EWRT 2
Critical Reading,
Writing, and Thinking
(Section FY1)

Winter 2024

EWRT 2 FY1	Class Time: Mon 10:30 AM-12:20 PM	Location: L62
EWRT 2 FY1	Class Time: 2.5 hours Asynchronous	Location: Online

Instructor: Kristin Agius (pronounced "age-us" but you can call me Kristin 😊)
Email: agiuskristin@fhda.edu
Office: L47
Office Hours: M 1-2 in person and by appointment on zoom

STUDENT LEARNING OUTCOMES

- Apply critical thinking skills to writing and complex readings
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

WELCOME!

Welcome to EWRT 2! This is a reading and writing class that is about you and your interests and passions. My role is to be a language coach and to support you as I share my experience and work to make the class a safe place where we can all do our best and learn.

In this class, you will be selecting a topic/issue that you care about to research and write about for the entire term. This allows you to really dive in and think deeply and critically about something you find important. You will be selecting what you read about and choosing the direction of your projects. We will also work together as a community to support one another as we discover how we can use reading and writing to make a difference in the world.

WHAT MATERIALS WILL I NEED?

1. Eli Review online subscription (see Canvas for more details).
2. Access to a computer with wifi to access Eli Review, our Canvas class site, access readings online, conduct research, and attend online zoom conferences

What will we do in this class? What will I learn in this class?

We will be building on the critical reading and writing skills you practiced in EWRT 1A, as well as learning how to do independent research to help you develop your purposes as learners and writers. Learning any skill requires daily, deliberate practice. Success in this course requires developing a personal study habit that keeps you on top of your weekly work. Because this is a hybrid class, you will be doing some weekly work asynchronously in addition to attending class. To make this workload manageable, you will be doing things for this class everyday, but the daily work will be focused and workable.

We will do weekly assignments on Canvas and Eli Review. In Canvas, we will have discussions and practice writing strategies that will prepare you for your weekly Eli Writing. We will use Eli Review every week to submit a weekly writing assignment and then give and get feedback on your work. Eli Review is a tool that helps teachers coach students to give better feedback and be more effective revisers, two skills that research has proven to be the most effective for learning. We will be doing peer review weekly in Eli because successful writers "review early and review often."

Undertaking this work isn't easy (but it is rewarding!), so we will be practicing the art of composition by following a strategic routine of assignments. Writer's don't write great essays in one night the day before they're due, but by doing a little bit each day. So, we will follow a similar routine of reading, discussion, writing, reviewing, and reflecting every week.

- Mondays 10:30-12:20 Meet in person on campus (Focus in class time on Debriefing Canvas Work and Drafting Eli Writing)
- Due Tuesdays 11:45pm--Eli Writing
- Due Thursdays 11:45pm--Eli Reviews
- Due Fridays 11:45pm--Annotate Eli Review Debrief in Canvas and Eli Revision Plan
- Instructor Feedback on Plans on Saturdays
- Due Sundays 11:45pm–Canvas Assignments and Discussions to prepare for next week's Eli Writing
- Once a week: attend tutoring, study hall, or attend office hours

This weekly work will culminate in four projects you will complete:

The Analysis Project: You will read two complex essays (Paulo Freire's "The 'Banking' Concept of Education" and Kathryn Schuz's "Evidence") that give you a framework for analyzing your own experiences or a case study. You'll write drafts (500 words each) to practice presenting the ideas of others and then entering into a conversation with those authors, presenting your own experience or a case study to help you respond thoughtfully. You'll choose one of these drafts to revise and build into a longer analysis essay (1200 words) for which you will develop a specific audience and purpose.

The Reading Project: You will curate sources that are helpful, credible, and informative about an inquiry topic of your choosing and present them in an annotated bibliography (1800 words). The annotated bibliography will help you to summarize and evaluate the sources you find and listen to the conversation around your topic, helping you record how

you understand your sources, how they shift your thinking, and what are your own questions and evaluations.

The Argument Project: Based on your research in the Reading Project, at the end of the term you will write a longer research paper (1800 words) where you enter the conversation and make your own argument (develop an audience and purpose) about your inquiry topic.

Post Write Reflections: You will present your projects in a portfolio along with your process work to show how you created your final drafts. You will also write a reflective post-write about each project explaining the choices you made as a writer and what you learned while working on each project. The Argument Project Post Write will also ask you to write short reflections on what you learned in the course overall.

What does success in this class look like?

