

EWRT 1A.52Z Composition and Reading

Writing About Equality, Inequality, and Experiences of "Otherness" Winter 2025

Instructor: Maria Frangos

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Zoom office hours: Mondays 12-1pm on Zoom (link in Canvas), or other times by appointment. Email me for a Zoom meeting time and link for your separate appointment!

Welcome and Course Description

Welcome to EWRT 1A! EWRT 1A is the standard college-level English composition course. I know that students need to take EWRT 1A for a variety of reasons and that most of you probably are not English majors. With that in mind, I have chosen a topic that I hope will engage you whether you love to read or not. We will be looking at several different kinds of texts or media – short works of fiction, news articles, opinion pieces, short videos, a TED talk – on the topic of equality and inequality in the US and also globally. Some of these are more challenging essays and articles that you will use to deepen your understanding of the topics we're covering and to learn to think and write critically and clearly.

KEY QUESTIONS:

WHAT TEXTS DO I NEED?

All the course readings are in PDF format on Canvas, in Modules labeled by week – **you do not need to buy anything for this course!**

FIRST WEEK OF CLASS (BEGINNING MONDAY 1/6):

- In time for Monday morning 1/6, I will post a welcome video that outlines information about the course, gives you a brief tour of the Canvas site, and where I will preemptively try to answer some frequently asked questions.
- To start off the first week, I will invite you all (those who are able) to join me for an optional introductory Zoom group "office hours" this week: Wednesday 1/8 from 12-1pm. During this open/drop-in session, after you've read the syllabus and explored the Canvas site, you are free to ask any questions about how class will work, get clarification on anything, share any struggles you are facing or problems you are having, or just chat. Again, I'd highly recommend having a look at the syllabus and Canvas site first, so you'll know what to ask about.
- On Monday 1/6 I will also post an "assignment" that is not graded, but will be a sort of introduction so I can try to get to know each of you a little better, find out about your experiences with reading and writing, what your interests are, and anything else that

you feel it's important for me to know. It'd be great if you could respond to that "Writer's Profile: Getting to Know You" assignment by the end of the day on Wednesday.

WHAT WORK DO I HAVE TO DO?

Here are the requirements for this course:

1. Reading and watching lectures: Each week's module on Canvas contains reading assignments you'll need to do each week, and lecture videos to watch. These are clearly marked "To Read" and "To Watch" for each week.

2. Essays: You are required to write three substantial essays that you'll have "unlimited" time to work on, and one shorter essay that you'll have to write during a separate sit-down timed session. These include a Personal Narrative Essay and an Analytical Essay with a first and second draft, as well as the short timed essay. **You must write each of these essays in order to pass the class.** Each of the essays must be submitted on Canvas. Barring unforeseen circumstances, I will return your graded essays (on Canvas) within one to two weeks.

3. "Supporting activities": include all of the smaller assignments associated with the essays; for example, you will often be required to turn in brainstorming activities, thesis statements, and other helpful exercises before writing essays. It also includes the final "reflection" on your work over this term.

4. Discussion Posts: Your primary homework in this class will be posting written responses to discussion prompts in the discussion forum on Canvas. These will be designed to help you write your essays and will count as a large portion of your EWRT grade. This will also be one of the main ways you will establish your participation in the class, and it is the only way you'll be interacting in discussion with your classmates, since this class is asynchronous.

These posts will always be due by midnight on Fridays. Please try to get your work in on time. Plan to work ahead if you have a busy schedule.

WHERE CAN I GET HELP?

1. Email me anytime via Canvas or the email addresses above; I can help you via email or we can set up a Zoom meeting. Never hesitate to ask me for help – that's what I'm here for! 😊

2. Drop-in Zoom office hours are Monday 12-1pm, but if you can't make that time, I'm happy to chat with you over Zoom at an alternate time – just email me to schedule an appointment!

3. Contact an English Performance Success counselor: eps@fhda.edu. They can help you with one-on-one guidance and counseling, figuring out your academic goals, accessing tutoring, and

more. Explore the website and don't hesitate to make an appointment:
<https://www.deanza.edu/languagearts/eps-counselors/>.

4. Tutoring and online workshops available at the Writing and Reading Center (WRC):
<https://deanza.edu/studentsuccess/wrc/>.

