English 3 – Critical Reading, Writing and Thinking 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)

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Prerequisite: C or better in English 1A; fulfills critical thinking requirement

If you had a C in English 1A, sign up for Writing Center (English 272)

**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](mailto: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

*Old School* Tobias Wolff (read prior to class starting)

*In the Garden of the North American Martyrs* Tobias Wolff

*Looking for The Gulf Motel* by Richard Blanco

Recommended: Maimon and Peritz A Writer’s Resource

**The point is to prepare you to develop a personal philosophical point of view and to win arguments.**

The goal of this course is to sharpen your critical reading, writing, and thinking skills *beyond* the level achieved in English 1A so you can thrive in academia and beyond. In this course I expect you to behave like a scholar and engage in the ideas of others as you develop and articulate your own. Other scholars have set their ideas down in writing, and it’s important to explore those ideas and reference them responsibly in your own writing, so you must have developed in English 1A endurance and comprehension in academic reading. In English 1A, you prepared yourself for the type of academic writing and reading you’ll need in college and university. I expect that, by virtue of passing English 1A, you have mastered documentation and citation, standard English grammar, mechanics and sentence structure, and have developed a college level vocabulary. All of us need practice writing and reading difficult material, but if you are insecure about any of these areas, you MUST sign up for the Writing Center or avail yourself of the free tutoring Reedley College offers. I will gladly help you in my office; it’s amazing how much students learn with one-on-one help. 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 develop and express those ideas.** Just accept that you have some things to learn, make learning those things a priority, and you will learn them.

We will read two great books 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 2 weeks of 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 3 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). 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.**

**Grades are based entirely on the writing you produce (which will be evidence of comprehension of the reading and depth of your thinking):**

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 or are unprepared or absent for a presentation. There really isn’t any extra credit.

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.

**The Outcomes for English 3 are:**

1. the ability to write a passing summary of a scholarly article
2. the ability to write a passing argument—we’ll focus on Toulmin style--with proper attribution of sources (the documentation we’ll use is MLA style), which demonstrates the ability to read and analyze college level writing,
3. the ability to write a passing analysis of a scholarly essay
4. the ability to write a synthesis of four or more sources with proper attribution of sources—we’ll model this after a Rogerian style argument

You’ll have at least two chances to accomplish each of these, but you must pass all four 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 and stapled at the **beginning** of the hour they are due.

**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.

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 3 Lapp SP13

Approximate order - readings tba

Read *Old School* over break—you’ll love it. See BBd for the annotating I’d like you to do.

Note: One section meets Monday evenings, the other TTh mornings, but the goals for each week are the same. (The night class misses a few classes for holidays, but we’ll keep more or less together)

1.

Monday Jan 7

Jan 8: What do you have in common with me? What’s different? Partner exercise on commonalities, then on gun control. Reading apprenticeship w/ Jeffrey Greenberg article hw: complete Greenberg article, taking copious notes

Jan 10: summary exercise with Greenberg article, UNDERLINE signal phrases (According to…, include source’s ethos…). Diagnostic essay for homework: Describe why you think Toby plagiarized and why other students anywhere plagiarize. What should college teachers do about it? Prepare your chapter of *Old School*.

2.

Monday Jan 14-Plagiarism Presentation

Jan 15: discuss *Old School*, each group presents a chapter, teach summary, examine issues, review EBSCO, outline essay

Jan 17: review MLA format, OWL, title, background paragraph, *Old School* article(s), hw: summary of *Old School* article(s) for a grade; start *In the Garden of the North American Martyrs*

3.

Jan 21 holiday for Monday night section—make an appointment if you want some help. Read *In the Garden of the North American Martyrs*

Jan 22: **summary of *Old School* article due** (for Monday class, due next Monday), grammar from first essays, thesis for *Old School* (NO RESEARCH)

Jan 24: Plagiarism Presentation, work on *Old School* essays, due Tuesday 1/29 (for MONDAY CLASS, DUE 2/4).

4. Jan 28

Jan 29: ***Old School* papers due for morning class** (no late papers), Toulmin argument about guns (claim of fact/value/policy), claim, warrants, support—quick draft w/ou research hw: type outline, do research

Jan 31: *Grammar Girl,* HW: draft of Toulmin argument on guns.

5. Feb 4 *Old School* papers due for Monday class (no late papers for you either^^),

Feb 5: workshop Toulmin argument on guns (-10 points if have no typed outline)

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

6. Feb 11

Feb 12: **Toulmin Gun paper due** (bring it printed and stapled, with MLA Works Cited, no late papers), begin analysis, cover logical fallacies—assign fallacies for presentations, find examples

Feb 14 –“Love Is a Fallacy,” fallacy presentations with examples hw: finish *In the Garden of the North American Martyrs*

7. Feb 18 Monday holiday for Monday night section—make an appointment if you want some help. Read *In the Garden of the North American Martyrs*

Feb 19: outline analysis project: how EFFECTIVE is this article for this audience?

Feb 21: workshop outlines (-10 points if have no typed outline), hw: draft of analysis due Tuesday for morning class, due March 5 for night class.

8. Feb 25 workshop outlines (-10 points if have no typed outline)

Feb 26: draft of analysis due (-10 points if you have no draft)

Feb 28: **Analysis due**; discuss *In the Garden of the North American Martyrs*

9. Mar 4. draft of analysis due (-10 points if you have no draft); email final draft of analysis by Mar 6 midnight.

Mar 5: thesis from *In the Garden of the North American Martyrs*

grade check (240=D, 280=C, 320=B, 360=A)

Mar 7: outline *Martyrs* paper, hw: work on draft

Mar 8: drop date

10. Mar 11

Mar 12 Discuss *In the Garden of the North American Martyrs*, devise questions for Wolff

Mar 14 no morning class, 7PM TOBIAS WOLFF in FORUM HALL – required. If you cannot attend, you’ll read and type an original paper about another Tobias Wolff book *This Boy’s Life or In Pharoah’s Army*

11. Mar 18: ***In the Garden of the North American Martyrs paper*** *due*

Mar 19: workshop draft of *Martyrs* analysis (-10 points if you have no draft); discuss Tobias Wolff reading

Mar 21: paper due for morning class; intro article tba for analysis; analysis due week 13

SPRING BREAK

12. Apr 1

Apr 2:workshop draft of analysis (-10 points if you have no draft);

Apr 4: begin Blanco poems hw: annotate for thesis ideas

13. Apr 8

Apr 9: TBA **Analysis papers** due; read and analyze Blanco

Apr 11: immigration articles, comparative analysis hw: develop comparative analysis draft

14. Apr 15

Apr 16: immigration articles comparative analysis draft (-10 points if you have no draft);

Apr 18: discuss immigration 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. Apr 22 RICHARD BLANCO FORUM HALL, DATE TBA

Apr 23: revise draft based on Rogerian model; develop synthesis paper

Apr 25: draft of new outline (-10 points if you have no draft); review AB

16. Apr 29

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

May 2**: immigration synthesis paper due, including AB** (due Monday for night class)

17. May 6: papers due; prep for final

May 7: Immigration synthesis papers returned individually

May 9: prep for final,

May 15 6PM or 16 8AM **FINAL** in Por 2

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