

## ***EWRT 1B: Reading, Writing, and Research***

**Spring Quarter 2024**

**Instructor:** Jill Quigley

**Class:** Thursdays 1:30-3:20, L46

**Office Hours:** Mondays and Tuesdays 11-12 and Wednesdays 12-1 via Zoom (***Recurring Meeting ID 227 088 6794*** and Passcode: **33** in my Zoom Personal Meeting Room), or message me anytime via Canvas for an appointment...or speak to me after class!

**Contact Info:** Canvas message is my preferred contact method, or you can also email me anytime.

**Email:** [quigleyjill@fhda.edu](mailto:quigleyjill@fhda.edu)

**Course Description:** EWRT 1B is a course focused on the advanced development of reading, writing, and critical thinking skills. Through the process of interpretive and analytical writing about literary texts we will critically and creatively explore themes of transformative love, belonging, power, consciousness, and storytelling within a historical and contemporary scope. While reading and examining multiple genres of literature (poetry, novel, short fiction, non-fiction, media, and theory) you will develop analytical and integrative skills through multiple forms of academic and expressive writing. You will also learn important schools of theory such as Literary, Psychoanalytic, Feminist, Queer, Post-Colonial, and Deconstructionist, which will help you understand the texts and your ideas about them. Your final project for the class is a theoretical research essay which will be a synthesis of your reading, writing, and research skills.

### **Course Objectives:**

1. Learn how to “read” literature—literally, figuratively, critically, and creatively.
2. Evaluate argumentation and its logical elements in literary texts.
3. Interpret a variety of literary genres (poetry, short fiction, novel, non-fiction, media) from different historical and literary periods by writers diverse in background and style.
4. Develop analytical, logical, organizational, verbal, and documentation skills in writing.
5. Understand and appreciate the distinctive qualities of voice, tone, persona, irony, diction, allegory, metaphor, imagery, sound, and a variety of literary structural forms.

6. Apply theoretical lenses: Feminist, Psychoanalytic, Queer, Deconstructionist, and Post-Colonial to reading and writing.
7. Develop literary and social-historical awareness—a recognition of how the past has shaped the present.
8. Relate various literary and social movements to yourself and your surroundings, and explore the contribution of texts to the human experience: culture and consciousness.
9. Acknowledge and account for alternate textual interpretations.
10. Examine the changing perspectives of literature and the current discussions and debates over the social construction of values in a 2024 academic scope.

### **Student Learning Outcomes:**

1. Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by a common theme or issue.
2. Demonstrate analytical, organizational, verbal, and research skills in writing.
3. Evaluate multiple sources and integrate them into an analytical research paper.

### **Required Texts:**

1. All course text will be provided on our Canvas page \*except\* for the following 3 book-length works of fiction, which are available at the bookstore or library or PDF:

2. *Their Eyes Were Watching God* by Zora Neal Hurston

3. *Interpreter of Maladies* by Jhumpa Lahiri

4. *Franny and Zooey* by J.D. Salinger

\*we'll read the texts in the above order

### **4 Units, 4 Essays, Boundless Possibilities**

You will write 4 text-based analytical essays this quarter as required by the course outline. The college essay remains the keystone of academic discourse and therefore essential to accessing higher educational pathways, but also a cool opportunity for you to develop process and product around your own voice. The word “essay” comes from the French word “essai” which means “to attempt, to try, effort”; with that in mind, this course is designed to create learning variety for different speeds, approaches, and skill levels. There are 4 three-week units all of which have a formal text-based, analytical essay due at the end AND creative, collaborative, fun, process-driven reading and writing assignments (discussions, quizzes, peer activities) throughout to guide your

journey of writing the essays successfully. Because process is valued, each of the essays will build in difficulty as you develop your skills and practices. The 4 essays serve as the vertebrae of the class, but the individual assignments within the unit are the life force of your learning.

The legendary late 20th-century writer, activist, and educator [bell hooks](#)[Links to an external site.](#) believed that the classroom is a place of possibility. I believe that too, and I invite you to the boundless possibilities this quarter. *Note: the video footnoted at the end of the syllabus "Grades Suck" is dedicated to bell hooks. :)*

### **Unit #1, Weeks 1-2, Poetry: Literary Theory, Poetic Voice, and Micro/Macro Analysis**

Reading: 30+ poems! Modules Weeks 1&2

Assignments:

Discussions #1 & #2

Quiz #1

Essay #1

### **Unit #2, Weeks 3-5, The Novel: Their Eyes Were Watching God**

Reading: *Their Eyes Were Watching God* by Zora Neale Hurston

Assignments:

