

EWRT 1A.1SQ: Composition and Reading
LART 250.1SQ: Academic Reading & Writing
Fall 2024
10:30 AM-12:20 PM
Classroom: L66

Brian Malone, Ph.D.
Office Hours on ZOOM:
Mon & Wed, 9:30-10:15 AM;
Tues, 5-6:30 PM; and by appointment

Course Communication Plan.

Content Release Schedule. New modules and content will be released weekly. Be sure to check Canvas every Wednesday for the upcoming week's material.

Office Hours. I am available for drop-in office hours on:

- Mondays and Wednesdays: 9:30 - 10:15 AM
- Tuesdays: 5:00 - 6:30 PM
- By appointment

All office hours will be conducted via Zoom. Please use the Zoom link provided in Canvas to join.

Additional Contact Option. I am also available for a few minutes after class on Mondays and Wednesdays.

Course Announcements. I will send weekly course content overview announcements via Canvas on Sunday evenings. Additionally, announcements clarifying course content will be sent on Wednesdays or Thursdays.

Preferred Method of Contact. Please use Canvas messages to contact me. I will respond to messages within 24 hours on weekdays and within 48 hours on weekends.

Feedback on Class Work. For essays, I provide feedback through written comments, rubrics, and annotations. For other homework assignments, written comments will be provided, as well as occasional class announcements that provide guidance on common issues from the homework. You can view feedback in Canvas by checking the comments and annotations on your submitted assignments. For more information on viewing grades and feedback, refer to the Canvas guides:

- [How to view grades and instructor comments](#)
- [How to view annotation feedback in an assignment](#)

Additional Information: If you have any questions, concerns, or need further assistance, feel free to reach out via Canvas messages or see me after class, and I'll be happy to help.

Student Learning Outcome Statements (SLO).

In EWRT 1A, you will learn to:

- Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

In LART 250, you will learn to:

- Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of your strongest work.

Course Overview: “Visionary Fiction”

Welcome to EWRT 1A and LART 250! I am thrilled that we will be working together this quarter!

I think we would all agree that there is something very wrong with our world—that the world we live in is not as it should be. In the past few years, we lived through multiple urgent crises that demanded our attention (and that are, in many ways, intertwined): racism and state violence, the pandemic and public health, voter disenfranchisement, the increasing erosion of democratic norms and constitutional oversight, war, resurgent homophobia/transphobia, as well as the accelerating effects of climate change.

Responding to these crises will require us to engage in political action, including actions such as organizing and community-building. However, a necessary response will also require *imagination*. The activist adrienne marie brown has argued that we—in this moment of crisis—are caught in an “**imagination battle**” with those who see the world very differently. And to prevail, brown suggests, “we must imagine new worlds that transition ideologies and norms, so that no one sees Black people as murderers, or Brown people as terrorists and aliens, but all of us as potential cultural and economic innovators.” Similarly, we must imagine more equitable social structures, safer communities, and healthier, more sustainable relationships to the environment. But how are we to do this?

One tool to train our imagination is what the writer and activist Walidah Imarisha has called “**visionary fiction**.” Visionary fiction is fiction that imagines better, more just worlds—often (though not always) written in the genres of science fiction or fantasy. In non-visionary fiction, it is easy to remember the failures of the past, to recognize the horrors of our current world, and perhaps even easier to imagine a future that gets worse (as in much current dystopian fiction). In contrast, visionary fiction acts as a corrective to these imaginative impulses, providing a sense of hope as it re-imagines alternative paths or projects a future that is worth fighting for.

In this course, we will read two texts of visionary fiction—both created (at least in part) by an author/artist of color and each standing in a different temporal relation to the present time. *Everything Everywhere All at Once*, directed by the Daniels, explores how alternate timelines (a type of queer temporality) can produce more hopeful and potentially more just outcomes in the present. Octavia E. Butler’s *Parable of the Sower* depicts a world in the near future, but a near future that appears terrifyingly close to our present. In doing so, Butler’s novel offers us a map to begin the remaking of our damaged world. Both of these texts offer visions of hope and I am incredibly excited to be reading and learning about them with you! I think (hope?) you will enjoy them!

