



EWRT 1A First Year Experience: Composition and Reading

Fall 2024

EWRT 1A Section F1Q Class time: 9:30am-11:20pm MW L75

LART 250 Section F1Q Class Time: Asynchronous Online

EWRT 1A Section F2Q Class time: 12:30pm-2:20pm MW L62

LART 250 Section F2Q Class Time: Asynchronous Online

Instructor: Kristin Agius (pronounced like “age-us” but you can call me Kristin)

Email: kla@sfsu.edu

Office Hours: M 11:30-12:00 in L47

TTH 2:00pm-3:00pm on zoom and by appointment (for in person or zoom)

See our class Canvas page for office hour zoom link

STUDENT LEARNING OUTCOMES

- EWRT 1A: Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- EWRT 1A: Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.
- LART 250: Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

WELCOME!

What does it mean to be a writer? This course is all about YOU and your relationship to language, reading, writing, education, and the world. How have you become the kind of writer and student you are? What strategies, habits and beliefs about writing have you learned and how well do these serve your goals as a writer, student, citizen, and aspiring professional? How might you write more effectively – with more joy, and more satisfying results?

These questions will guide us on our journey in this class. I am also here to collaborate with you and help you all reach your goals. Think of me as your language coach. I’m here to help and support you, and I am so excited and honored to be able to read your work and see how you grow. I also

anticipate learning a lot from the diverse perspectives and unique cultures you bring into the classroom. Your fellow classmates are also here to help, support, and learn from you, which also means that we are counting on you to engage in the class and be an active part of our community. You will get out of this class what you put into it!

WHAT MATERIALS WILL I NEED?

1. Eli Review Writing Workshop fee (see Canvas for more details).
2. Victor Rios, *Street Life*
3. Access to a computer with wifi to access Eli Review, our Canvas class site, class readings online, and attend online zoom meetings, if needed
4. Optional: Access to a printer to print out hard copies of class readings

WHAT WILL WE DO IN THIS CLASS?

I believe that reading and writing can enrich our lives and help us to work toward both self-knowledge and social justice, and even on top of that, joy. This class will help you to use reading and writing as a tool for critical thinking and learning, as well as communicating.

Reading and writing well is not something that you can learn to do in one term. Rather, they are skills that require daily practice. Even if you are really good at something, without practice, you can lose your sharpness or your power. And similarly, when you don't know how to do something well, you can improve your ability to do just about anything by practicing a little bit every day.

Writer's don't write great essays in one night the day before they're due, but by doing a little bit each day. In this class you will be doing something every day, but the daily work will be small and manageable. We will follow a similar routine of reading, writing, reviewing, and reflecting every week. You will do your routine practice work in an app outside of Canvas called Eli Review, an app that makes it easy to do this kind of practice.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Canvas Annotations and Eli Writing Due 11:45pm *Complete one CSA activity and meet with tutor every week	Class meets Reading practice and Review Eli Criteria/Student reviews	Eli Reviews Due 11:45pm	Class meets Reading practice and Eli Review Debrief	Eli Revision Plan Due 11:45pm	Instructor gives feedback to revision plans Grading Declaration due 11:45pm on Canvas	

Please note: if you do not complete work on time during the first two weeks of the quarter, or you do not attend our in person classes, I will drop you from the class. I will reach out to you and try to connect with you before this happens, so it's a good idea to get in the habit of checking your Canvas messages daily.

This weekly work will culminate in the projects below:

TERM PROJECTS

***Customized Support Activities:** This class has partnered with the Writing and Reading Center to offer Customized Support Activities (CSA) to help you this quarter. Every week, you will pick one activity you think will help you most to complete.

Essay 1: Personal Essay. One of the reasons we read and write is to understand ourselves and the world around us better. In this unit, you'll write a personal essay narrating a significant event from your educational life. We'll learn about the strategy of having a "public motive" for writing and you'll revise your personal essay so that you use your own experience to shed light on a larger social issue.