DROP DATES

Sunday 1/19: LAST DAY TO DROP A CLASS WITHOUT A "W"

Friday 2/28: LAST DAY TO DROP A CLASS WITH A "W"

COURSE DETAILS

Canvas and reading: You'll be using Canvas for almost everything. The Canvas page 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. All of the course readings are in Canvas, grouped by week. On the front page of the course, the weeks are listed: "Week 1," "Week 2," etc. If you click on a week, you'll go to the Module for that week, and all of the materials, assignments, etc. for that week are there for downloading. Other handouts will also be posted in the Modules for each week, as well as any lecture notes, or essay/assignment prompts. Essay prompts and assignment prompts will also be posted under "assignments," but I'm also putting them in the modules by week for additional easy access.

You should work on reading the reading assignment for each week throughout the week, doing a little bit of reading at a time, starting on the weekend or on Monday. That way, if you start to have questions, you can bring them to office hours, or post questions on the discussion board that I can address in my recorded videos for the week. All of the reading for the week should be completed by Thursday, so that you can post your discussion comments no later than end of the day each Friday.

Canvas discussions: Discussions will take place in the discussion tab on Canvas. Each week I will post a short prompt for discussion, and you will be required to post your responses/thoughts/questions about the week's readings anytime after that. In addition to responding to the prompt, please also feel free to ask any questions at all about the reading assignment, or comment on aspects of the stories, articles, or videos that interest you. The deadline for posting in the discussion is end of day Friday. Ideally, I'd like the discussions to appear as a running conversation about the things we read.

I will regularly check discussion posts and respond here and there when needed, and will also respond to questions there.

Writing Assignments: As described above, you'll be writing three longer essays for this course:

1. Personal Narrative Essay
2. Analytical Essay, First Draft
3. Analytical Essay, Second Draft
and
5. One short essay, formerly “in-class”, now timed in the “Quiz” section of Canvas.

Shorter exercises leading up to these papers will often be required before the due date, such as thesis statement proposals and brainstorming activities. First drafts and final drafts should be uploaded under the assignment listing for that assignment in Canvas.

You’ll also be writing a final “reflection” at the end of the quarter on your work throughout the course.

All essays should be typed, double-spaced, in a standard font, and be carefully proofread for errors such as spelling mistakes, missing words, and other typos. Drafts of papers should be at least $\frac{1}{2}$ to $\frac{3}{4}$ of the length of the final version, and should also be in the same format. Your citations should be in MLA format (see <https://owl.english.purdue.edu/>). We’ll talk a lot more about MLA format as the course goes along.

Short video lectures: I’ll be posting some short video lectures each week where I’ll be giving you some general information about the course, strategies for writing, strategies for organizing ideas and brainstorming, strategies for forming and arguing a strong thesis, information about the texts we’re reading, and instructions for the writing assignments, which you can watch according to your own schedule. You will find these lectures in each week’s module in Canvas, marked as “To Watch” for that week. Please check the module several times each week to keep up with these lectures as they are posted. I’ll also often post an announcement when new lecture videos are up.

Office Hours: I’ll be having office hours via Zoom and/or email on Mondays from 12:00-1:00pm, in case anyone would like to chat. You have the choice of either emailing me, or using the Zoom invitation that I will be sending the class in advance to speak live. If you’d like a different appointment time, no problem: we can arrange a different time to talk. Just send me an email or a Canvas message and we will set up a time to either email chat or Zoom, whichever you prefer.

How You’ll Hear From Me:

1. **Canvas Announcements:** I’ll regularly post announcements with important information each week.
2. **Feedback on essays:** You’ll receive detailed feedback from me on your essays, both as summary comments AND detailed edits inside the text of your document, so be sure to look inside your document each time for my line by line comments and suggestions.
3. **Comments in discussion tab:** I will comment in the discussion tab now and then, and respond to questions there as well.

4. **Lecture videos:** I will record and post at least one (and often more) short lecture videos per week, where I will discuss the week's lessons and other information, and will also answer questions that have come up.
5. Of course, you can always **contact me via Canvas or email**, and you can also make appointments for office hours meetings with me.

Student Learning Outcome Statements (SLO):

In EWRT 1A, you will learn to:

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

Virtual Classroom Environment:

This online classroom is a safe space and everyone should feel comfortable contributing to our discussions in the Canvas discussion forum. You should feel free to share your ideas and express yourself without judgment. **There are no stupid questions**, so if anything is ever unclear, please ask. It's very likely other people will have the same question!

In this course we will be discussing some sensitive topics. Please be mindful that each person brings a different perspective based on their own experience. If you wish to counter a specific argument or claim, you must do so intelligently and respectfully. It is our shared responsibility to make sure that everyone feels safe and respected.

Please remember to **complete the assigned reading** before you sign on to make your discussion comments for the week, so everyone can participate productively in the conversation.