This course is a part of the Pride Learning Community at De Anza, a learning community that is designed to support students who are interested in LGBTQ+ lives and experiences. To be clear: **you do NOT have to identify as LGBTQ+ to join this community or to take this EWRT 1A/LART 250 class**. However, in order to take this class, you do need to be willing to be part of a community that celebrates and embraces LGBTQ+ lives. That means two things:

1. You must be comfortable with taking a class that **focuses on issues that are relevant to the LGBTQ+ community**. The curriculum for this course—which includes readings and paper assignments—will pay close attention to queer lives and experiences. Again, you do NOT need to identify as queer to participate in this curriculum; however, you will need to be comfortable with and have an interest in LGBTQ+ lives and experiences.

2. You must agree to actively contribute to make our classroom a **safe and welcoming environment for your classmates who identify as LGBTQ+**. This Learning Community is designed to offer support to those students, and all students who join the community must share this goal. As part of this, you should be committed to upholding the **community agreements** that our class will draft during Week 1.

EWRT and LART

EWRT 1A is the standard college-level English course and LART 250 is a required co-requisite course that will provide additional support for your work in EWRT 1A. These two courses are graded separately: LART 250 is graded Pass/No Pass, whereas EWRT 1A will result in a standard letter grade. Some assignments we do this quarter will count for your LART grade and some will count for your EWRT grade. The distinction between these assignments will be clear on Canvas. **NOTE: Because EWRT and LART are graded separately, it is possible to pass one and to fail the other (or to pass or fail both, of course).**

In terms of our class time, there is no distinction between LART and EWRT. This means that you should consider all of our class meetings to be *both* LART and EWRT: basically, you have a two-hour LART+EWRT class every Monday and Wednesday and should treat it accordingly.

Hybrid Instruction

Our class includes both in-person SYNCHRONOUS and online ASYNCHRONOUS components. Synchronous means that you are required to meet with me (and your classmates) on campus during our class periods on Mondays and Wednesdays. **If you miss more than four of these class periods over the quarter, you may not pass the class.** In addition, the asynchronous online element of this class will require you to watch lecture videos and to complete assignments on your own time. The asynchronous assignments allow for some flexibility; HOWEVER, our class will proceed in weekly modules, and **there will almost certainly be work due on Canvas twice a week.**

You will not be able to take this course without regular access to Canvas. If you have not used Canvas, you should familiarize yourself with it. You can log in to Canvas here: <https://deanza.instructure.com>. Once you do so, you should take the Canvas Orientation Course (if you've never used Canvas before): <https://deanza.instructure.com/courses/1106>

Health and Safety Policy

We have a responsibility to protect each other from transmissible disease in the classroom. That responsibility includes:

1. Not coming to class when you are seriously ill. You can miss several classes this quarter without it significantly affecting your grade. Please use those absences when you are ill.
2. Wearing a mask and keeping distance from others when you are mildly ill or recovering.
3. **Staying home if you have Covid or have been exposed to Covid.** It is morally unacceptable to expose other people to Covid without consent, and I will do my best to support you so that an absence due to Covid does not affect your success in this class.

I would also encourage you to wear a mask in class if that makes you feel more comfortable. Indeed, I may wear a mask in class during certain parts of the quarter.

What You Should Expect

Contact with Me

I want to be very clear that **you are not on your own** in this class and that there will be **many opportunities to interact with and to get help from me.**

1. We meet on Mondays and Wednesdays from 10:30-12:20 in L66 for class.
2. I hold **drop-in office hours** on Zoom: Mondays and Wednesdays, 9:30-10:15 AM, and Tuesdays, 5-6:30 PM. I am also available by appointment. The Zoom link for Office Hours is available on the Canvas page for our course.
3. I am available many other days and times (except weekends) for Zoom appointments. Please contact me to schedule a Zoom appointment.
4. You should **message me on Canvas if you have ANY questions or concerns.** You can expect that I will respond to a message within 24 hours on weekdays. On weekends, it may take me 48 hours to respond. **I am unlikely to respond to messages sent after 9 PM until the next morning.**

What Kinds of Help I Provide

You should expect that I will provide clear lectures, handouts, and assignments. **I will gladly respond to questions about any assignment Canvas message.** I will grade assignments twice a week (except for papers, which may take me two weeks to grade). I will provide written feedback on most of the assignments—especially the papers, HW Posts, and Reading Journals.