What does it mean to be a writer? People often assume that writers are able to write a perfect essay in the first draft. But is this how the art of writing well happens? Successful writers actually engage in daily practice and revision. They make mistakes and fail. But--and this is their secret--they never give up. In other words, they engage in the writing process. They take risks and learn new things that inspire them to revise their work so that they can reach their audience and achieve their goals. Engaging in and practicing this process is just as important as what you write and turn in as a "final" draft.

Since the process is an important part of writing success, I invite you to join me in an experiment in un-grading. Rather than worrying about what the teacher is looking for, I believe students learn best when they engage in the process, see mistakes as opportunities to learn, and receive and act on feedback. Rather than receive a grade on your assignments, you will receive plenty of **feedback** on your progress from both your peers and me. Our work with Eli Review will help me coach you on how to give helpful feedback and reflect on and use feedback to improve your writing and make it more powerful.

UnGrading. And since I must give you a grade at the end of the term, all grades for the class will be determined by timely completion of the work and self-assessment of your engagement in the process.

Timely Completion: Everyone can improve by practicing consistently and deliberately (at the right level of challenge). To help you measure the amount of practice you are doing every week, you will earn "practice points" (usually 10 points per assignment, Post Writes will be worth more) from completing Canvas assignments and discussions, annotating readings and sources, completing Eli Review cycles, engaging in class activities and discussions, submitting revised essays, reflecting on your work and learning, and attending tutoring/conferences or a study group. If your work for an assignment is partially complete (under the word count, missing requirements, off topic), you will receive 5 points for the task. If you do not attempt an assignment *in the manner and spirit in which it is assigned*, you will earn 0 points.

Late and partially complete Work: I do not give feedback to untimely/late work unless you come talk with me. If you earn 5pts or 0 pts on an assignment, I encourage you to come talk with me *in a timely manner* about your work so we can discuss how you can make up lost points by either

redoing/completing assignments or doing something else that we agree on that will help you get enough practice to meet the learning outcomes. Late work that is otherwise complete will receive partial credit (7 points for practice assignments, 75% credit on post write reflection quizzes).

Self-Assessment: When you submit a revised draft of an essay in a portfolio, you will also reflect on how you worked on the project and what you learned by taking a "Post Write Reflection Quiz" in Canvas. The quiz is a series of questions about how you engaged in the class and on the project and also how your work meets the requirements and what you learned. You will earn points for answering the questions thoughtfully. If I have questions about how your work meets the requirements, you will get 0 points as your signal to come discuss your work with me *in a timely manner* and I will ask you to revise or reflect more to meet the requirements and earn full points.

Final Self-Assessment: Finally, since points sometimes don't capture the full picture of a person's learning and work, I reserve the right to change grades as appropriate. At the end of the term, I will be asking you to write a reflection explaining what you've learned in the class, what the Canvas grade does or doesn't reflect about your work in the class, and what grade you've earned overall. You will have the opportunity to fill in the gaps of the points.

Basically, you will earn an A grade in EWRT 2 the class if you:

1. 🎒 **ATTEND ALL CLASSES:** Your attendance is lovingly required! Attend all classes, engage actively during every session, and participate in group work satisfactorily. Be on time for class consistently, and absent very rarely. If you miss a class for health reasons, be in contact with your classmates and instructor to discuss how to stay on track. You are responsible for turning in all assignments in a timely manner, even if you are absent.
2. 🍎 **TURN IN ALL ASSIGNMENTS ON TIME:** Complete every Canvas and Eli Review task *in the manner and spirit in which it was assigned,* and turn all work in on time. Push yourself to provide your group mates to become better writers throughout the term by providing thoughtful written feedback (meeting the word count and comment # requirements). Taking their work seriously enough to think hard about how it can be improved is crucial for your success and theirs, in this course.
3. 💡 **REFLECT** on the feedback provided by your instructor and your peers to improve your writing. You do not have to make every change suggested by your readers, of course, as readers will sometimes disagree. But you must take all feedback seriously, and your **revision plans** should show evidence of your careful consideration of your readers' suggestions. Even if you have not received thorough feedback during the review, complete a **revision plan** by reflecting on the feedback you gave, what you learned during the class debrief discussion, and thinking about how you can apply it to your reading and writing.
4. 📅 **ATTEND CONFERENCES AND TUTORING:** Attend all scheduled conferences with me and weekly tutoring sessions. Come prepared to use the conference/tutoring time productively by completing your revision plans or consulting with me about what you should focus on during tutoring. If I indicate my feedback that I would like you to schedule an appointment to talk with me, do so within the week.
5. 💡 **REVISE** your practice writing thoughtfully with attention to the criteria for each assignment. Revision means substantially clarifying your ideas, re-organizing your argument, rethinking your claims, strengthening your evidence, deepening your research and making new connections, adjusting your style, and/or reimagining your relationship with your

audience. You may not use ChatGPT generated text unrevised as your final draft for any assignment.

