English 1A – Composition and Reading Deborah Lapp FA12

**Real World Questions: Composing for the Real World**

Office CCI – 212 Office hours M- W 12:30-1:30 and T 9:30-10:30

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August 31 (F) Last day to drop a fall full-term class to avoid a “W”

September 3 (M) Labor Day (no classes held, campus closed)

October 12 (F) Last day to drop (letter grade assigned after this date)

November 6 (T) election day – polling observation activity

November 12 (M) Veterans Day (no classes held, campus is open)

November 23-23 (Th-F) Thanksgiving holiday (no classes held, campus closed)

Final exam:

Required: Disk or mini-hd for saving work

 binder or folder for saving work

 *About a Boy* Nick Hornby

Recommended: Maimon and Peritz A Writer’s Resource

English 1A is equivalent to the freshman composition course at a four-year university. The goal of any freshman comp class is to sharpen your writing, reading and thinking skills so that you can meet scholarly challenges involving reading and critical thinking and competently express your ideas at the university level.

**The point is to prepare you for real world writing.**

In English 1A, my job is to help you prepare yourself for the type of academic writing and reading you’ll need in college and university—and in life. I want you to be not just comfortable reading and writing, but *proud* of your ability and your work. **You have important ideas, and this course will help you express those ideas.** Just accept that you have some things to learn, and you will learn them. Other scholars have set their ideas down in writing, and it’s important to explore those ideas and reference them responsibly. To accomplish this, many of you need to learn and practice documentation, brush up on grammar and mechanics, and develop your vocabulary and sentence structure. Most of you also could benefit from more ways to structure academic essays. All of you (all of us) need practice writing and need to develop your endurance and comprehension in academic reading.

We will read handouts, one good novel, readings from EBSCOHOST and the Internet. Reading assignments are intended as models of different organizational structures or as information or inspiration for discussion or your own writing. I’ll try to give reading assignments a week in advance; you make sure you read them carefully, look up new vocabulary, and post to the forum and bring your notes to class. We will discuss what you’ve read, what you’ve written, and what you’ve talked about in your history class sometimes all together, sometimes in small groups, sometimes one-on-one in conference.

**Your attendance in class and in conference is mandatory** (I may drop you after 4 absences), and excessive absence, tardiness, or unpreparedness will adversely affect your grade. This is new and shocking: Because tardies have been on the rise and are EXTREMELY disruptive, I may lock the door when I begin class. Plan to be on time. We only have 4 hours together a week to get a lot done; if you can’t commit to that, let someone else have your seat. Cellphones are depriving students from the benefits of undivided attention, so you will place your cellphone in the basket on your way in and pick it up on your way out. I will turn off the Internet while we are in lab; if it’s on, you must resist the temptation to check Facebook or your email. Assignments will be announced in class and posted on BlackBoard. Budget two hours of homework for every hour in class if you plan to do well in this class.

You are responsible for assignments whether you are in class or not. You have BlackBoard and your classmates as resources. **You know how to get ahold of me.**

**There are three types of grades:**

->100-point take-home essays (multi-draft revised essays),

->In-class essays (three in the first 9 weeks, and again, in the second nine weeks, you’ll write three timed essays; you’ll submit all three for a single 100-point grade.

All 100-point grades will be posted on BlackBoard. You’ll lose 10 points if you don’t have a draft on a workshop day. There really isn’t any extra credit.

Essay writing (usually with research and documentation) is the main job of this class. **The Outcomes for English 1A are:**

1. the ability to write an essay in class in a limited amount of time (usually 90 minutes),
2. the ability to write a passing term paper with proper attribution of sources (the documentation we’ll use is MLA style), and the ability to read and analyze college level writing, and
3. the ability to produce a passing annotated bibliography.

You’ll have at least two chances to accomplish each of these, but you must pass all three to pass the class, no matter how many points you accumulate. All essays will be typed, double-spaced and scholarly in appearance—no folders, please, or fancy fonts. Present yourself and your work to me as the **scholar** I expect you to be. The form of documentation we use, called MLA style, is explained on the Purdue OWL website. I expect out- of-class essays already printed out at the **beginning** of the hour they are due, and in-class essays at the end of the class in which they are written.

**Here’s a good deal for you**: If you have produced drafts and participated in workshop and conference, but have still received a D on any essay (except the final research paper), you may prepare a **written** proposal within the week outlining a revision plan. I am happy to help you with this plan, and usually it makes sense to work on this in my office. If I accept your proposal (which I will, if it is earnest), you will have one week to revise your paper. You’ll hand in all old drafts, my comment sheet or profile, and your approved proposal with the revision stapled on top. This involves more work for you (and for me☺), but the reward is a new evaluation and a new grade. If you receive a C or better, you MAY NOT revise your essay (it’s a passing essay; learn from your mistakes and hopefully you’ll get a better grade next time). You will only receive an F is you do not do the work, do not attend class, or plagiarize.

**You must keep all of your work for the semester** (notes, drafts, and final graded copies) both on disk and on hard paper copy in a binder. This is important because your final will be based on your accumulated binder of work.