Working with Me

I have a specific pedagogical style in my writing classes. You should be clear that:

- **I do not read drafts** of any assignment (including papers) in advance.
- I do not provide tutoring or editing services for your essays. If you need these, you should seek additional help outside of this class. See the information about the Writing and Reading Center (WRC) on p. 12 of this syllabus.
- **I do not accept revisions or rewrites for any assignment, including papers. Once an assignment has been submitted and graded, there is no way to improve the grade on that assignment. Please do not ask.**
- I have specific late work policies. Please see “Late Work Policies” on p. 8 of this syllabus.
- There is no extra credit in this class.

Students who succeed in my class (and most students do!) succeed because they adjust to the expectations that I outlined above. Successful students:

- Attend in-person class sessions and pay attention.
- Study my slideshows and pay close attention. While I am happy to explain via email *anything* in my slideshows that you do not understand, emailing me cannot *substitute* for actually reading.
- Take every assignment seriously. If you do not understand the assignment, email me *before* it is due. **Once it has been submitted, it is final.**
- Pay careful attention to my written feedback, especially on HW assignments and papers. For every paper, you will do a chunk of the writing *in the HW that precedes that paper.* This means that while I do not “read drafts,” I actually *will* be reading and providing feedback on portions of every paper that you write for me before you submit. (So, it turns out that I actually *do* read partial drafts—the work that you submit as HW.)

- Do all of the HW assignments. For the reasons that I just mentioned, it is really important that you do the HW. You will write chunks of many your papers in these assignments.

All of this is to say that I will provide you with plenty of help and feedback to succeed, but that you will have to work in such a way that you take full advantage of the help and feedback I am offering. My goals are for you to become both stronger writers and stronger students.

What I Expect

Why Are You Here?

I have spent most of my life as a student and teacher at four-year colleges and universities. I am an *expert* in the expectations that four-year schools have for student writing and what it takes for students to succeed at these institutions. While I understand that not all of you have a goal to transfer to a four-year school, many of you do. And even if you do not plan to transfer, developing strong writing skills remains a required part of college, and (believe it or not) will be useful in “real life.” For these reasons, I will expect that you are in this class to work hard on your writing and to develop the skills you need for transfer and beyond. If you are looking for a course where you satisfy the EWRT requirement without doing much work or putting in much effort, you should look elsewhere. If you remain enrolled in this class, I expect you to take it—and your own future in college—seriously. This means recognizing that writing is something you need to *learn* and that it will require *work*. If you choose to do this, you will be more likely to succeed at De Anza, at a transfer institution, and beyond.

Communication

Although I will see you in the classroom twice a week, you should still read communications from me regularly. **You will not succeed in this class if you do not remain in contact with me and read all of my messages/announcements.** This means:

- You must check your Canvas messages every day.
- You should check Announcements on Canvas every day. I recommend you set your Canvas notifications so that you receive an email every time that I post an announcement. These announcements will often be important—and will often help you with the work for that week.

Treating Each Other as People

Regardless of whether we interact in person or in Canvas, you should only treat others in this course (me included) in the way that you yourself would want to be treated in a professional/academic environment. **This means you will treat *everyone* in this course with respect, kindness, and generosity.** If you fail to do so, I will call your attention to that lapse and I will expect you to respond appropriately. And, of course, you should expect that I will treat you with the same respect, kindness, and generosity in all of my communications.

English Fluency

This is a transfer-level college English course. We will practice reading college-level texts and writing analytical essays in English. This is **not** a course in English grammar or an ESL course. Any English grammar that I teach will focus on grammar mistakes made by fluent English speakers. In this course, I will assume fluency in English and will grade accordingly. I will not edit essays for English grammar, nor will I provide detailed feedback on grammar errors in my comments on your completed essays. If you are not fluent in English, you will need to develop strategies to ensure that your completed work in this course demonstrates sufficient fluency in

English. This may require regular tutoring at the Writing & Reading Center, as well as proofreading and practice with friends and classmates who are native English speakers. Doing well in this course will require you to write fluently in English—because that’s what you need to do in college.

