The quiz on Chapter 3 and 6 from *They Say, I Say*
5. READ: Essay #1 Prompt: Why are You in College"

<u>Week 3 (Module 3) 4/22 – 4/28</u>
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4/24 – On Canvas

1. READ: "Connecting the Parts" Chapter 8 from *They Say I Say*
2. READ: "PIE Paragraph Slideshow"
3. READ: "Thesis Slideshow"
4. POST: Draft of Essay #1

4/25 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 2 Presentation: Faulty Parallelism

4/28 On Canvas

1. POST: Peer Review "First Draft" assignment

<u>Week 4 (Module 4) 4/29 – 5/5</u>
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5/1 On Canvas

1. READ: "Introductions Slideshow"
2. READ: "Conclusions Slideshow"
3. READ: "Proofreading Slideshow"
4. READ: "MLA Slideshow"
5. SUBMIT ESSAY 1: Why are you in college?

5/2 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 3 Presentation: Comma Rules

5/5 On Canvas

1. WATCH: *The Social Dilemma* (Only available on Netflix – need subscription)
2. COMPLETE: Quiz on *The Social Dilemma*

<u>Week 5 (Module 5) 5/6 – 5/12</u>
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5/8 On Canvas

1. READ: "Addicted to Screens? That's Really a You Problem" by Nellie Bowles
2. READ: "Defund Facial Recognition" by Malkia Devich-Cyril
3. READ: "The College Essay is Dead" by Stephen Marche
4. READ: "GPT-4 is Exciting and Scary" by Kevin Roose
5. POST: Summary Response #3
6. POST Rabbit Hole Field Notes #1

5/9 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 4 Presentation: Subject-Verb Agreement

5/12 On Canvas

1. POST: Responses to 2 of your classmate's Summary-Response #3 and Rabbit Hole #1
2. READ: "Three Ways to Respond" Chapter 4 in *They Say, I Say*
3. COMPLETE: Quiz on "Three Ways to Respond"

Week 6 (Module 6) 5/13 – 5/19
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5/15 – On Canvas

1. READ: "What We Lose When We Go from the Classroom to Zoom" by Karen Strassler
2. READ: "Not Everyone Hates Remote Learning. For These Students, It's a Blessing" by Elizabeth A. Harris
3. READ: "Why Zoom is Terrible" by Kate Murphy
4. READ: "America's Terrible Internet is Making Quarantine Worse" by Olga Khazan
5. READ: "Distinguish What You Say From What They Say" Chapter 5 in *They Say, I Say*
6. POST: Summary-Response #4
7. POST: Rabbit Hole Field Notes #2

5/16 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 5 Presentation: Pronoun Agreement, Clarity, and Case

5/19 On Canvas

1. POST: Responses to 2 peers in Summary-Response #4 and Rabbit Hole #2
2. READ: "So What? Who Cares" Chapter 7 in *They Say, I Say*
3. COMPLETE: Quiz on Chapter 5 and 7 in *They Say, I Say*
4. READ: Essay #2 Prompt

Week 7 (Module 7) 5/20 – 5/26
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5/22 On Canvas

1. POST: Essay #2 (Timed, No Revision)

5/23 No In-Person Class (Take a break!)

5/26 On Canvas

1. WATCH: *The Mask You Live In* Documentary (1hour 37 minutes). See film under week 7 module. You may need to create a username and password through Kanopy to watch.
2. POST: Summary-Response #5 based on the documentary

Week 8 (Module 8) 5/27 – 6/2
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5/29 On Canvas

1. POST: Responses to 2 of your peers' summary-response #5 entries
2. READ: "Teaching Men to Be Emotionally Honest" by Andrew Reiner
3. READ: "The Problem with the Fight Against Toxic Masculinity" by Michael Slaughter
4. READ: "The Coronavirus Is a Disaster for Feminism" by Helen Lewis



5. READ: "I'm Gay and African American. As a Dad, I Still Have it Easier than Working Moms" by Raynard Kington
6. POST: Summary-Response #6 based on one of the readings from this week.
7. POST: Rabbit Hole Field Notes #3

5/30 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 6 Presentation: Dangling and Misplaced Modifiers

6/2 On Canvas

1. POST: Responses to two of your peers' summary-response #6
2. POST: Responses to two of your peers' Rabbit Hole Field Notes #3

Week 9 (Module 9) 6/3 – 6/9
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6/5 On Canvas

1. READ: "Where Gender Neutral Pronouns Come From" ([Links to an external site.](#)) by Michael Waters *Atlantic Magazine*
2. READ: "From He to She in First Grade" ([Links to an external site.](#))
3. READ: "The Struggle of Rejecting the Gender Binary" ([Links to an external site.](#)) by Daniel Bergner *The New York Times*
4. READ: "Transgender, Gender-Fluid, Nonbinary, and Gender-Nonconforming Employees Deserve Better Policies" ([Links to an external site.](#)) by Lily Zheng *Harvard Business Review*
5. POST: Rabbit Hole Field Notes #4
6. READ: Essay #3 Prompt

6/6 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work  
GROUP 7 Presentation: Avoiding Wordiness and Passive Voice

6/9 On Canvas

1. POST: Response to 2 classmates' Rabbit Hole Field Notes #4
2. POST: Essay #3 Draft and Peer Review

Week 10 (Module 10) 6/10 – 6/16
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6/12 On Canvas

1. Peer Review of Essay #3

6/13 In-Person Class 1:30-3:20 Review and Reinforce Canvas Work

GROUP 8 Presentation: Spelling and Commonly Confused Homophones

6/16 On Canvas

1. SUBMIT: Essay #3 Revision

Week 11 (Module 11) 6/17 – 6/23
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6/19 – On Canvas

1. READ: Portfolio and Reflective Essay #4 Guidelines

6/20 – In-Person Class 1:30-2:20 Review and Reinforce Canvas Work

6/23 On Canvas

1. SUBMIT: Portfolio (Revised Essay #1 or #3, Unrevised Timed Essay #2, Reflective Essay #4)

Week 12 6/24 – 6/28
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No Class!

Your Work is Complete! Congratulations!