**EWRT1A-16**

**Winter 2018**

**Community Health**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

Room ECOT-1, 9:30-10:20 Monday-Friday

Office Hours: Mondays 11:00-12:15, Wednesdays 11:00-12:15, and by appointment.

Office Hours Location: MCC-14

Final Exam: Tuesday, March 27, 9:15-11:15

**EWRT1A 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.

Both the argumentative and the analytical essay will help you to accomplish both of these outcomes.

**Community Health**

In this class we will focus on the topic of community health. We will discuss health in a broad sense, in terms of not just the physical health of individuals but also in terms of social factors that affect the health of individuals such as income and racial inequities. In many cases access to things that are necessary for health, such as education, housing, and adequate transportation, are unequally distributed among all members of a community. As a guide for this topic we will use the text *Portrait of Promise*, which will hopefully give you ideas about a health care need that you can write about. The emphasis of our discussion will be on current inequity and ways to create better health outcomes in our communities.

You will write three essays, a personal narrative during the first part of the quarter and two long essays in the middle and the end. In the first essay you will write about your own experience diagnosing a problem and applying a solution. Your second essay will be a research-based argumentative essay in which you will propose a change to a current law, policy, or rule that affects community health in Santa Clara County. To prepare you for this essay you will present research to a small group within the class about a specific aspect of community health and you will create a write-up of your own research. In your essay you will address a proposal to improve community health to people who have power over a government, institution, or organization that can change a law, policy, or rule. Your third essay will be one in which you will analyze a YouTube video. Your analysis in the third essay will not necessarily be tied to the topic of community health.

**Class Policies**

Attendance is mandatory. All class time counts and attendance every day is required unless I tell you otherwise. Please contact me before class if you are unable to attend, and we will set up a way for you to make up the missed class time. Please respect my time and the time of your classmates by coming to class on time. Please turn in assignments on time to make it easier for me to track the progress of everyone in the class.

The last day to drop this class with a “W” is March 2. This class becomes very difficult if you fall behind. I will ask you to drop this class if you miss three consecutive classes without contacting me or if you are absent more than an average of once per week.

This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.).

**Class Schedule**

Week of January 8

Diagnostic, Personal Narrative

Begin reading *Portrait of Promise*

Week of January 15

January 15: Holiday

Personal Narrative due, continue reading *Portrait of Promise*

Presentations on topics in *Portrait of Promise*

Last day to drop for a full refund or credit: Sunday, January 21

Week of January 22

Select a topic, form groups

Initial research

Identify a problem

Week of January 29

Presentation to your group

Research assignments

Works cited, citations

Week of February 5

Argumentative Essay: Formulate research question, do additional research

Week of February 12

Argumentative Essay: Outline, first draft

February 16: Holiday

Week of February 19

February 19: Holiday

Argumentative Essay: Complete draft

Week of February 26

Analytical Essay: Formulate research question

March 2: Last day to drop with a "W."

Week of March 5

Analytical Essay: Outline, first draft

Week of March 12

Analytical Essay: Complete draft

Revise Essays

Week of March 19

Revise Essays

Final Exam: Tuesday, March 27, 9:15-11:15

**Canvas**

Canvas is a “learning management system” that you will need to use in order to complete the course census, participate in “discussions,” find detailed assignment descriptions and resources, and turn in research assignments and essays. In the discussions you will propose topics and research questions for your essays.

**Working Groups**

The most difficult assignment in this class is the research-based argumentative essay. You will form groups and you will present to your group on a specific topic or issue related to community health. Your research should be shared, but all of you will write your own summing up of your research and your own research-based argumentative essay. Your argumentative essay will hopefully build on research that you and your group members used for your presentations.

Your research assignment will have three parts. In the first part you will write one paragraph that describes the relationship between your own research and the research of other people in your group. In the second part you will write two paragraphs that contain a brief history of the development of a specific problem within your group topic. In the third part you will write either a brief personal narrative about your relationship to the problem or a solution and an objection to the solution for the problem.

**Grammar Workshops**

We will devote the bulk of the class time to organizing your writing and developing your ideas in writing. If you need help with grammar I will ask you to attend grammar workshops that I will conduct outside of class with small groups of your classmates in which you will edit portions of your essays for grammar and usage.

**Appointments**

I will ask you to meet with me individually to discuss your writing. I will hold appointments in MCC-14. You will be required to meet with me at least twice to discuss revisions on your two major essays, but you should expect to schedule several meetings with me during the second half of the quarter.

**Writing Process**

One of the main things you should develop through this class is a writing process for producing academic essays. You will substantially develop your ideas before you begin writing the actual text of your essays. For each of your major essays I expect you to formulate and submit a research question, a thesis statement, and an outline for feedback before you begin to work on a first draft. In order to have an outline approved you will need to have a research question approved. If you turn in a draft without having an outline approved I will require you to formulate a new research question, write a new outline, and completely rewrite the draft.

**I will not accept drafts in place of outlines.** Outlines in this class should allow a reader to quickly understand and evaluate the structure of an essay. An outline should show the sequence of major points in your essay, whether that sequence is logical, and whether those points fully develop your thesis. Your outline should have no more than one complete sentence to represent each paragraph.

**Timed Writing**

In-class writing will provide proof that you have written your own essays. On the day when the first draft of each essay is due you will have a timed in-class writing assignment. This assignment will be closed book and handwritten, and you will not be able to refer to notes or outside resources. These assignments will need to demonstrate that there is consistency in style between essays that you have written outside of class and writing that you can produce without outside support. If there are differences in style (diction, syntax, tone, and voice) between your in-class writing assignments and your drafts, or if you do not follow the guidelines for the assignment, then you will be under suspicion for not writing your own essays. Submitting work that you have not produced as your own is a serious violation of the De Anza policy on academic integrity, and a consequence of a violation may include expulsion from the college.

I will not accept drafts of essays without the timed writing assignment.

**Grades**

10% Final Exam (pass/fail)

10% Census and Discussions (pass/fail)

10% Personal Narrative (pass/fail)

10% Presentations and Research Assignment (pass/fail)

30% Research-based Argumentative Essay

30% Analytical Essay

After you complete the steps of the writing process I will evaluate your essays according to the essay grading rubric for EWRT1A that was approved by the Language Arts division at De Anza. For your essays you will receive letter grades for each major part of the rubric: ideas and development, organization, and language use. Your overall grade for each essay will be an average of the three letter grades.

If you do the final exam, the assignments on Canvas, the personal narrative, and the group presentation and research assignment satisfactorily then an average of an A- on the two major essays will result in you receiving an A in the course. You will have the opportunity to revise the two major essays several times, and your grade for each essay will be the grade for the final draft.