When Life Happens... SEND ME AN EMAIL

We are currently living through unprecedented and difficult times. Even under normal circumstances, I know that unexpected and stressful things happen: illnesses, break-ups, losses of loved ones, family difficulties, financial challenges, legal troubles, and many other unpleasant surprises. I wish these things didn’t happen (to you or to me) during the academic quarter, but they do. Often when these things happen to students, they “disappear”; they stop participating in class and ignore my emails until it is too late. But there is a better alternative: you can reach out to me and I can help you get through it—whatever “it” is. I have years of experience helping students through difficult times. I’m supportive, flexible, and understanding. Your success in this class is very important to me and I will do whatever I can to help you succeed. So please, if life happens to you this quarter, **SEND ME AN EMAIL**.

Course Details

Required Texts

There are two required texts (one film and one book):

1. *Everything Everywhere All at Once*, Daniel Kwan & Daniel Scheinert, directors. This is not a book; it is a film! We will watch it in class, but you can also choose to (re-)watch it outside of class. It is available at various streaming services.
2. Octavia E. Butler, *Parable of the Sower*, ISBN: 978-1-5387-3218-2.

You can purchase the Butler book through many online retailers. You may also be able to find it at your local library. NOTE: There is a graphic novel version of this novel, BUT THAT IS NOT THE TEXT THAT WE ARE USING (and it is significantly different in a number of ways). Make sure you get the complete **novel** (which will have approx. 350 pages and no pictures!).

You will need access to copies of the Butler book that *has stable page numbers*. **Please note: many Kindle editions or eBooks DO NOT have stable page numbers.** Without stable page numbers, the problem is that if you want me to read the same page that you are currently reading on your Kindle, you have no way of providing me with a page number that will be the same on *my* Kindle. This is a **fatal problem** when you are quoting from a text for an essay. I do not accept essays or other assignments that do not include stable page numbers for the quotations. **When you write your essay using this book, you will need a copy that includes stable page numbers. This is non-negotiable.** The easiest way to be sure that you have stable page numbers for a book is to use an actual paper copy of the book.

Structure and Workload

Your work during each week in this course will include some combination of class lectures, slideshows, readings, discussions, and multiple homework assignments (often including a paper). We will meet in person twice during each week.

Some assignments will be due in class and others will be due on Canvas. If you miss a deadline, late work policies will apply. If you miss two weeks of deadlines in a row without a very good reason, I will assume you are no longer part of the class and may drop you.

This is a writing course and as such, you are asked to read and write a fair amount. **It will usually NOT be possible for you to complete all of the work for a deadline in one evening. You will have to self-pace your own workload.** You will need to start early and you should set aside time in your busy schedule **on multiple days each week** to complete this work. It's not easy, I know. But you signed up for this course. I'm asking you to plan ahead and make a commitment to this course.

Attendance and Lateness

I recognize that there are often challenges in getting to class on time (including traffic-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you will likely not pass the class. (I've discovered that missing more than two weeks significantly degrades the quality of your work—even if you try to “make up” the work.)

We will begin each class on time. If you are late, you may well miss quizzes or other opportunities for points, and this will affect your grade. If I recognize a pattern of lateness (even by five minutes), you and I will have a serious talk about how it may affect your ability to pass the class.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

Assignments

Essays (EWRT). You are required to write four significant essays. One of these essays will be a timed essay that you will write in class and will not be able to prepare for in advance. **You must write all four of these essays in order to pass the course.** I am willing to consider extension requests (made *before* the deadline); otherwise, late essays will be penalized (see “Late Work Policies” below for penalties).

HW Assignments (EWRT). Your primary homework in this class will be written assignments that will sometimes be completed in class and sometimes submitted on Canvas. These are designed to help you write each essay, and they will count for a large portion of your grade. If you miss a HW assignment that we did in class, there is no makeup. HW assignments submitted on Canvas will be accepted up to 24 hours late for reduced credit.

Quizzes and Participation (EWRT). I will occasionally begin class with a quiz. There will also be opportunities for participation points during our in-person class time. There is no makeup for missed quizzes or participation.