Discussions #3

Quiz #2

Essay #2

Metacognitive Reflection

### **Unit #3, Weeks 6-8, Short Fiction: Interpreter of Maladies**

Reading: *Interpreter of Maladies* by Jhumpa Lahiri

Assignments:

Discussion #4

Quiz #3

Essay #3

Metacognitive Reflection

## **Unit #4, Weeks 9-11, Franny and Zooey and Literary Research**

Reading: *Franny and Zooey* by J.D. Salinger

Assignments:

Discussion #5 & #6

Quiz #4

Essay #4

## **Finals' Week: Self-Reflection and Evaluation**

### **Assignments:**

Your grade for the course will be based on the following points. **600** possible points

1. Discussion Posts: **125 points**
2. Quizzes: **100 points total**
3. Poetry Essayette: **50 points**
3. *Their Eyes Were Watching God* Essay: **75 points**
4. *Interpreter of Maladies* Essay: **75 points**
5. *Franny and Zooey* Theory Research Essay: **75 points**
6. Class Participation: (weekly attendance and engagement in person and on Canvas, in-class writing exercises, group work, and extra credit): **50 points**
7. Metacognitive Reflections **50 points**

**Discussion Posts:** Discussion posts are an opportunity to flush AND flesh out your ideas about the reading in the class community as you develop your essay in process steps. As long as you meet all the criteria of the assignment, you'll get full credit. If you get partial credit, you're invited to (but not required to) revise your post for full credit within one week from the due date.

**Quizzes:** All Quizzes are open notes and open Canvas with NO time limit, but only ONE attempt. The Quiz is available a week before it's due, so you can engage in the critical thinking process organically and prepare your answers for success. Quizzes are a combination of T/F, multiple-choice, fill-in-the-blank, and short essay questions based on the course material, reading, and skill development from each module building toward the essay.

*Within each of the 4 units, the Discussion Posts and Quizzes are designed to develop and support the generation of your ideas and lower-stakes writing in preparation for each essay. Submitting these assignments late alters the necessary timeline established to write your essay successfully.*

**Essays:** You will write 4 text-based analytical essays in this class, all of which will be at the end of each of the 4 units--so you'll build toward the essay by developing skills and writing in response to the reading over a 2-3 week period. For each essay, you'll receive an assignment guideline sheet at the beginning of the unit, like for [Essayette #1: Poetry Analysis](#) and an assessment rubric, so the goals and expectations are clear. ***\*Please read the Academic Integrity section down further for my policies on Plagiarism, specifically AI-generated essays.***

**Metacognitive Reflections:** For each essay, you'll provide a brief reflection on your writing process. The goal is to grow with each unit, and each essay; creating a transparent dialogue with your own experiences is vital to that success--making the invisible visible. Also, the metacognitive reflections are an opportunity for you to have a voice in your assessment.

### **Grade Scheme\*:**

This class uses the standard De Anza Letter Grade Scheme.

A (100% to 94%)

A- (94% to 90%)

B+ (90% to 87%)

B (87% to 84%)

B- (84% to 80%)

C+ (80% to 77%)

C (77% to 74%)

C- (74% to 70%)

F (69% and below) *\*I don't give D-range grades for final grades since they are passing but NOT transferable and bring your GPA down drastically. Instead, it's better to get an F and retake the class so the new grade eclipses the F whereas you cannot retake a class if you got a D.*

### **Late Policies:**

*\*Late work is accepted for reduced points up until \*one week after the due date\**

\*Exams close at the deadline and can only be made up with permission. All other assignments are open one week past the due date for any late submissions.

\*Late essays will lose half a letter grade for every day late and must be submitted within one week of the due date when the assignment closes.

\*If you have a substantive and compelling reason for submitting work late, please message me in Canvas as I usually allow for extensions and exceptions if students are committed to completing the work.

\*Except in emergencies, requests for extensions will not be granted on the day an essay is due.

### **Attendance and Participation:**

Attendance is required for our weekly in-person lectures and Canvas course engagement is required each week via discussion posts or assignments. Your class presence is essential to your success. Please don't disappear. **If you don't attend our first class or complete the first assignment, I will assume you are NOT in the course and give your spot to a waitlisted student by the end of the first week of instruction.** EWRT 1B participation includes being prepared by reading the weekly course content and sharing your real-time ideas in class. To succeed, you must remain engaged in the classroom community—individually or collectively, but always consistently. I take attendance and call on students because I want them to know I see them and that their presence is valuable. **In addition to these factors, your course participation grade is calculated via Canvas data of your pages viewed and hours logged in our course.**