Essay 2: Analytical Essay. In order to learn how to write, you have to learn how to read as a writer. In other words, your writing improves when you practice reading not only for what a writer says, but *how* they say it. We'll read two essays written on the same topic but written in very different styles, examining the different choices writers make. You'll write an analytical essay discussing how the writer's choices affect your understanding of the essays.

Essays 3 and 4: Timed Essay and Book Review: Continuing to practice Reading as a Writer, you will read Victor Rios's *Street Life* and analyze how effectively his writing choices achieve his purpose with his audience. You'll have two practice sessions during which you will write an analysis of his writing choices in a timed writing situation. Then, you'll revise your timed writing into a longer, more developed book review.

Final Portfolio and Reflective Essay: You will choose pieces of writing from your work in the class that show your best work in a portfolio. You will also write a reflective cover letter to your portfolio readers explaining what you learned in the course and how your writing shows your growth as a reader and writer.

WHAT DOES SUCCESS IN THIS CLASS LOOK LIKE?

People often assume that writers are able to write a perfect essay in the first draft. But 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. 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 essays, you will receive plenty of **feedback** as you practice 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 **how consistently and deliberately you practice** and **timely completion** of the work.

Grading Declaration: 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 take a weekly grading declaration to record your work in the class (except for reading annotations). The declaration is a series of true/false questions about what work you completed in the class that week. You can view the questions in each week's declaration and the point values for each task at the beginning of the week. These points will go into the grade book.

Declarations must be taken *in a timely manner* (by the due date but no later than three days). This means you will need to complete your weekly work on time to make your declaration or you will receive no credit for practicing that week. Even if you make up work that is past due, you will still not receive credit for practicing that week. This will certainly affect your grade, but also might mean that you don't get the practice and feedback that will help you have a passing portfolio.






Canvas Annotations: In addition to the grading declarations, you will also receive points for practicing active reading. You will annotate the assigned readings and receive feedback from me on your reading process. You will receive points for showing evidence of active reading and doing your annotations in a timely manner.

Final Grades: Your grade in the class is based on the quality of your annotations, your grading declarations (how consistently and deliberately you practice) and your final portfolio assessment (more on that below). However, I reserve the right to change grades as appropriate. If I notice that your grading declarations don't match the timeliness and deliberateness with which I observe you working, I will let you know I think you've made a mistake and change points as appropriate. If this does happen, I encourage you to come talk with me so we can make sure we're on the same page about your work.

Basically, you will earn an A grade in EWRT 1A 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 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.  **COMPLETE CSA ACTIVITIES AND ATTEND CONFERENCES:** Take advantage of the resources available and complete one CSA activity every week and have your work checked by a tutor. Attend at least 2 conferences with me during the quarter to discuss your final drafts. 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.
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) paying attention to 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.

On Grades Lower than an A

- You will earn a lower grade 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 and revising thoughtfully. If you find yourself with a grade lower than an A, you will have the opportunity to do an additional revision of one of your essays to raise your grade one letter only. Completing an additional revision means that you meet with me about a completed draft and make a revision plan. You will then revise it and then meet with me a second time to discuss the revisions you made and how you followed through on your revision plan.
- All essay assignments must be completed to pass the class, no matter what your point total is.
- If you do not practice consistently enough during the quarter and your grade drops below a C, you will not be able to submit a final portfolio and will not pass EWRT 1A (F and D are not passing grades in EWRT 1A).

- If you submit a portfolio that does not meet the minimum requirements (see below), you will receive a NP for EWRT 1A and need to retake the class, no matter what grade you have in the class. No late portfolios will be accepted. You must pass the portfolio assessment process to pass EWRT 1A.

Portfolio Expectations and Process

If you complete all of your work and have a passing grade in the course (C or above) at the end of the quarter, you will have the opportunity to submit a portfolio to the English Department. This portfolio will affect your final grade in this course. The English Department expects that your portfolio should

- demonstrate your best work in the class. Consider carefully which essays and assignments you will choose to include.
- represent the work of a student who is passing EWRT 1A. If you are not passing the class, you cannot submit a portfolio.
- NOT contain any plagiarism. Plagiarized work cannot pass the portfolio process.