Reading Journals (LART). Ten times during the quarter, you will submit a reading “journal” report on Canvas. These assignments will remain open an extra 24 hours for late work. Reading Journals will count toward your LART grade.

Peer Review Outline Workshops (LART). On three occasions, you will provide feedback on a draft or outline to several classmates. There is no makeup for a missed peer review.

Customized Support Activities (LART). You are required to participate in at least 3 Customized Support Activities (CSAs). These will be maintained (and tracked) by the Writing &

Reading Center. You will receive an invitation to the CSA Canvas page in Week 2. Completion of these activities will count toward your LART grade.

Reflective Cover Letter (LART). At the end of the quarter, you will write a reflective cover letter to introduce your portfolio to the English Department.

Extra Credit. There is no extra credit in this class.

Late Work Policies

I am willing to consider extensions for essays or some other assignments *if you have a good reason*. Extensions must be approved in advance (before the deadline). *Students with family responsibilities are especially encouraged to contact me regarding missed or late work*. Please let me know in advance if possible. Late work may not receive feedback.

Late policies/penalties depend on the type of assignment:

- Late essays (without approved extension) will lose one letter grade per day (and are no longer accepted after three days).
- In-class assignments (in-class essay, some HW assignments, quizzes, participation) cannot be administered or accepted late.
- Peer Review Workshop submissions cannot be accepted late.
- For assignments that are due on Canvas (some HW assignments, Reading Journals), I allow a 24-hour “late period” when I still accept the work for partial credit.

Grading

As I noted previously, you will receive separate grades for LART 250 and for EWRT 1A. Each of these classes will have separate assignments that comprise the grade for that class.

The breakdown of points by assignment is as follows:

LART 250	Grade		
Reading Journals	P/NP (10 total)		
Writing Workshops	P/NP (3 total)		
CSAs	P/NP (3 total)		
Reflective Cover Letter	P/NP		
		EWRT 1A	Points
		Paper 1 (take-home)	50
		Paper 2 (take-home)	100
		Paper 3 (in-class)	100
		Paper 4 (take-home)	150
		HW assignments	100
		Quizzes/Participation	100
TOTAL	P/NP*		600**

*In order to pass LART 250, you must pass the reflective cover letter, and accrue 70% or better on the other assignments.

Letter grades in EWRT will be assigned based on the following percentages out of the total 600 points. I will assign traditional + (87.5-89.9) and – (90-92.49) grades. NOTE: there is no C- at De Anza and **I do not award A+ grades.

90-100% A range	60-69.99% D range
80-89.99% B range	59.99% and below F
70-79.99% C range	

EWRT 1A Portfolio Process

Your final grade in EWRT 1A depends on two processes:

1. If you complete all of your work in the class, you will submit a portfolio of selected writing for review by members of the English Department at the end of the quarter. If these readers agree that your portfolio demonstrates the appropriate skills for a student who has completed EWRT 1A, you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the class.
2. If the English Department determines that you should pass, your actual final letter grade (A, B, or C) will be determined by the percentage of points you earned in EWRT throughout the quarter. For example, if you score an overall percentage of 89% on your EWRT assignments throughout the quarter **and you pass the portfolio process**, you will receive a B+ in the class. However, if you do not pass the portfolio process, you still cannot pass the class. See the previous section (**Grading**) for a discussion of how the points translate into EWRT grades, but remember *this is only if you pass the portfolio process*.

This system means that, in order to pass EWRT 1A with a good grade, you should

- complete all of your work and **score as many points as possible** in EWRT during the quarter.
- revise and polish selected essays in order to **assemble a strong portfolio** at the end of the quarter.

My grades on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely have multiple warnings if you are in danger. However, you should keep in mind that—ultimately—you will not be able to “make up” for failing essays by earning lots of participation points or points on HW Posts. If you are not comfortable with this process, you should not enroll in this class.

Classroom Environment

On-time and Prepared. Do not be late. Bring your notebook, any assignments, and the necessary books. Come prepared and ready to talk.

Participation. This class works best when we hear everyone’s voice. And so, starting very early, I expect **every student** to participate in discussion in some way **every day**. This means that I will begin calling on students if I feel like we haven’t heard their voice. But don’t worry: I will build plenty of opportunities for easy participation into every class. Also, be mindful about whether your own frequent participation is crowding out other voices.

