

EWRT1B
Reading, Writing, and Research
Spring 2009

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Writing and Reading Center (WRC) – ATC 309

Goals:

English 1B is a transfer level course in reading and composition. We'll build on the skills you worked on in EWRT 1A, focusing on interpretative, analytical, and argumentative writing, and the research paper. We'll be reading, discussing, and writing about a variety of short stories, a novel, and a play.

You should learn to:

- Think critically about a variety of literary texts.
- Turn your own interests into research topics and documented papers.
- Develop analytical, logical, organizational, and documentation skills in your writing.
- Use a wide variety of evidence to support arguments.
- Improve your ability to revise, edit, and proofread your own work.
- Increase and refine both your reading and writing strategies.
- Avoid plagiarism.

Requirements:

- Active participation in class discussions.
- Regular attendance.
- Keeping up-to-date on the readings and assignments.
- Four formal essays.
- Peer review sessions.
- Group presentation.
- Reading quizzes, informal in-class response papers, and reading journals.
- Final Exam

Texts:

Helfman, EWRT1B Reader -S09, available from De Anza's Printing Services (buy a voucher first in the De Anza bookstore)

Vea, gods go begging

Wilson, Fences

Grades: 94-100%=A, 90-93%=A-, 87-89%=B+, 84-86%=B, 80-83%=B-, 77-79%=C+, 70-76%=C, 60-69%=D.

- Four formal essays (50, 100, 100, and 200 points respectively)
- Quizzes/In-class informal response papers 10 points each
- Peer Review 10 points each
- Group presentation 50
- Reading Journals 20 points each
- Final (In-class essay) 50
- Class participation 50

You will only earn full points for participation if you attend class and participate regularly, asking questions and actively contributing to our discussions. Missing more than two classes, coming unprepared, or failing to contribute to class discussions and small-group work will earn you fewer points.

Attendance: You are required to attend class every day. If you miss as many as three classes for any reason, you will have missed too much instruction and I may drop you. You may be dropped from the course on the third absence even if that absence is late in the quarter. Students who are dropped after the eighth week will receive a grade of F. Arriving late is disruptive, and I will count excessive tardiness as an absence. Please do not plan to leave early either. Quizzes, in-class assignments, and peer-review sessions cannot be made up. If you do miss a class, it is your responsibility to obtain any handout or assignment I gave out in class and to come to the next session fully prepared. Please exchange contact information with a few classmates so you won't miss any assignments.

Late papers: Papers should be handed in at the beginning of class on the day they are due. I will, however, accept **one** paper up to one week late if you have an extremely good reason and provided you have made an arrangement with me **before** the paper is due. If you have not made such an arrangement, I will lower the grade on a late paper half a grade for each day it is late. I will not accept papers more than a week late and the final paper cannot be late. You must turn in all essays to pass the class.

Plagiarism and Academic Integrity: We will be working on the correct way to document sources and I'll expect that any time you use writing or ideas that are not your own in an essay you will cite your sources. Using others' words or ideas in part or whole without acknowledgment is plagiarism, will certainly result in a failing essay and could result in failing the course. And, while it's always fine to seek help with your writing in the Writing and Reading Center or from me, it is not acceptable to have anyone else correct your errors for you. **If you receive a zero on an essay due to plagiarism, you will not be able to rewrite it.** Repeated plagiarism will result in failing the course. I take these issues very seriously and fully expect that you will not copy other's work and pretend it is your own, will not cut and paste from or submit as your own essays or other documents found online or elsewhere, will not have someone else write your essays for you, nor will you have someone else correct your writing errors for you. If you feel stuck, or need help at anytime, please come talk to me.

Please let me know anytime you have a problem or a question about our work or want to discuss ideas for one of your essays. I look forward to working with you.

Suzanne Helfman

EWRT1B - Spring 09

Complete all assignments *before* the date they appear here and come to class prepared to discuss and write about the readings in class. We will certainly have some quizzes, both announced and unannounced, as well as some additional assignments.

This is a tentative schedule, so if you miss a class be sure to check with classmates about any adjustments we might have made.

Week	Tuesday	Thursday
1	4/7 <ul style="list-style-type: none">• Introductions• Little Red Riding Hood interpretations• “Girl”• Greensheet	4/9 <ul style="list-style-type: none">• Read “Letter to El Mateo”• Read Essay #1 prompt.• Review greensheet.• Continue “Girl”• Complete student questionnaire and additional questions.• Buy books, especially the Course Reader, available at De Anza Printing Services (you'll need to buy a voucher for it first in the De Anza Bookstore).
2	4/14 <ul style="list-style-type: none">• Read “Writer in the Family” and come prepared to write and talk about it. Reader, 4-14	4/16 <ul style="list-style-type: none">• Read “Courting a Monk” Reader, 15-20• Essay #1 due.
3	4/21 <ul style="list-style-type: none">• Read “17 Syllables” Reader, 21-26	4/23 <ul style="list-style-type: none">• Read “Red Convertible” Reader, 27-30• Reading journal #1 due.

4	<p style="text-align: center;">4/28</p> <ul style="list-style-type: none"> • Read “Sonny's Blues” Reader, 31-40 • Peer review essay #2. Bring a typed draft of at least 3 pages--3 copies (10 points). 	<p style="text-align: center;">4/30</p> <ul style="list-style-type: none"> • “Silver Water” Reader, 41-47 • Paper topics for Essay #3 due.
5	<p style="text-align: center;">5/5</p> <ul style="list-style-type: none"> • Essay #2 due. • Begin <i>gods go begging</i>. 	<p style="text-align: center;">5/7</p> <ul style="list-style-type: none"> • <i>gods go begging</i> through page 74.
6	<p style="text-align: center;">5/12</p> <ul style="list-style-type: none"> • <i>gods</i> through 139 • Peer review essay #3—typed draft, three pages, three copies. 	<p style="text-align: center;">5/14</p> <ul style="list-style-type: none"> • <i>gods</i> through 165
7	<p style="text-align: center;">5/19</p> <ul style="list-style-type: none"> • <i>gods</i> through 234 • Essay #3 due. Attach copies of research. 	<p style="text-align: center;">5/21</p> <ul style="list-style-type: none"> • <i>gods</i> through 271
8	<p style="text-align: center;">5/26</p> <ul style="list-style-type: none"> • <i>gods</i> through the end • Reading journal #2 due. 	<p style="text-align: center;">5/28</p> <ul style="list-style-type: none"> • <i>Fences</i> • Library orientation.
9	<p style="text-align: center;">6/2</p> <ul style="list-style-type: none"> • <i>Fences</i> 	<p style="text-align: center;">6/4</p> <ul style="list-style-type: none"> • <i>Fences</i>
10	<p style="text-align: center;">6/9</p> <ul style="list-style-type: none"> • <i>Fences</i> 	<p style="text-align: center;">6/11</p> <ul style="list-style-type: none"> • <i>Fences</i> • Peer Review of Essay #4—at least 4 typed pages.

11	6/16	6/18
	<ul style="list-style-type: none"> • Group presentations 	<ul style="list-style-type: none"> • Group presentations • Essay #4 due. Attach copies of all research.
12	No class – Finals Week	

Participation

Showing up is not enough. You will get the most out of this course if you always come to class fully prepared and contribute to our discussions regularly. Please keep track of your attendance, preparation, and participation. I will ask for your tally and your evaluation of these mid-way through the course and again at the end and will factor both into your participation points.

Dates you were <i>fully</i> prepared <i>and</i> contributed to class discussion:
Total days <i>fully</i> prepared <i>and</i> active in class discussion:

Dates absent:	Dates late:	Dates left early:	Total absences:

