

## EWRT 1A/LART 250 COMPOSITION AND READING

Jan 8 – March 28, 2024  
8:30-10:20am  
Tues: L36  
Thurs: Zoom

Section 5Q  
CRN 00749/  
36504

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Office hrs: Tues/Thurs,  
10:30-11:20am

### COURSE OVERVIEW

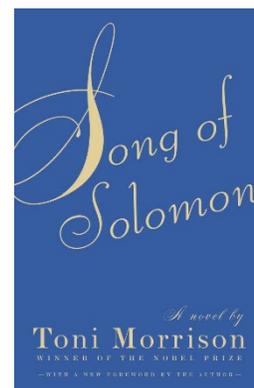
These two courses work together to provide more practice and support, so that you can become a highly skilled academic reader and writer. The two courses are graded separately, but the assignments are completely integrated. LART 250 is 3 units and EWRT 1A is 5 units. After this course, you will increase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

### REQUIRED AND RECOMMENDED TEXTS

The editions listed below reflect the ones I think are best. You may use other editions; the reading assignments for *Song of Solomon* go by chapter, but the *Ceremony* assignments go by page #, so you might want to get the same edition for your own convenience.

1. Morrison, Toni. *Song of Solomon*. Vintage Reprint edition, 2004. ISBN 140003342X
2. Silko, Leslie Marmon. *Ceremony*. Penguin Classics edition, 2006. ISBN 0143104918
3. Other texts posted online via Canvas



- **Content Warning:** The novels contain references to suicide, abuse, and violence. If you'd like a more detailed content warning about specific parts of the book, let me know.



### 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 | 60.00% |
| 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            | 60.00% |
| Reading responses      | 20.00% |
| Discussions (in-class) | 10.00% |
| 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 Winter ‘24 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

We are a hybrid class this quarter, meeting once a week in person (Tuesday) and once a week on Zoom (Thursday). Attendance at **both** of these sessions is required. I do take attendance to see who is still active in the course. While you do not receive credit simply for coming to class, you do receive credit for participating in class discussions (see below).

#### DISCUSSIONS

We will be doing discussions of the novels and writing concepts every week in class. When you come to class on Tuesday, you should be ready to discuss the previous week's reading – this means you need to bring the text with you in some form, either physical book or eBook.

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 *Song of Solomon* or *Ceremony*, 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.

#### MIDTERM

The midterm will be held in class on Tuesday, February 13. It will be a timed, in-class essay that uses your knowledge of the writing process and the issues we've talked about in class. The midterm is worth 10% of your grade and is also required to include in the Portfolio, so please make sure you are able to be there to take it! The prompt for the midterm will be given out beforehand, so you'll have time to prepare, but you need to write the full essay in class.

#### FINAL EXAM

There is no final exam for this course – we have the Final Portfolio instead. So, we will not need to meet during finals week.

#### OFFICE HOURS

I will be available to answer any questions or go over your writing on Tuesdays and Thursdays from 10:30-11:20am (directly after class). On Tuesdays I will be in the Baldwin Winery building, which is in the same building as Financial Aid – go past the office and down the stairs to the basement, and knock on the window.

On Thursdays I will be available on Zoom after class in the same room as our class – just stay online if you want to talk!

#### 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
- Using AI programs such as ChatGPT to write your assignments for you
- 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*

|                                     | <b>Readings</b>   | <b>Assignments</b>   |
|-------------------------------------|---|--|
| <b>Week 1:</b><br>Jan 8-14          | <ul style="list-style-type: none"> <li>• Foreword to <i>Song of Solomon</i></li> <li>• Examples of literacy narratives (on Canvas)</li> </ul> | <ul style="list-style-type: none"> <li>• Welcome to class!</li> <li>• "Talking to the Text" activity on Foreword</li> <li>• Essay 1 brainstorm/outline due Sunday night (Jan 14, 11:59pm)</li> </ul> |
| <b>Week 2:</b><br>Jan 15-21         | <ul style="list-style-type: none"> <li>• <i>Song of Solomon</i> ch 1-2</li> </ul>   | <ul style="list-style-type: none"> <li>• Response to <i>SoS</i> ch 1-2</li> <li>• Essay 1 (final draft) due Sunday night, 11:59pm</li> </ul>   |
| <b>Week 3:</b><br>Jan 22-28         | <ul style="list-style-type: none"> <li>• <i>Song of Solomon</i> ch 3-4</li> </ul>   | <ul style="list-style-type: none"> <li>• Response to <i>SoS</i> ch 3-4</li> <li>• Essay 2 brainstorm/outline due Sunday at 11:59pm</li> </ul>  |
| <b>Week 4:</b><br>Jan 29 –<br>Feb 4 | <ul style="list-style-type: none"> <li>• <i>Song of Solomon</i> ch 5-7</li> </ul>   | <ul style="list-style-type: none"> <li>• Response to <i>SoS</i> ch 5-7</li> <li>• Essay 2 due Sunday night</li> </ul>  |
| <b>Week 5:</b><br>Feb 5-11          | <ul style="list-style-type: none"> <li>• <i>Song of Solomon</i> ch 8-10</li> </ul>  | <ul style="list-style-type: none"> <li>• Response to <i>SoS</i> ch 8-10</li> <li>• Prepping for midterm</li> </ul>   |

|                                      |   |   |
|--------------------------------------|---|---|
| <b>Week 6:</b><br>Feb 12-18          | <ul style="list-style-type: none"> <li>• <i>Song of Solomon</i> ch 11-15</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Midterm</b> in class on Tuesday, Feb 13</li> <li>• Response to <i>SoS</i> ch 11-5</li> </ul>                        |
| <b>Week 7:</b><br>Feb 19-25          | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> p 1-50</li> </ul>          | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> response p 1-50</li> <li>• Essay 3 brainstorm/outline due Sunday, Nov 12</li> </ul>                    |
| <b>Week 8:</b><br>Feb 26-<br>March 3 | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> p 51-100</li> </ul>        | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> response p 51-100</li> <li>• Essay 3 due Sunday (Nov 19, 11:59pm)</li> </ul>                           |
| <b>Week 9:</b><br>March 4-<br>10     | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> p 101-149</li> </ul>       | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> response p 101-149</li> <li>• Essay 4 brainstorm/outline due Sunday, Nov 26</li> </ul>                 |
| <b>Week 10:</b><br>March 11-<br>17   | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> p 149-200</li> </ul>       | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> response p 149-200</li> <li>• Essay 4 due Sunday (Dec 3, 11:59pm)</li> </ul>                           |
| <b>Week 11:</b><br>March 18-<br>24   | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> p 201-243 (end)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Ceremony</i> response p 201-243</li> <li>• MLA format, editing</li> <li>• Reflective essay for portfolio</li> </ul> |

**Sunday, March 24: Portfolios due on Canvas by 11:59pm**

**Friday, March 29: Last day of fall quarter. Canvas site closes at 11:59pm!**