Safe Space. Consider this classroom a safe space and please do your part to keep it a safe space. This also includes our Canvas forums and any other interaction with your classmates. For starters, you should feel free to share your ideas and express yourself without judgment from us.

There are no stupid questions! If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking me questions.

Mutual Respect. Mutual respect means that you recognize and acknowledge the dignity, agency, and experience of every person in this class, regardless of whether you agree with what they are saying or whether you share their worldview. I expect you to treat each of your classmates (and me) as you would want to be treated. There are many dimensions to such mutual respect, but I want to highlight in particular **the necessity of respecting the gender identity and pronouns of every one of your classmates.**

In our course discussions, we will discuss sensitive topics that will sometimes impinge on deeply held values or beliefs. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

Content Warnings. In this course, we will occasionally talk about sexuality (including queer sexuality) and other “adult” content. Your continued enrollment constitutes your agreement that you do not find this material objectionable.

The film *Everything Everywhere All at Once* is rated R and contains nudity, sexual situations, violence, and profanity.

The novel *Parable of the Sower* contains several (approximately six) references to sexual violence or abuse, some of it involving children. All of these references are brief (usually just a sentence or two or a brief paragraph) and none of them are actual *scenes* or detailed descriptions of sexual violence or abuse. I will provide you, in advance, with the page numbers for each of these references and you may choose to skip those pages of the novel if you want to (because these references are brief and minor, skipping the pages will have no effect on your overall comprehension of the plot). However, apart from skipping those few pages, this novel remains *required* reading for the course. Despite the accommodations I offer, I recognize the possibility that some students may still not be comfortable reading this novel. If you have serious concerns about your ability to read this novel, then I recommend that you enroll in a different class. I believe in the necessity of reading great literature that helps us to make sense of our world—even when such literature may be upsetting or disturbing. But I also believe that you, as a student, should not choose to enroll in a class that is reading literature that you may not be comfortable reading.

If—due to one or or more of these content warnings—this class does not sound like the right class for you, you should seek out a course that better suits your needs.

Phone and Computer Policy. I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. We will occasionally have need of devices (laptops, tablets, cell phones) in class and if you want to bring them, you should. However, you should not have them out if we are not using them for class purposes. And if we have them out for class purposes, I expect them to be used in that way. If I see misuse of devices (like, say, watching movies or texting), there will be potential penalties.

Emergency Contact. I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies* and it should not be used (for non-class purposes) inside the classroom.

Academic Integrity: AI Tools (ChatGPT), Plagiarism, Sources

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving accurate credit to the proper people when you borrow work from other sources. Academic dishonesty includes using other people's words and ideas as your own without providing appropriate credit, but it also includes using any tools that produce writing or ideas for you.

Although there are many kinds of academic dishonesty, there are several cases that I will be particularly attentive to this quarter and those cases will have consequences:

1. Use of ChatGPT or other AI writing tools in your work. **Let me be very clear: You MAY NOT use ChatGPT or any other AI writing tool in this class.** If you do not accept this restriction, you should find a different EWRT 1A class that has a less strict policy. In this class, you will submit your essays using Turnitin.com and that app includes sophisticated AI detection. If Turnitin flags your work as including AI writing, I will immediately open an investigation, and I reserve the right to require a rewrite, an oral examination, or other assessment if I believe that AI use is likely. The consequences for apparent AI use in an essay will include grade reduction (including the possibility of a zero grade) and a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response. **Again, if you are not comfortable with this policy, you should not enroll in this class.**
2. Plagiarism. **You will submit all of your essays and exams on Canvas, which has built-in plagiarism detection using Turnitin.com.** If you use another person's words without appropriate credit (even as little as one sentence in an essay), I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response.
3. Misuse of sources. If you do not quote your sources accurately or do not provide accurate citations for the sources you do quote, you have committed a serious violation of academic integrity. If I determine this has occurred, I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response.

