English 1AH – Composition and Reading Honors (50467 LC w/History 12H and Honors 2) FA13

**The History and Future of the Valley: Reading and Writing in the Real World**

Office CCI – 212 Office hours MW 12:30-1:30, T 1-2 face-to-face, 2-3 virtual (email me)

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**Contacting Mrs. Lapp:** I expect you to come to every class on time and stay the entire time (with your homework completed and ready to participate, etc), but is essential that you communicate with me if you have a legitimate reason to miss class, be late or leave early—or if you are confused or need any help. That’s what office hours are for. After every class, I post on BlackBoard, so you will always know what you need to do to be prepared and successful.

The **best way to reach me** is by email: deborah.lapp@reedleycollege.edu.

We will meet Monday and Tuesday 8-8:50 in Soc 30 and Thursday 7:10-8:50 in CCI 202

Special days:

Aug. 11 (Sun) Honors Barbeque on the Kings River 6-8PM

Aug. 24 (Sat) Hike and clean-up. North Riverside Park 10-noon. Bring sack lunch

Sept. 2 (M) Labor Day (no classes held, campus closed)

Sept. 6? (F) Honors Reception 6-7 PM (dress up bring your families)

Sept. 14 (Sat) A Thousand Acres movie night 7PM Forum Hall

Oct. 11 (F) Last day to drop a full-term class (letter grade assigned after this date)

Oct. 19 (Sat) Hike and cleanup. Winton Park 9-noon (I think there will be hot dogs)

Oct. 24 (Th) 7PM Jane Smiley in Forum Hall – required – come early to get a seat!

Nov. 11 (M) Veterans’ Day (no classes held, campus closed)

Nov 14? (Th) Field Trip to Hearst’s Castle?

Nov. 16 (Sat) Hike and clean-up. North Riverside Park 10-noon. Bring sack lunch

Nov. 28-29 (Th-F) Thanksgiving (no classes held, campus closed)

Dec. 11 or 12: Final exam Tuesday 11-1 or Wednesday 8-10, 10-12, or 2-4

Required:

Some way to save work electronically (eg. mini-hd or email)

Some way to save work physically (eg. binder or folder)

Summer reading: *A Thousand Acres* by Jane Smiley (and you get to *meet* her!)

*King Lear* by Shakespeare (also available online, but you will need to cite it)

*Patterns on the Land* by Eileen Apperson (the book for Honors 2)

Your history text, Brinkley

Recommended:

Maimon and Peritz *A Writer’s Resource*

English 1A is the basis for all academic university level writing. We concentrate on the essay and the research paper, and the reading of scholarly prose for comprehension and analysis (because these are what you’ll encounter most). Because this is an honors section, we will use a workshop format whenever possible and, although we will not do more assignments than a regular English 1A, the assignments will be deeper (and more individual, so ideally, more interesting). Because the theme deals with the changes, historically, in the Central Valley, we’ll research and explore these changes in reading and in writing. We’ll have at least one field trip, and we’ll do at least one service project (choose one or more river clean-up hike from the dates above). Also, since I assume you all write fairly correctly, we will reach *beyond correctness* for power, complexity, and grace in academic writing. This class is also particular in that it is linked with History 12H, so you’ll attend History 12, and the Honors 2 seminar class will enrich and extend what you discuss in History 12H and English 1AH.

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 a Shakespeare tragedy, a Pulitzer Prize-winning novel and a non-fiction book about our local area and meet both living authors. Do you realize how cool this is?! We will also read handouts from History 12 and write a term paper graded by both Mr. Genera and me. You will also research 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; you make sure you read them carefully, look up new vocabulary, 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 5 hours together a week to get a lot done. Assignments will be announced in class and posted on BlackBoard.

Three times in the semester, I will cancel classes and meet with each of you one-on-one in conference. This is an opportunity to focus on your own strengths, weaknesses, and goals as a writer. It is important that you come to conference completely prepared.

Cellphones and social media are depriving students from the benefits of undivided attention, so you must resist the temptation to text or check Facebook or your email during class.

You are responsible for assignments whether you are in class or not. You have BlackBoard and your classmates as resources. Budget two hours of homework for every hour in class if you plan to do well in this class. **You know how to get ahold of me.**

**There are three types of grades:**

->100-point take-home essays (multi-draft revised essays), and the RSCH project paper, which is worth 200 points.

->In-class essays . You’ll write three in the first 9 weeks and three in the second nine weeks. You’ll get one 100-point grade for the first 9 weeks (you submit the most successful) and one grade for the second 9 weeks

->the annotated work cited/annotated bibliography (AB), also 100 points.

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), which demonstrates 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 term paper or 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). If you receive an F, you MAY NOT revise, but you will only receive an F if you do not do the work, do not attend class, or plagiarize.

Plagiarism is presenting any words or ideas of someone else without attribution. We will cover this extensively in the first few weeks of class. Pay attention: the penalties range from 0 on the assignment to an F in the class reported to the Vice President.

**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. 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 projects as the semester progresses.

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 1AH Lapp SP13

Approximate order - readings tba

Week 1.