Grading in this class will be based on the quality of your essays. I will use the English department rubric considering content, organization, use of language, and grammar and mechanics. Plagiarism (presenting any part of someone else’s work as your own) is against the law and will result in a paper grade of F. Figuring your grade couldn’t be easier: The essay grades are of equal weight and are posted on BlackBoard under My Grades. At any point, you can refer to the total: 90% is an A; 80% is a B; 70%, the lowest passing grade, is a C; 60% is the lowest D. I may add or substitute other essays or papers as we work together with the history class.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Syllabus – English 1A Lapp (History LC w/History 11)) FA12

Approximate order - readings tba

reading apprenticeship exercise- “100 Days”

documentation

Immigration readings

in-class essay (opposite of your position)

**Immigration Paper due**

**Annotated bibliography due**

guest speaker Ms. MacDonald from library on plagiarism and why it’s pernicious

Brown v Board of Education readings

in-class essay

9/26 – **History Term Paper** **due** (no late papers)

Read *About a Boy*

In-class essay (character analysis)

**in-class essay choice** defended (first 9 weeks); interview questions;

About an Issue reading

In-class essay (summary and analysis)

***About a Boy* paper** (issue paper)

in-class essay

In-class essay

**in-class essay choice** defended (second 9 weeks)

**Final evaluation of your writing and its evolution** (evaluation and analysis)

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|  | **Content** | **Organization** | **Conventions** |
| **A** | * Strong, original, and arguable thesis statement
* Strong topic sentences in all body paragraphs
* Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis
* Each example is developed fully and equally
* Thoughtfully, critically, and logically addresses the essay prompt
* Demonstrates a complex, sophisticated treatment of the topic
 | * Strong essay structure with informative introduction, body paragraphs, and conclusion
* Strong paragraph structure
* Strong use of transitions within the paragraphs and between paragraphs
* A strong sense of logic in the paragraph’s organization
 | * Sophisticated, varied sentence structure
* Excellent control of sentence structure
* Sophisticated choice of vocabulary and appropriate level of formality
* Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding
* Accurate, precise word choice
* MLA formatting followed correctly for parenthetical source citations and Works Cited
* Quotations are always chosen effectively and integrated into the essay correctly and smoothly
* Textual evidence has strong signal phrases
 |
| **B** | * Clear, arguable thesis statement
* Clear topic sentences in all body paragraphs
* Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis
* Each example is developed equally
* Clearly and logically addresses the essay prompt with some degree of depth
* Meets most of the essay’s requirements
 | * Good essay structure, with a clear introduction, body paragraphs, and conclusion
* Good paragraph structure
* Good use of transitions within the paragraphs and between paragraphs
* Good sense of logic in organization
 | * Complex and varied sentence structure
* Good control of sentence structure
* Appropriate choice of vocabulary and level of formality
* Few surface errors that do not hinder understanding
* MLA formatting followed correctly or nearly correctly for parenthetical source citations and Works Cited
* Quotations are often chosen effectively and integrated into the essay correctly and smoothly
* Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors
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| **C** | * Clearly-defined but simplistic arguable thesis statement
* Adequate topic sentences in most paragraphs
* Adequate supporting examples/details/reasons that support the thesis
* Each example is developed equally
* Adequately addresses the essay prompt
* Meets many of the essay’s requirements
 | * Adequate introduction, body paragraphs, and a conclusion
* Adequate paragraph structure
* Some use of transitions within the paragraphs and between paragraphs
* A basic sense of organization, perhaps with some discrepancies in logic
 | * Attempts made at times to vary sentence structure
* Adequate control of sentence structure, although there may be errors
* Simple vocabulary and adequate level of formality
* Some surface errors that do not hinder understanding
* Some word choice errors that do not hinder understanding
* MLA formatting followed adequately
* Quotations are often (though not always) chosen effectively and integrated into the essay correctly and smoothly
* Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors
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| **D** | * Unclear or confused thesis statement
* Missing or unclear topic sentences
* Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced
* Examples are not developed equally
* Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt
* Does not meet most of the essay’s requirements
 | * Weak essay organization
* Weakly organized paragraph structure
* Few or improperly used transitions
* Little sense of organization, with major discrepancies in logic
 | * Simplistic sentence structure
* Limited control over sentence structure
* Simple or inappropriate vocabulary
* Significant surface errors that may hinder meaning
* Significant word choice errors that may hinder meaning
* MLA formatting followed inadequately
* Quotations are seldom chosen effectively or integrated into the essay correctly and smoothly
* Errors in following citation rules
* Most of the textual evidence used are missing signal phrases
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| **F** | * No thesis
* No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic
* Essay is incomplete or doesn’t address the prompt
 | * No sense of organization
* Major errors in essay and/or paragraph organization
* No use of transitions
 | * Lack of control over sentence structure
* Major problems with surface errors that obscure meaning
* Frequently inappropriate
* Numerous and significant word choice errors that obscure meaning
* No MLA formatting
* Lack of citations or major mistakes
* No signal phrases used before quotations (or no textual evidence provided)
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FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_