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 **how consistently and deliberately you practice** and **timely completion** of the work. For example, if you complete all required work deliberately and in a timely manner, **and you pass the portfolio process**, you will receive an A in the class. However, if you do not pass the portfolio process, you still cannot pass the class, no matter your grade in the class.

This system means that, in order to pass EWRT 1A with a good grade, you should

- complete all of your work and engage in the class during the quarter.
- revise and polish selected essays in order to **assemble a strong portfolio** at the end of the quarter.

My feedback on your revision plans and annotations 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 a non-passing portfolio by doing additional work. Additional work will not affect the assessment of your portfolio, even if they affect your grade.

LART 250 is a CR/NC class, designed to give you extra practice and support. In addition to the weekly CSA activity, the three hours of asynchronous work per week are built into the assignments for our EWRT 1A class. If you do the work of the class and earn enough completion points for a C, you will pass LART 250, even if you don't pass the portfolio process. If you don't earn enough points for a C, you will receive a NC for LART 250.

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 Canvas, Eli Review, 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. I am here to help you find the resources or help you need to be successful in the class. Please visit the pages below for a list of services available to you:

[Your Guide to the Quarter](#)
[Student Services](#)

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).

FIRST YEAR COMPOSITION TENTATIVE ASSIGNMENT SCHEDULE:

The following is a tentative schedule of small writing assignments, reading assignments and major term project due dates, which is subject to change on a daily basis, so always listen in class and check Canvas for updates. All assigned readings, except for *Street Life*, are available on Canvas under the “Files” tab.

Week	Eli Review Routine Assignments	Assigned Texts
Week 1 (9/23)	<u>Eli Cycle 1</u> : What does it take to build a helpful peer feedback culture in this course? (250 words)	The Syllabus “On Unlearning” EXTRA PRACTICE Lamott, “Shitty First Drafts”
Week 2 (9/30)	On Unlearning Practice Session (500 words)	“On Question-Driven Writing” Anzaldua, “How to Tame a Wild Tongue”
Week 3 (10/7)	On Question-Driven Writing Practice Session (500 words)	“On Reading as a Writer” EXTRA PRACTICE Tan, “Mother Tongue” EXTRA PRACTICE Malcolm X, “Learning to Read”
Week 4 (10/14)	Revise Week 2 or 3 (1200 words/3.5 pages)	June Jordan, “Nobody Mean More to Me Than You”
Week 5 (10/21)	On Reading as a Writer Practice Session (Jordan) (500 words)	Vershawn Young, “Should Writers Use They Own English?”
Week 6 (10/28)	On Reading as a Writer Practice Session (Young) (500 words)	Reread Jordan or Young
Week 7 (11/4)	Revise Week 5 or 6 (1200 words/3.5 pages)	Victor Rios, <i>Street Life</i> Chapters 1-6

<p>Week 8 (11/11)</p> <p>Nov 11: Veterans Day, no class</p> <p>Nov 15: Last Day to Drop Classes with a W</p>	<p>Street Life Practice Session (in class) (750 words/4-5 paragraphs)</p>	<p>Victor Rios, <i>Street Life</i> Chapters 7-12</p>
<p>Week 9 (11/18)</p>	<p>Street Life Practice Session (in class) (750 words/4-5 paragraphs)</p> <p>This week, instead of writing your Eli Writing for Sunday night, you will write your draft in class on Monday.</p>	<p>Victor Rios, <i>Street Life</i> Chapters 13-18</p>
<p>Week 10 (11/25)</p>	<p>Revise Week 8 or 9 (1200 words/3.5 pages)</p>	<p>TBA</p>
<p>Week 11 (12/2)</p>	<p>Reflection on What you Learned (500-750 words)</p>	<p>TBA</p>
<p>Week 12 (12/9)</p> <p>Finals Week</p>	<p>Final Portfolios Due</p>	