Please be clear that I do not negotiate over the consequences of academic integrity violations once I have made a determination of which consequences are appropriate. **Note that if I choose to assign a zero to an assignment because of an academic integrity violation, the zero on that assignment may well result in you failing the class.** Again, this is not negotiable. If you are not comfortable with this policy, you should not enroll in this class.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask me for help.

Administrative Deadlines

Sunday, October 6: Last day to add classes.

Sunday, October 6: Last day to drop without a W.

Friday, November 15: Last day for drops with a W.

Additional Resources

Services and Resources for Students

The most up-to-date information about student services and resources for students is always available at this link: <https://www.deanza.edu/services/>

Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people here who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza's **Resources for Undocumented Students**.

Check out this website: <https://www.deanza.edu/students/undocumented.html>

And let me know if you have any questions or concerns. I can help!

Food, Housing, or Transportation Resources

Food, housing, and transportation can be significant challenges for people living in our area. De Anza has resources available that may be able to help you. Check out this page:

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

Student Success Center and Writing & Reading Center (WRC)

De Anza's Student Success Center is open and available for Zoom tutoring and workshops.

- All SSC Zoom links and schedules are located in one convenient place. Go to <https://www.deanza.edu/studentssuccess/> and follow the links in the Service Updates to add yourself to the non-course [SSC Resources Canvas](#) site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- Support for remote learning: If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!

De Anza College DSPS Syllabus Statement

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 reasonable 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.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

Phone: 408-864-8753

On the web: <https://www.deanza.edu/dsps/dss/>

Email: DSS@fhda.edu

De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties.

Many of these issues can be addressed effectively with a little help.

Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

A Note on Sexual Misconduct

De Anza College is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking—is also prohibited at our school. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Lauren Balducci, at (408) 864-8945 or balduccilauren@fhda.edu

De Anza College is legally obligated to investigate reports of sexual misconduct, and therefore the college cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As an instructor, **I am also required by federal law to report incidents of sexual misconduct** and therefore **cannot be considered a confidential contact**. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

Ten Differences Between High School and College (with an emphasis on English courses)

10. Books: You'll need to purchase your own books or apply for financial aid so that you can obtain the books on the first day of classes, unlike in high school where the school provides the books. You can also write in your books (aka **annotating**) or use Post-its to keep track of important ideas and so on.

9. Relationships: You'll make new friends from other high schools and other age groups and backgrounds, and you will expand your social network beyond your high school friends and work friends.

8. Independence: You are more dependent in high school, since parents, teachers and counselors check in with you more often. In college, it's important to learn self-discipline, organization and time management. Although many teachers at De Anza are very supportive, you will still need to communicate with them so that they understand your questions and needs. Learn to **advocate** for yourself. Get in touch with instructors when you have questions and become comfortable using and checking your email because many teachers at De Anza communicate important details with you this way.

7. Motivation: College is not mandatory like high school, so you will need to learn how to motivate yourself instead of relying on your high school teachers or parents to push you. In fact, finding your own motivation for attending college will take you much further than trying to please someone else, although family and teachers can certainly help inspire you!

6. Distractions: Distractions are monitored in high school with rules and regulations in the home and school setting. With independence comes the opportunity for distractions that can take you away from classwork, so it's important to learn to follow your bigger goals (like transferring) and your day-to-day goals (such as completing your assignments). Try to set some boundaries with being on your phone so that you are able to spend enough quality time on homework.

5. Mentors: You have more teacher/counselor/student connections in high school, but in college you need to seek out your own support system. Every student performs better with help from others, so take advantage of instructors' office hours (yes, they want you to visit!), counselors, and tutors. And be sure to form study groups with other students.

4. Counseling: In high school, counselors seek you out if you need help, but in college you'll want to be proactive and make an appointment with a counselor for academic and/or personal reasons. This appointment can forge a mentoring relationship that will help you succeed.

3. Tutoring: Similar to counseling, tutoring is something you need to pursue. For English classes, please visit the Writing and Reading Center (WRC) at <https://www.deanza.edu/studentssuccess/wrc/> for help!