6. ✨ **Proofread drafts** (even first drafts) to eliminate distracting surface errors and typos. Revised drafts do not have to be perfect, but you should learn any grammar rules that consistently cause you trouble, by talking with a classmate, using a handbook, working with a tutor, and/or meeting with me.

7. 🤝 **Avoid Plagiarism** by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources, (b) attempting to cite all sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty, including re-submitting work you've previously submitted. If you collaborate with others, including using a language generative AI app like Chat GPT, you must do so with authorization in the spirit of the assignment and you must declare what tools you used, or help you received, along with your work. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own. For more information on plagiarism and other forms of academic dishonesty, please visit: http://conduct.sfsu.edu/plagiarism

8. 📖 **Submit** all essays and the final Portfolio, with all outlined requirements completed, by the due dates.   <u>You must complete all projects–including meeting the minimum requirements for each–to pass the class</u>.

→You will earn a B or C if you lose points for not attending class, not turning in complete and thoughtful work, not submitting work in a timely manner, and not reflecting thoughtfully.
→You can raise a lowered grade by one letter grade by meeting with me and completing a significant revision of one of your projects.
→All projects must be completed and meet minimum requirements to pass the class, no matter what your point total is.

What if I'm unsure about my grade or not on track to get the grade I want?

You can keep track of your assignment completion in the Canvas gradebook, but I invite you to make an appointment or drop in to office hours to discuss your grade at any point in the term. I will also be keeping track of your engagement in Eli Review and Canvas and during class. I will reach out to you if it looks like you are falling behind to offer help and support.

RESOURCES

I care about your success in this class and your well-being as a whole person. If something outside of class gets in the way of you participating to the best of your ability, there are numerous resources at De Anza that you can take advantage of to get the support you need to be successful and take care of yourself. While this class will be challenging, it is just as important to me that you take care of yourself and foster a sense of well-being. My goal is to help you with this as much as I can. If you fall behind, you can meet with me and make a plea to renegotiate the grade agreement. I am here to help

you find the resources or help you need to be successful in the class. Here are some important resources to know about:

DISABILITY ACCESS

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. Disability Support Services (DSS) is available to facilitate the reasonable accommodations process. The DSS is located in the Student and Community Services Building and can be reached by telephone (voice 408-864-8753 or TTY 408-864-8748) or by email: dss@deanza.edu/dss.

STUDENT SUCCESS CENTER

Need help with this class? You are not alone.

Student Success Center peer tutors can relate and are ready to help! Go to the SSC homepage and click on the yellow links for on-campus schedules and Zoom links.

I encourage you to **click to Join SSC Resources Canvas** This is a great source for reminders about tutoring and workshops and links to De Anza-specific curated resources for many subjects.

📚 **Tutoring:** Drop-in or sign up for weekly sessions. Come with assignments or questions, or just stop by to check it out.

🌟 **Workshops:** Skills Workshops on a variety of topics—managing stress, anti-procrastination, study tips and tricks, finding resources and community at De Anza and much more!

👥 **Group tutoring and group study:** Connect with classmates and others learning the same material. 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 to stay on track with less stress.

🌙 **Need after-hours or weekend tutoring?** See the Online Tutoring page for information about **NetTutor** (accessible via Canvas.

OTHER HELPFUL RESOURCES

Here is the link to our college's online services page which is a great resource for our online Spring quarter. The other link lists all the services our campus offers. I recommend checking this out on your own to see what might be helpful during your time as a student here!
Your Guide to the Quarter
Student Services

Tentative Calendar of Assignments

The following is a tentative schedule of assignments and major project due dates, which is subject to change on a daily basis, so always listen in class and check Canvas Announcements for updates. Note that the assignments listed here may be changed or added to with further reading, writing and research tasks to meet the needs of the class as a whole as we discover our strengths and needs as writers. All assigned readings are available on Canvas as .pdfs or links to an online article.

Students are expected to spend a minimum of 2 hours outside of class in study and preparation of assignments for each hour in class. In a 5 unit class, assignments have been created with the expectation that students will engage in approximately 10 hours of out-of-class work per week (this does not include asynchronous class work you are required to do). In short, you should be prepared to spend about 2 hours per day on this class.

