English 1A – Composition and Reading Deborah Lapp SP12

**Always Writing: Composing for the Real World**

Office CCI – 212 Office hours M-5-6 and W 10-1 and by arrangement

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February 2 - no lab (Lapp at a conference)

March 9 (F) Last day to drop a full-term class (letter grades assigned after this date)

April 2-6 (M-F) Spring Recess (classes reconvene April 9)

April 19 (Th) Class is rescheduled for evening—meet the author of our book!

Final exam: W 12/14 10-12 in CCI-207 or T 12/13 11-1 (place tba)

Required: Disk or mini-hd for saving work

 binder or folder for saving work

*Always Running; La Vida Loca, Gang Days in L.A.* from http://www.luisjrodriguez.com/

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, excerpts from your history text, 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, 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.

->There is also one 100-point grade for homework: 1 point for adequate completion; 2 for competent completion; 3 for excellent and thoughtful completion; of course, 0 for none or tardy (another reason to be on time); and -3 for absent. Homework is only accepted at the beginning of class before attendance.

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 history 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 SP12

Approximate order - readings tba

1/10 – Handwrite “ \_\_\_: How I Learned to Read and Write.” Partner read, and ask questions, record. Start vocabulary list; Academic reading apprenticeship from “Let’s Start Paying College Athletes”; hw: interview three people with opinions about college athletics; ask family about your reading and writing history and about theirs.

1/12lab – add to handwritten piece; in-class essay: describe the experiences of the three people you interviewed (about college sports OR about reading and writing) and draw a conclusion about the impact of either. hw: Read “Let’s Start Paying College Athletes,” type a summary and annotate text.

1/17 –grammar housekeeping and “rookie errors” Department Pre-test; establish “study-buddies” hw: Reread “Let’s Start Paying College Athletes,” and find one sentence from each page to explain. Type them up *accurately* and prepare to explain.

1/19lab – intro to MLA style and Works Cited page; Group works cited page, identify crisis grammar problems, signal phrases; intro Comparison Paper hw: Read “The Shame of College Sports.” Annotate (add marginalia, thinking about the comparison) and type a summary.

1/24 – Discuss “The Shame of College Sports” What does it say? What does it do? Outline Comparison Paper. Hw: Read *Sports Illustrated* article or?Bring typed summary to lab.

1/26lab –Annotated bibliography of three articles and three interviews; in-class essay tba; Hw: Complete Comparison Paper (3 pp)

1/31- **Comparison Paper due** Read and parse “Why Johnny Can’t read.” Develop thesis for position paper on education or sports. Hw: handwrite main points in support of position paper thesis in bullet form

2/2 - *no lab (Lapp at a conference) Hw: Type an outline for your position paper.*

2/7 – develop outlines; read around; LISTEN to classmates’ ideas; Hw: draft of position paper—notice apostrophes; complete annotated bibliography

2/9lab – hand draft to Lapp to peruse during lab; **Annotated bibliography due** in- class essay: rebut a classmate’s position with clear and logical arguments and support. Hw: revise position paper

2/14 – **Position Paper due** possible guest speaker on plagiarism and why it’s pernicious(1-2)

2/16lab –outline workshop for History or other Term Paper (penalty day); develop outline in pairs—hw: type draft and bring a complete hard copy for workshop

2/21 – Draft Workshop (penalty day); come ready to work; hw: complete Term Paper

2/23lab –**Term Paper** **due** end of class (no late papers)

2/28 - Begin *Always Running; La Vida Loca, Gang Days in L.A.* hw: read 25pp type a summary with vocab words and questions

3/1lab – **in-class essay choice** defended (first 9 weeks); interview questions; guided online research (EBSCO) and begin AB for Running Paper hw: read 40pp and type a summary with vocab words and questions; interview

3/6 – Discuss *Always Running;* share interview results; examine dialogue punct.

 Hw: Read type a summary with vocab words, IDEAS and questions

3/8lab – schema; dictionary.com; research and AB for Running Paper; roulette

 Hw: Read type a summary with vocab words, IDEAS and questions

Midterm drop date

3/13 – bring history book; discuss issues in *Running*; problem-solution

 Hw: Read type a summary with vocab words, IDEAS and questions

3/15lab – Begin draft of Running Paper (Problem from book; solution from research and interview)

3/20 – Hw: Read type a summary with vocab words, IDEAS and questions

3/22lab - in-class essay

3/27 – Draft of Running Paper due (penalty day)

3/29lab – short editing workshop on Running Paper in-class essay -

Spring Break

4/10 - **Running Paper due** Begin first-person past tense on an important event hw: character description and outline

4/12lab begin draft and AB of FPPT Hw: complete typed draft with AB

4/17 – draft workshop of FPPT (penalty day)

4/19 no lab today - meet Luis Rodriguez in the Forum Hall!

4/24 **FPPT essay due**

4/26lab ­in-class essay about LJR; photos/visual rhetoric about Occupy and Tea Party?

5/1 – bring history text

5/3lab **in-class essay choice** defended (second 9 weeks); research Occupy and Tea Party

5/8 – **Homework Grade**

5/10lab – compare Occupy Movement with Tea Party

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

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **English 1A Essay Rubric** Assignment:

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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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