**Mon:** Reading apprenticeship exercise with Mark Arax article on poverty in the Valley.

HW: diagnostic essay: Describe your family’s American history, its role, and its impact on you – post to db

**Tues:** Discuss essay structures, outline essay problem-solution What to do about poverty in the Valley. Begin draft. HW: Reread article—ask 5 significantly different people what to do about poverty in the Valley.

**lab:** discuss survey results and talk about ethos, signal phrases, According to…, include source’s ethos…MLA format, OWL, title, background paragraph. **In-class essay** **comparing your family and life to the ones in *A Thousand Acres***

Week 2. Read *Lear*

Hw: Draft poverty essay.

Hike on Saturday 10-2 North Riverside Park (below the Pine Flat Dam).

Week 3. No classes, conferences in CCI-212—bring 4-6 page essay on What to Do about Poverty in the Valley: typed, double-spaced MLA style. Hw: Complete Poverty essay

Week 4. No class Monday

**Tues:** Read essay to 2 partners. Poverty essay due. Read from History handouts.

Lab: outline history term paper. Flesh out outline in groups.

Week 5.

**Mon:** Poverty essay returned. Grammar reflection, Grammar Girl, etc. See Lapp if you need help with term paper, due Thurs.

**Tues:** Term paper draft day (minus 10 points for no draft or no show)

**Lab:**  editing workshop. Term paper due end of class*.* Movie night Saturday 9/14

Week 6.

**Mon:** Watch scenes from *King Lear*

**Tues:** Term Paper returned

**Lab:** specialtutorial for LC and History 12 students

Week 7.

**Mon:** Humanities essay—humanities in your field—what are you doing here?

**Tues:**  read online reviews of *A Thousand Acres* and comparisons to *Lear—*

**Lab:****in-class** **essay:** **summarize and analyze the reviews using signal phrases and commenting on why or why not the reviews and comparisons are effective**. **Come to your own conclusion**

Week 8. recommendations for Spring registration.

**Mon:** Begin “The History of Something Important Argument and Analysis Research Paper” (great title, isn’t it?^^). Develop interview questions. Hw: begin conducting interviews/surveys, begin research.

**Tues:** Settle on topic and tentative thesis or thesis question

Lab: **In-class essay:** **What can you say about power in *A Thousand Acres* and *Lear?* Give examples to support your thesis**.

🡪choose most successful in-class essay and repost it to db for a grade.

Hw: read *Patterns on the Land* by Eileen Apperson (the book for Honors 2)

Oct 11: drop date - grade check based on poverty essay, history term paper and in-class essay (270=A, 240=B, 210=C/passing, 180=D).

Week 9.

**Mon:** Discuss *Patterns on the Land* as it relates to RSCH paper

**Tues:** Intro to EBSCOHost and other research possibilities—note-taking, keeping track of sources and signal phrases.

Lab: Plagiarism Presentation, Works cited format, research with 30-minute partners

Week 10.

**Mon:**  introductions—bring in good and bad intros

**Tues:** conclusions Hw: conduct interview/ surveys, keep researching

Lab: bring all research sources–type Annotated Bibliography in class

Week 11.

**Mon:** Annotated bibliography due. Discuss interviews. Sample articles and signal phrase practice; bring Brinkley to class

**Tues:** Draft day for introductions and first body paragraph (minus 10 points for no draft or no show) Devise questions for Smiley on Thursday;

**No Lab 10/24 JANE SMILEY 7PM FORUM HALL instead – (required).**

Week 12.

**Mon:** write reflection and impression of Smiley’s visit. Draft of RSCH Intro plan-Topic Sentences-Conclusion ideas. Sign up for Week 13 conferences. Three-page outline due Tuesday

**Tues:** Draft day for 3-page outline (minus 10 points for no draft or no show)

lab: **in-class essay on a classmate’s topic.** Hw: Flesh out outline to a rough, yet complete, 6-page draft--bring to conference

Week 13. Conferences on RSCH paper, due Tues 11/12

Week 14. No Monday class

**Tues:** RSCH paper duefor two grades (200 points). Hw: brush up on current events

No lab – field trip

Week 15.

**Mon:** Intro C/C paper (Compare and/or Contrast a time or event in History 12 to the current time or a current event).

**Tues:** RSCH returned—reflect and review

**Lab: in-class essay on a current event (tba)** Hw: read classmates’ db entries, decide a C/C topic and develop outline and rough draft of C/C paper—3 pages min. See Mrs. Lapp if you are having trouble deciding

Week 16. Conferences on C/C paper – bring outline and rough draft—3 pages min.

Hw: Revised outline and developed draft of Compare/Contrast (C/C) paper

Week 17.

**Mon:** Draft day C/C paper. Intros and conclusions in cross-topic groups. (-10 no draft, no show)

**Tues:** C/C due. New article and discussion for Thursday’s in-class essay

Lab: **In-class essay on Monday’s article.**

🡪choose and defend most successful in-class essay round 2 (second 9 weeks) and repost it to db for a grade.

FINAL 12/10 (8AM, 10AM or 2PM) or 12/11 (at 11AM) see schedule on the board – bring all writing from the semester to the final, which is an evaluation of your writing and its evolution(evaluation and analysis)

With all grades, including final: 810=A, 720=B, 630=C, 540=D