Weekly Routine:
- Mondays 10:30-12:20 Meet in person on campus (Focus in class time on Reviewing Canvas Work and Drafting Eli Writing)
- Due Tuesdays 11:45pm--Eli Writing
- Due Thursdays 11:45pm--Eli Reviews
- Due Fridays 11:45pm--Annotate Eli Review Debrief in Canvas and Eli Revision Plan
- Instructor Feedback on Plans on Saturdays
- Due Sundays 11:45pm–Canvas Assignments and Discussions to prepare for next week's Eli Writing
- Once a week: attend tutoring, study hall, serve as a tutor for a classmate, or attend office hours

Tentative Schedule

Week	Monday In Class	Eli Write-Review-Revise Cycle of Assignments Due Tuesdays, Thursdays, Fridays	Asynchronous Canvas Assignments Due Sundays (end of the week)
Week 1	Jan 8 • Review Syllabus • Schema Activation about Research: Burkean Parlor Metaphor	What does it take to build a helpful peer feedback culture in this course?	• Annotate Course Syllabus • Annotate Paulo Freire, "The 'Banking' Concept of Education" • Canvas Discussion: Listening to Freire • Canvas Discussion: Talking Back to Freire • Canvas Assignment: Sentence Exercise 1–Playing with

	● Read first two pages of Freire		Sentences

Week 2	Jan 15–No class MLK Jr. Day	Analysis Project (500+ words): A Conversation with Freire	● Annotate Kathryn Schulz, "Evidence"
			● Canvas Discussion: Listening to Schulz
			● Canvas Discussion: Talking Back to Schulz
			● Confirmation Bias Case Studies
			   ○ Bill Nye Saves the World Tackles GMOS and Why Bill Nye Condones Genetically Modifying Food
			   ○ Vaccines: An Unhealthy Skepticism/Measles Virus Outbreak 2015
			● Canvas Discussion: Playing with Sentences–"Deluxe Pizza"

Week 3 Jan 21–last day to drop classes w/o a W	Jan 22 ● Types of Inquiry Questions ● Practice Developing Inquiry Questions ● Brainstorm Inquiry Topics–Interest Inventory	Analysis Project (500+ words): A Conversation with Schulz	● Annotate "On Going Down the Rabbit Hole" ● Canvas Discussion: Inquiry Topic Brainstorm ● Canvas Assignment–Sentence Exercise TBA
Week 4	Jan 29 ● Discuss a model analysis paper ● Choosing your topic ● How to use the library	Analysis Project (1200+ words): Revision of Freire or Schulz	● Canvas Discussion: The Believing and Doubting Game ● Review Note Taking Strategies ● Canvas Assignment–Sentence Exercise TBA ● Submit Analysis Project Portfolio and Post Write Reflection to Canvas

	database		
Week 5	Feb 5 ● Evaluating Sources ● APA Format and Style	Reading Project (600+ words): 2 Annotated Bibliography entries	● Submit Research Source Annotations/Notes ● Canvas Discussion: Research Synthesis and Reflection ● Canvas Assignment–Sentence Exercise TBA
Week 6	Feb 12 ● Discuss Model Annotated Bibliography ● Synthesizing Sources and Identifying the Conversation	Reading Project (600+ words): 2 Annotated Bibliography entries	● Submit Research Source Annotations/Notes ● Canvas Discussion: Research Synthesis and Reflection ● Canvas Assignment–Sentence Exercise TBA
Week 7	Feb 19–No Class President's Day	Reading Project (600+ words): 2 Annotated Bibliography entries	● Submit Research Source Annotations/Notes ● Canvas Discussion: Research Synthesis and Reflection ● Canvas Assignment–Sentence Exercise TBA ● Submit Reading Project Portfolio and Post Write Reflection to Canvas
Week 8	Feb 26 ● Discuss model ledes ● Dialogue with Dave ● Sharpening your Point	Argument Project (600+ words): The Lede	● Canvas Discussion: Model Research Papers ● Canvas Assignment–Sentence Exercise TBA
Week 9 Mar 1–Last day to drop classes	Mar 4 ● Discuss Model Research Papers	Argument Project (1500+ words): First Full Shitty Draft	● Canvas Discussion: Frankenstein Drafts ● Canvas Assignment–Sentence Exercise TBA

with a W			
Week 10	Mar 11 • Writer's Chair	Argument Project (1800 words): Revised Reader Draft	• Canvas Assignment–Sentence Exercise TBA
Week 11	Mar 18 • Writer's Chair	Argument Project: Formatted draft	• Canvas Assignment–Sentence Exercise TBA • Submit Argument Project Portfolio to Canvas before Final
Week 12 Finals Week	Monday, 3/25 9:15-11:15 am • In Class during final: Take Final Argument Project Post Write Reflection		