



ENG 1A (9Q CRN 00755) And LART 250 (9Q CRN36509)

**WINTER 2025
CLASS TIME: MONDAY AND
WEDNESDAY 11:30AM-1:20PM
CLASSROOM: L-73**

“Tell me, what is it you plan to do with your one wild and precious life?” Mary Oliver

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Office Hours:
Tuesdays 10:30am-1pm (in office in person or on Zoom)
Wednesday 1:30pm – 3pm online through Zoom

COURSE DESCRIPTION

This course is an introduction to university level reading and writing with an emphasis on analysis. It is designed to develop and exercise critical thinking skills in reading and writing through a close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions. We will practice various rhetorical strategies used in academic writing. Upon completion of this course, you should be able to write clear, well-organized, and well-developed academic and personal essays for various purposes and audiences.

This particular English 1A course has an added component of LART 250. The LART section will be done mainly online and is intended to teach and enhance collegiate reading and writing skills. Successful completion of EWRT 1A and LART 250 will culminate in satisfying the English composition and writing Area A1 general education requirement of the IGETC, CSU, and De Anza general education patterns. In order for this course to satisfy the general education requirement, students must earn a grade of C or higher.

INSTRUCTOR'S GOALS

This section of EWRT 1A will be structured on reading and writing about empathy, compassion, personal growth. We will study the science of empathy and compassion juxtaposed with a text that offers practical tools aimed at improving student learning and overall college success. While this may seem a different focus than a typical EWRT 1A course, the science on empathy and compassion teach important skills to master and contribute towards a prosperous and meaningful educational journey.

The class will be founded on the deep reading of two collegiate texts listed below. These readings will also improve your writing; the more you understand the text, the better you will be able to respond to it in a formal academic essay.

Last, I hope the selected texts will provide an environment that fosters intellectual thought and provides foundational tools that you will use to navigate college and beyond.

REQUIRED READING MATERIALS

Zaki, Jamil. *The War for Kindness; Building Empathy in a Fractured World*. New York: Crown Publishing, 2019.

Bain, Ken. *What the Best College Students Do*. Belknap Press of Harvard University Press, 2012.

RECOMMENDED READING MATERIALS

Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. Avon, MA: Thurman Press, 2003

MAJOR ASSIGNMENTS AND GRADING PERCENTAGES

%	Assignment
40	In-class participation including class attendance, in-class writing, reading responses, Academic Skills workshops, and other informal assignments *
60	Four essays including a total of approximately 6000 words for all writing assignments**
	<i>*In-class participation cannot be made up outside of class time. Please plan your work and personal schedule outside of the assigned class times. This portion of course work will also be counted towards your grade in LART 250.</i>
	<i>**To pass this course, you must submit and receive a passing for all FOUR essays. Failure to receive a passing grade for each essay will result in a NO pass for the class. Please do not contact me to negotiate grade points and percentages regarding final course grades.</i>

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

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is when you use the ideas or work of another person, persons, or AI bot as if they were your own; by formal definition it is “To steal and pass off (the ideas or words of another as one’s

own: use (another's production) without crediting the source [includes AI tools]"(Merriam Webster Dictionary). Proper citation and sourcing, which we will learn in this class, is a necessary way to avoid plagiarism. ***ANY AI detection will be returned with a grade of zero. If your work is returned due to AI detection, then you may schedule an appointment to meet with me to revise and submit your own work.***

Students found plagiarizing may be dropped from the course or may be expelled from De Anza College. For more information about the De Anza College policy including potential consequences please visit

https://www.deanza.edu/policies/academic_integrity.html

Last, using AI or plagiarizing of any sort, implies students do not understand key components of the college essay writing process and/or of basic grammar, punctuation, and the general writing process. I encourage you to meet with me and/or a writing tutor if college reading and writing are challenging skills for you.

SUPPORT SERVICES and SPECIAL ACCOMMODATIONS:

Below is a list of various services De Anza College offers students *free* of cost. Students with documented special needs can obtain assistance from the Disability Support Services listed below. You may also visit me anytime during the quarter if you are interested in any of the services below.