2. Academics: The major difference between high school and college involves metacognition and critical thinking. High schools emphasize the foundations of subjects and test taking is a large part of how teachers prove you have mastered this foundation. Teachers guide you over the course of an academic year. In college, especially in the quarter system, teachers expect you to think on your own, to discuss ideas with others, to grapple with tough questions and to examine the world around you with a critical eye—all in 12 weeks! You will still have homework, tests and projects but they will require more thinking on your part in order to apply your learning to the task. Your work in high school prepares you for this cognitive shift, but you will need metacognitive awareness (the ability to know when you understand or don't understand something) so that you can gain confidence in learning and to get help from others when you need it. Also, there is usually less so-called "busy work" in college, so assignments can be more challenging and worth a bigger part of your grade. Many assignments are collaborative as well.

1. Reading: Instructors expect you to not only read all the required materials, but to understand and write about them using your critical thinking skills. Instructors assume you have completed the reading on your own and that you are ready to think, discuss, and write about the readings. Annotation and notetaking will be important methods to master in handling college-level readings. Vocabulary acquisition, focus and the ability to interact with the readings will help you in your English courses and in many other courses you take in college.

Schedule of Readings and Assignments

Note: Quizzes and **most HW assignments are not listed on this schedule**. There will *almost always* be a HW assignment due on Mondays and Wednesdays. Some HW assignments will be due in class; some will be due on Canvas. Please check the weekly Canvas modules for more details.

	READING due in class that day	Assignments DUE on that day
Wk 1 Mon, Sep 23		
Wed, Sep 25	SOGIE Glossary of Terms	1. Course Info Sheet due on Canvas 2. Introduction Discussion due on Canvas 3. Writing Practice due on Canvas
Wk 2 Mon, Sep 30	1. Imarisha, "Introduction" to <i>Octavia's Brood</i> . 2. <i>EEAaO</i> Reading TBA	Reading Journal 1 due on Canvas
Wed, Oct 2	<i>EEAaO</i> Readings TBA	Reading Journal 2 due on Canvas
Wk 3 Mon, Oct 7	<i>EEAaO</i> Readings TBA	P1 Outline due in class for Outline Workshop
Wed, Oct 9	<i>EEAaO</i> Readings TBA	Paper 1 due on Canvas
Wk 4 Mon, Oct 14	<i>EEAaO</i> Readings TBA	Reading Journal 3 due on Canvas
Wed, Oct 16	brown, "Introduction" to <i>Emergent Strategy</i> (excerpts) (on Canvas).	Reading Journal 4 due on Canvas
Wk 5 Mon, Oct 21	Butler, <i>Parable of the Sower</i> , pp. 1-46.	Reading Journal 5 due on Canvas
Wed, Oct 24		P2 DRAFT due in class for Outline Workshop
Fri, Oct 26		1. CSA 1 due 2. Paper 2 due on Canvas
Wk 6 Mon, Oct 28	<i>Parable</i> , pp. 47-99	Reading Journal 6 due on Canvas
Wed, Oct 30	<i>Parable</i> , pp. 100-149	Reading Journal 7 due on Canvas
Wk 7 Mon, Nov 4	<i>Parable</i> , pp. 150-224	Reading Journal 8 due on Canvas
Wed, Nov 6	<i>Parable</i> , pp. 225-278	Write Paper 3 in class
Fri, Nov 8		CSA 2 due
Wk 8 Mon, Nov 11	NO CLASS-Veterans Day	
Wed, Nov 13	<i>Parable</i> , pp. 279-329	
Wk 9 Mon, Nov 18	<i>Parable</i> , "Reading Group Guide" (on Canvas).	Reading Journal 9 due on Canvas
Wed, Nov 20		P4 DRAFT due in class for Outline Workshop
Fri, Nov 22		CSA 3 due
Wk 10 Mon, Nov 25	Read: 1. Grant, "That Numbness You're Feeling? There's a Word for It" 2. French, "A Terrible Phone Call and What Came Next"	Reading Journal 10 due on Can
Wed, Nov 27	ONLINE P4 Workshop: No in-person class meeting.	Paper 4 due on Canvas
Wk 11 Mon, Dec 2	Read: Jemisin, "Three Reads" (on Canvas).	
Wed, Dec 4		
Wk 12 Sun, Dec 8		FINAL PORTFOLIO DUE ON CANVAS
Mon-Thur	NO FINAL EXAM or CLASS MEETINGS	