**EWRT1A-23**

**Winter 2019**

**Priorities for Community Health**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

L36, 12:30-1:20 Monday-Friday

Office Hours: Wednesdays 10:00-12:00, and by appointment.

Office Hours Location: MCC-14

Final Exam: Wednesday, March 27, 11:30-1:30

**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.

**Priorities for Community Health**

The topic for this section of EWRT1A will be priorities for community health. We had elections just a few weeks ago, and this is the time of year when legislative agendas and the discussions about government budgets will begin. In California, there is a new governor, and at a national level there has been significant change in the House of Representatives. Many people will be thinking about, writing about, and acting on ideas for making things that are necessary for health, such as income, education, housing, and a clean and safe environment, more accessible to more people. We will begin to discuss this topic by reading two texts about health equity in California, *Landscape of Opportunity* and *Portrait of Promise*, which will hopefully give you ideas about a need that you can research and write about.

You will write one in-class essay and four out-of-class essays. The in-class essay will be modelled on the WST, which San Jose State University students need to pass in order to graduate. The four out-of-class essays will be a personal narrative, an historical narrative, a policy proposal, and a critical evaluation of a YouTube video. The personal narrative will be about how you diagnosed a problem and applied a solution. In the historical narrative you will trace the development of a proposal for solving a problem that affects community health in Santa Clara County. To prepare 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 write-ups of your own research. In your third essay you will give your opinion on the proposal that you wrote about in your historical narrative, and the essay will include both your own recommendation and your reasons for recommending the course of action. The intention of the proposal should be to improve community health, and it should be primarily addressed to people who have power over a government, institution, or organization that can change a law, policy, or rule. Your fourth essay, which will not necessarily be tied to the topic of community health, will be one that will require you to analyze the audience of a how-to video on YouTube and to test the video yourself in order to evaluate the video.

**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 1. 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 7

In-class timed writing

Begin reading *Landscape of Opportunity*

Personal Narrative outline

Week of January 14

Personal Narrative due, continue reading *Landscape of Opportunity*

Select a topic, form groups

Last day to drop for a full refund or credit: Sunday, January 20

Week of January 21

Holiday January 21

Read *Portrait of Promise*

Works cited, citations

Presentation to your group

Research Assignment (explain how your topic is related to the topics of other people in your group)

Week of January 28

Research Assignment (explain how a new proposal is related to a previous proposal)

Historical Narrative: Formulate research question, do additional research, outline

Week of February 4

Historical Narrative: Peer edit first draft, complete draft due

Week of February 11

Holiday February 15

Argumentative Essay: Formulate research question, outline

Week of February 18

Holiday February 18

Argumentative Essay: Peer edit first draft, complete draft due

Week of February 25

Analytical Essay: Formulate research question, audience analysis

Last day to drop classes with a “W”: March 1

Week of March 4

Analytical Essay: Outline, first draft

Week of March 11

Analytical Essay: complete draft

Revise essays

Week of March 18

Revise essays

Final Exam review

Final Exam Wednesday, March 27, 11:30-1:30

**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.

**Research Groups**

The most difficult assignment in this class is the historical narrative. To prepare you for that assignment 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 historical narrative essay. Your historical narrative will hopefully build on research that you and your group members used for your presentations.

Your research assignment will have two 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 a paragraph that explains the relationship between a new proposal that will promote community health and a previous proposal that lead to the new proposal.

**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.

Many students would benefit from reviewing syntax (especially the use of commas) and the use of articles, prepositions, and heavily-used verbs in English. Here is a link to a set of resources that will hopefully aid such a review: <http://www.deanza.edu/faculty/mendozasherwin/languageuse.html>.

**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 three times to discuss revisions on your three major essays, but you should expect to schedule several meetings with me during the second half of the quarter. The last date when I will be able to hold appointments will be March 29.

**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 you will be required to formulate and submit a research question 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 the first week of the quarter there will be a timed in-class essay that will hopefully prepare you for timed-writing exams that you might take in the future, and you should begin to learn about the evaluation criteria that are commonly used to score timed-writing exams at California colleges and universities.

**Academic Integrity**

Submitting work that you have not produced as your own is a serious violation of the De Anza College policy on academic integrity, and a consequence of a violation may include expulsion from the college.

**For the first drafts of each of your out-of-class essays do not use Grammarly, dictionaries, translation programs, or the services of a tutor.** I will check the first drafts of each of your out-of-class essays against the style (diction, syntax, tone, and voice) of your in-class essay. If there is a substantial difference in the style and quality of the writing between your in-class essay and the first draft of any of your essays, you will be under suspicion for submitting work that you did not produce as your own. I might call upon you to prove through a *viva voce* and written examination that you have written the essay.

The first draft should allow me to give guidance to you and to a tutor about the specific skills that you need to develop.

**Student Success Center**

The Student Success Center offers free tutoring for many De Anza classes. Visit http://www.deanza.edu/studentsuccess for more information.

Academic Skills Center for workshops and Adjunct study skills courses in ATC 302

General Subject tutoring in ATC 305

Listening & Speaking and World Language support in ATC 313

Math, Science and Technology tutoring in S43

Writing and Reading tutoring in ATC 309

**Grades**

5% In-class Essay (pass/fail)

5% Presentations and Research Assignment (pass/fail)

10% Personal Narrative (pass/fail)

10% Final Exam (pass/fail)

35% Research-based Argumentative Essay (combination of Historical Narrative and your own recommendation)

35% 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 De Anza English department: <https://www.deanza.edu/english/writing/EWRT1A%20Essay%20Grading%20Rubric.pdf>.

For your out-of-class essays you will receive letter grades for each major part of the rubric: ideas and development, organization, and language use.

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 argumentative essay and the analytical essay will result in you receiving an A in the course. If you submit assignments on time, then you will have the opportunity to revise the major essays several times, and your grade for each essay will be the grade for the final draft.