Grades:

EWRT 1A: Writing assignments will be graded using the following rubric:

40% - mechanics (grammar, proper MLA citation, punctuation, typos)

40% - argument and structure

20% - level of engagement with topic, quality of ideas

All formal writing assignments will be worth a total of 100 points each (100-93 A, 92-90 A-, 89-88 B+, 87-83 B, 82-80 B-, 79-78 C+, 77-73 C, 72-70 C-, 69-68 D+, 67-63 D, 62-60 D-, 60 & under failing). Your overall grade in the course will also follow this system.

Personal Narrative Essay – 100 points

Analytical Essay #1 – 100 points

Analytical Essay #2 – 100 points

Discussion posts (EWRT 1A) are your participation grade: 100 points total, 10 points each

Thesis statements and other short activities: 40 points total, 10 points each

Academic Integrity:

Academic integrity means being honest about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person's words without giving that person credit. It is a punishable offense and can result in serious disciplinary action. If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, please ask me for help. (Adapted from DeAnza professor Brian Malone. See what I did there?)

Additional Resources:

Disability Support Services

Students with documented special needs can obtain assistance from Disability Support Services: <https://www.deanza.edu/dss/>. If you qualify for extra help through DSS, please speak with me at the beginning of the quarter so that I can help you to get the services you are entitled to.

Student Success Center

Meet with tutors and attend workshops in the Student Success Center: <https://www.deanza.edu/studentssuccess/>.

There is also free online tutoring available to all De Anza students! Login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to <http://deanza.edu/studentssuccess/onlinetutoring/index.html>.

Course Schedule by Week

Week 1 Introduction to Course

1/6-1/10
Reading: "Inequality is Under Attack"
Due by 11:59pm Friday: Writer's Profile
Watch: Welcome video and introduction to course

Week 2 Short Fiction: Homelessness, Otherness

1/13-1/17:
Reading: Sherman Alexie, "What You Pawn I Will Redeem"
Watch: TED Talk: "The Year I Was Homeless":
Due by 11:59pm Friday: Discussion Post

Watch: Short lecture video

Week 3 Gender and Immigration Part 1: “Woman Hollering Creek”

1/20- **Reading:** Sandra Cisneros, “Woman Hollering Creek”
1/24: **Due** by 11:59pm Friday: Discussion Post
 Due by 11:59pm Friday: Personal Narrative Essay
Watch: Lecture video, What Is A Thesis?
Monday 1/20 - Holiday

Week 4 Gender and Immigration Part 2: “No Name Woman”

1/27- **Reading:** Maxine Hong Kingston, “No Name Woman” (first half)
1/31: **Due** by 11:59pm Friday: Discussion Post
 Online Activity: Brainstorming – what story to write on?
Watch: Lecture videos

Week 5 Gender and Immigration Part 3: “No Name Woman” & Thesis Development

2/3- **Reading:** Maxine Hong Kingston, “No Name Woman” (finish)
2/7: **Due** by 11:59pm Friday: Discussion Post
 Due by 11:59pm Friday: Proposed Thesis Statement/Intro
Watch: Lecture Videos

Week 6 Thinking Analytically

2/10- **Reading:** “Why Do People Tolerate Income Inequality?”
2/14: **Due** by 11:59pm Friday: Discussion Post
 Watch: Lecture Video

Week 7 Understanding and Analyzing the Concept of “Privilege”

2/17- **Reading:** Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”
2/21: **Due** by 11:59pm Friday: Discussion Post
 Due by 11:59pm Friday: 1st Draft of Analytical Essay
Watch: Lecture videos
Monday 2/17 - Holiday

Week 8 Thinking about “Space”

2/24- **Reading:** Rebecca Solnit, "Occupied Territory"
2/28: **Due** by 11:59pm Friday: Discussion Post
Watch: Lecture videos
Friday: Last day to drop with a "W"

Week 9 **The Current Moment**

3/3- **Reading:** Michael Sandel, "Are We All In This Together?"
3/7: **Due** by 11:59pm Friday: Discussion Post
Due by 11:59pm Friday: short timed essay
Watch: Lecture videos on revising

Week 10 **Analytical Essays – Final Draft**

3/10- **Watch:** Lecture video on revising & MLA format review
3/14: **Online Activity:** Revising
Activity on your own time: Look at prompt & Outline Reflective Essay
Due by 11:59pm Friday: Analytical Essay Draft 2

Week 11 **Reflective Essay**

3/17- **Watch:** Video on Reflective Essay
3/21: **Activity on your own time:** Write Reflective Essay
Finals Week: **Due by 11:59pm Thursday 3/27: Reflective Essay**