### **Student-Centered Classroom:**

Be prepared for every class by reading the assigned content and reviewing the Canvas module because the class will involve sharing your ideas within the classroom discussion space and with your peers in breakout rooms. This doesn't work if you haven't done the reading and don't know what's going on. Since EWRT 1B is a student-centered class, it will be clear if you haven't done the reading. Plus the reading is cool and class is more fun (and productive) when everyone can share individual ideas against the backdrop of the lectures and curriculum. The good news about literature is there's rarely "one right answer" so we can play, debate, analyze, create, and figure out how we feel within the academic atmosphere of exciting learning. Pro-tip: reading is the key to writing. I promise you some cool readings to ignite our discussions. With a mind's eye to a student-centered classroom environment, please use [our class Q&A open discussion space](#) as a resource throughout the quarter. :)

## Classroom Environment:

Consider this classroom a safe space, and please do your part to keep it safe. My job is to create a container for deep intellectual inquiry and emotional expansion—none of which happens without safety. I am both the bouncer and the hostess of this space. You are invited to share your ideas and express yourself--from the heart and mind--without judgment, and I will do my part to keep the inspiration flowing with cool content and ideas. If anything is unclear, feel free to ask. Probably other students have the same question. In this course, we will discuss many sensitive topics regarding race, gender, and sexuality—and the cumulative Now-ness of 20/24's vision. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on their own experience. If you wish to counter a specific argument or claim, you must do so intelligently and respectfully. When your classmates talk during the discussion, you are asked to respect them with your focused attention and encouragement. Vulnerability and courage are synonymous and key to learning. Remember that our course goal is to learn from each other. With that in mind, be aware of whether you tend to dominate classroom conversations. Although I encourage active participation, it is also important to leave space for others to participate.

## Spring Schedule of Important Dates [De Anza Academic Calendar](#)[Links to an external site.](#)

4/8/24: First day of Classes

4/19/24: Last day to Add Classes

4/20/24: Last day to Drop **without** a W

5/25-5/27/24: Memorial Day Weekend (no classes, offices closed)

5/31/24: Last day to Drop **with** a W

6/19/24: Juneteenth Holiday (no classes, offices closed)

6/24-29/24: Final Exams

## [De Ana's Policy](#)[Links to an external site.](#) on Academic Integrity:

I am here to help you overcome the difficulties each of you may face as readers and writers and turn those challenges into gifts. Please contact me ahead of time if you are having any difficulties with an assignment, and I will do my best to assist you. Resorting to cheating should NEVER be an option. I am happy to spend time outside of class to help you in any way that I can. **I reserve the right to fail a student if caught plagiarizing an assignment. ChatGPT is considered plagiarism and is not an acceptable tool in substitution for your writing. I can tell the difference, so don't**

risk failing the assignment for this shortcut. Please note: Essays containing AI-generated writing will receive 69%; students will be invited to a conference with me to discuss the extent of the plagiarism. Plagiarized essays cannot be revised or resubmitted. :)

### **Additional Notes and Resources:**

- This is an adult-level course; therefore, the language and subject matter of readings, film clips, and discussions will contain adult material and will not be censored. Trigger warnings will be given for any explicit content.
- If grades are important to you, make sure to do all the reading, attend every class and participate actively, expand, research, and synthesize your thinking about the texts in connection to historical and theoretical contexts, and ask questions of me/your classmates/the world around you, study for the exams, turn in all assignments on-time, and be engaged in the community and inquiry of the class. \*NOTE: when calculating your grade in Canvas, make sure to INCLUDE \*ungraded\* assignments in order to get an accurate scope of your final grade. Please adjust your Canvas student preferences. \*You can speak to me about your grade at any point during the quarter.\*
- **Academic Support: Tutors and Workshops at the Writing and Reading Center (WRC)** <http://www.deanza.edu/studentsuccess/wrc/> [Links to an external site.](#) The WRC has drop-in tutoring both in person (ATC 309) and via Zoom--and weekly workshops. Students who attend an individual tutoring session or one of the workshops will receive extra Participation Points!
- **Disabilities Services:** (<http://www.deanza.edu/dsps/index.html>) [Links to an external site.](#) De Anza College views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. \*If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and accommodations. \*\*If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course. \*If you have a disability, we will create a learning environment that works for you. :)
- **Mental Health and Wellness Center:** <https://www.deanza.edu/psychologicalservices/> [Links to an external site.](#) De Anza's Mental Health and Wellness Center offers a variety of support to all students. You are welcome to **stop by in person**, join an **online support group**, or **drop in for an online session** with a MHW counselor. They also take appointments for **one-on-one sessions**, held online.



*I look forward to working with and learning from all of you! My goal is to challenge, support, and inspire you. I will expect great things from you, convince you of your own brilliance, and help you reach your potential in a disciplined, structured environment. :) Please ask me any questions you have about our work.*  
*Jill*