English 1A – Composition and Reading Deborah Lapp FA12

**This Writer’s Life: Composing for the Real World**

Office CCI – 212 Office hours MWF 4-5:30, T 2-3 and TBA (email me)

Office: 638-3641 ext. 3416 deborah.lapp@reedleycollege.edu

**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). It 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. 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.

January 21 (M) MLK Day (no classes held, campus closed)

January 25 (F) Last day to drop a full-term class to avoid a “W”

February 15 (F) Lincoln Day observed (no classes held, campus closed)

February 18 (M) Washington Day observed (no classes held, campus closed)

March 8 (F) Last day to drop (letter grade assigned after this date)

March 14 (Th) 7PM Tobias Wolff in Forum Hall - required

March 25-29 (M-F) Spring Recess (no classes, campus open, classes reconvene April 1)

Apr tba 7PM Richard Blanco in Forum Hall - required

Final exam:

Required: Disk or mini-hd for saving work

 binder or folder for saving work

 *This Boy’s Life* Tobias Wolff (read prior to class starting)

 *In Pharoah’s Army* Tobias Wolff

 *Looking for The Gulf Motel* by Richard Blanco

 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 composition 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 two great novels and meet the author. We will read a book of poetry and meet the poet. Do you realize how cool this is?! You will also read handouts, readings and your own 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 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 turn your cellphone OFF (not on vibrate). 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.

->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 demonstartes 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). 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 1A Lapp SP13

Approximate order - readings tba

Read *This Boy’s Life* over break—you’ll love it. Don’t JUST watch the movie, but there is a movie loosely based on the book.

1. Jan 8: reading apprenticeship exercise *This Boy’s Life* article

Jan 10 lab: signal phrases, According to…, include source’s ethos…diagnostic essay: Describe a place you know very well (like your neighborhood or your high school English classroom) and its impact on you. Hw: prepare your chapter.

2. Jan 15: discuss *This Boy’s Life*, each group presents a chapter, outline essay

Jan 17 lab: MLA format, OWL, title, background paragraph, In-class essay comparing your life to *This Boy’s Life*

3. Jan 22: grammar from first essays, thesis for *This Boy’s Life* (NO RESEARCH)

Jan 24 lab: Plagiarism Presentation, lab time to work on *This Boy’s Life* essays, due Tuesday 1/29.

4. Jan 29: ***This Boy’s Life* papers due** (no late papers), begin history term paper, reading project with handouts

Jan 31 lab: outline history term paper, *Grammar Girl,* grammar project, mini presentation stations. HW: fill in outline, type it.

5. Feb 5: workshop history term paper outline (-10 points if have no typed outline)

Feb 7 lab: receive returned *This Boy’s Life* papers, history term paper draft (-10 points if you have no typed draft), Works cited format, coversheet

6. Feb 12: **history term paper due** (bring it printed and stapled, no late papers), begin Vietnam comparison project, begin *In* *Pharoah’s Army*– handout on the military draft

Feb 14 lab – interview, survey, in class essay on the draft, hw: read, conduct interview/ surveys

7. Feb 19: outline Vietnam comparison project, what does *In* *Pharoah’s Army* say about Vietnam? “Vietnam Memorial” poem, add to outline, add interview to outline. Suggest relevant war movies, hw: war movie, determine accuracy, add to outline

Feb 21 lab: Library Research presentation, Vietnam comparison project EBSCO research, receive returned history research papers individually hw: prepare research presentation for Tuesday 2/26

8. Feb 26: research presentations, include signal phrases (-10 points if you have no research presentation)

Feb 28 lab: choose most **successful in-class essay round 1**, type Works Cited page, signal phrase and in-text citations hw: first typed draft of Vietnam comparison project (-10 points if you have no typed draft)

9. Mar 5: workshop first typed draft of Vietnam comparison project due (-10 points if you have no typed draft), grade check (180=D, 210=C, 240=B, 270=A)

Mar 7 lab: bring first and second typed drafts, post in DB “changes I made between my first and second draft,” hw: complete *In Pharoah’s Army*

Mar 8: drop date

10. Mar 12 Discuss *In Pharoah’s Army*, devise questions for Wolff

Mar 14 type annotated bibliography TOBIAS WOLFF 7PM FORUM HALL – required. If you cannot attend, you’ll read and type an original paper about another Tobias Wolff book *Old School* (it’s partly about a plagiarism case, so don’t you dare plagiarize!)

11. Mar 19 **annotated bibliography due**

Mar 21 lab: AB returned, make corrections, in-class essay--any thesis related to Tobias Wolff reading, over break: complete Vietnam comparison project

SPRING BREAK

12. Apr 2: **Vietnam comparison project due** – no late papers

Apr 4 lab: in-class essay on gun control – no research

13. Apr 9: Jeffrey Greenberg article, read and analyze

Apr 11 lab: in-class analysis of Greenberg article

14. Apr 16: read Blanco, annotate for thesis ideas

Apr 18 lab: in-class essay, choose one thesis from Blanco and develop with your own experience and observations (proofread as your classmates will be reading them). Hw: read classmates’ postings, comment on four (be wise, respectful and scholarly).

15. RICHARD BLANCO FORUM HALL, DATE TBA

Apr 25 lab: Vietnam project returned individually, outline and begin Blanco thesis paper. Draft, including AB, due Tuesday 4/30

16. Apr 30: typed draft of Blanco paper due, including AB (-10 points w/ou a complete—and I mean COMPLETE--typed draft)

May 2 lab: **in-class essay choice** defended round 2 (second 9 weeks), review AB, editing workshop

17. May 7: **Blanco thesis paper due** (short class so I can return papers on Thursday)

May 9 lab: prep for final, Blanco papers returned individually

May 16 FINAL in lab – bring all writing from the semester to the final

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_