The Student Success Center:

<https://www.deanza.edu/services/>

For Academic Support:

<http://www.deanza.edu/academicsupport/>

For **Counseling** information:

<http://www.deanza.edu/counseling/>

For Disability Support:

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. Disability Support Services (DSS) are available to facilitate the reasonable accommodations process. The DSS is located in the Student Service Building and can be reached by telephone (voice/408-864-8753, video phone/408-864-5650) or you can email Patricia Whelan at whelanpatti@fhda.edu. For more information, please visit: <http://www.deanza.edu/dsps/>

Financial Aid:

<http://www.deanza.edu/financialaid/>

Reading and Writing tutorial lab and Student Center:

<http://www.deanza.edu/studentsuccess/wrc/>

For **Lesbian, Gay, Bisexual, Trans, Queer/Queer questioning, Intersex, Asexual Alliance Support (LGBTQ+)** support:

<https://www.deanza.edu/pride/>

Food Pantry:

http://deanza.edu/outreach/food_pantry.html

Writing and Online Tutoring Websites

On Campus:

Writing and Reading Center ATC 309 ext. 5860

- www.deanza.edu/studentsuccess/writing-reading-center/
 - <https://writingcenter.unc.edu/>
 - <http://owl.english.purdue.edu>
 - grammarly.com
- ESL Websites
- <http://www.eslcafe.com>
 - <http://www.englishclub.net/grammar>

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

De Anza College fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Should you experience any of the above, you may contact the dean of Student Development and EOPS at 408.864.8218 or the vice president of Student Services at 408.864.8330 for support and guidance.

A few tips to pass EWRT 1A and LART 250 courses-

- *Attend all classes and actively contribute (participation points add up!)*
- *Submit College level essays, which means you've submitted a Revised and well-structured organized essay and thoroughly understand its components*
- *Attend all four Academic Skills Workshops*
- *Do all assigned work.*

A few tips towards getting an excellent grade at or above 90%-

- *Same as above AND*
- *Receive a 90% average on all essays; establish a practice of revising essays prior to submitting them for a formal grade*
- *Meet with me, a writing tutor, a counselor, and anyone offering support*

Student Signature _____

THE CLASS FRAMEWORK: HABITS OF THE MIND



beyond.

Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and

These habits include:

Curiosity

Or the desire to know more about the world.

Curiosity is fostered when writers are encouraged to

- use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines;
- seek relevant authoritative information and recognize the meaning and value of that information;
- conduct research using methods for investigating questions appropriate to the discipline; and
- communicate their findings in writing to multiple audiences inside and outside school using discipline-appropriate conventions.

Openness

Or the willingness to consider new ways of being and thinking in the world.

Openness is fostered when writers are encouraged to

- examine their own perspectives to find connections with the perspectives of others;
- practice different ways of gathering, investigating, developing, and presenting information; and
- listen to and reflect on the ideas and responses of others—both peers and instructors—to their writing.

Engagement

Or a sense of investment and involvement in learning.

Engagement is fostered when writers are encouraged to

- make connections between their own ideas and those of others;
- find meanings new to them or build on existing meanings as a result of new connections; and
- act upon the new knowledge that they have discovered.

Creativity

Or the ability to use novel approaches for generating, investigating, and representing ideas.

Creativity is fostered when writers are encouraged to

- take risks by exploring questions, topics, and ideas that are new to them;
- use methods that are new to them to investigate questions, topics, and ideas;
- represent what they have learned in a variety of ways; and
- evaluate the effects or consequences of their creative choices.

Persistence

Or the ability to sustain interest in and attention to short- and long-term projects.

Persistence is fostered when writers are encouraged to

- commit to exploring, in writing, a topic, idea, or demanding task;
- grapple with challenging ideas, texts, processes, or projects;
- follow through, over time, to complete tasks, processes, or projects; and
- consistently take advantage of in-class (peer and instructor responses) and out-of-class (writing or learning center support) opportunities to improve and refine their work.

Responsibility

Or the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.

Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;
- act on the understanding that learning is shared among the writer and others—students, instructors, and the institution, as well as those engaged in the questions and/or fields in which the writer is interested; and
- engage and incorporate the ideas of others, giving credit to those ideas by using appropriate attribution.

Flexibility

Or the ability to adapt to situations, expectations, or demands.

Flexibility is fostered when writers are encouraged to

- approach writing assignments in multiple ways, depending on the task and the writer's purpose and audience;
- recognize that conventions (such as formal and informal rules of content, organization, style, evidence, citation, mechanics, usage, register, and dialect) are dependent on discipline and context; and
- reflect on the choices they make in light of context, purpose, and audience.

Metacognition

Or the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge.

Metacognition is fostered when writers are encouraged to

- examine processes they use to think and write in a variety of disciplines and contexts;
- reflect on the texts that they have produced in a variety of contexts;
- connect choices they have made in texts to audiences and purposes for which texts are intended; and
- use what they learn from reflections on one writing project to improve writing on subsequent projects.

(Framework For Success in Postsecondary Writing, Published January 2011 by College of Writing Program Administrators, National Council of Teachers of English, National Writing Project.)