**English 3** – Critical Reading, Writing, and Thinking **Fall 15** Deborah Lapp – 638-3641 ext. 3416 [deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu)

*Without memory, there is no culture. Without memory, there would be no civilization, no society, no future.* -Elie Wiesel

*If you tell the truth, you don't have to remember anything.*

…[and] *A clear conscience is the sure sign of a bad memory.* -Mark Twain

*There are lots of people who mistake their imagination for their memory.* -Josh Billings

*Right now I’m having amnesia and déjà vu at the same time. I think I’ve forgotten this before.* -Steven Wright

“Light the Corners of My Mind”: Thinking Critically about the Role and Purposes of Memory

Office: CCI – 212 Office Hours: T,Th 9:30-10:30AM and by arr.

F: 9-11:50 Soc 39 - plus required events (see important dates below)

**Required:** *Power of Memory* by Charles Baxter

*Hunger of Memory* by Richard Rodriguez

an electronic way to save all work

binder paper and binder in which to save all work

**Important dates:**

August 21 (F) First class

September 7 (M) Labor Day (no classes held, campus closed)

September 23 (W) VICTOR DAVIS HANSON- Student Center- **REQUIRED**

October 15 (Th) CHARLES BAXTER 7PM FORUM HALL – **REQUIRED**

October 16 (F) Last day to drop any class (letter grade assigned after this date)

October 29-31 (Th, F) Lapp at conference

November 3 7PM (Tues) – San Francisco Shakespeare Company’s *Hamlet* in the Forum Hall - recommended

November 11 (W) Veterans’ Day (no classes held, campus is open)

November 12 1PM (Th) Veterans’ Commemoration- **recommended**

November 26-27 (Th-F) Thanksgiving holiday (no classes held, campus closed)

Final exam:

**\*If there is absolutely no way to make a REQUIRED event, we will negotiate an alternative assignment**

**Course Description:** English 3 reaches beyond what you learned in English 1A to put into practice the academic university level writing I assume you mastered in that class. We concentrate on summary, analysis, and scholarly argument. For the final research project, a synthesis, you will explore multiple positions on one of the topics we have covered in the class and spend at least one hour involved in a community service project related to your topic (eg. tutoring, participating in a food bank, translating, assisting a young or elderly person, etc.).

Because we have the opportunity to meet two famous thinkers this semester (Victor Davis Hanson and Charles Baxter) and another next semester after you leave me (Richard Rodriguez), we will read and analyze works by them and perhaps counterpoints to their positions. Topics may range from bilingual education, illegal immigration, reliability of eyewitness memory, PTSD and memory, drought and climate change, and other topics as we encounter them. I prefer for you to choose a topic that interests you because I think you will become more passionately engaged in your research, thinking, and writing. Passionate engagement is a key to success in this class.

Attendance, preparedness, and timely submission of work are also keys to your success (which, by this time in your academic career should go without saying). We meet only once a week, and on two occasions (Week 6 and Week 9) we will meet on a weekday evening to hear a speaker. If there’s no way for you to participate, I will arrange an alternate assignment for you. On those weeks, I will set up one-on-one conferences with you in place of class. You are required to attend the conference and will be responsible for independent reading and writing during that week, just as you would in an online class.

In class, you will often be called on to participate in class discussion, so come prepared with your ideas in written form so you can enter the scholarly conversation. In your writing, you will also enter the scholarly conversation with me and with each other, so we will aim for correctness, power, complexity, and grace in academic writing. While writing is essential for academia, it is also critical for succeeding in the modern world. **My goal is to prepare you for real world writing.**

**Assignments and Grading:**

To evaluate your writing, I use the Department Rubric I have posted on the website or occasionally we’ll draw up a rubric of our own for a specific assignment. Assignment grades are delineated in the syllabus below. You’ll see there’s an incentive to have almost-perfect attendance built into the speaker grades.

Here’s a good deal for you: If you have produced drafts and participated in workshop and conference, but have still received a C or a D on any essay (except the final synthesis 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 composition profile, and your approved proposal with the revision stapled on top. This involves more work for you, but the reward is a new evaluation and a new grade.

Get organized because **I won’t be accepting any late papers**, and a zero can have a dramatic effect on your grade. Of course, if you are in dire and desperate straits, talk to me.

Plagiarism is presenting anyone else’s work as your own; it’s wrong; it’s against the law; and it will result in at least a zero on the assignment. We have Turnitin.com on this campus, and I am psychic. **If you are desperate, talk to me.**

There should be about 9 grades then, which are added up and divided by the number of essays grades, so you can determine your grade at any time. If you ever have any questions or worries, talk to me.

One good way to “talk” to me is by email (do remember that you are communicating with your English professor, not your homie, and do proofread your emails), or come to my office during office hours or anytime. You can refer to the website for info. One-on-one conversations with me usually net good results for students.

**Attendance and Participation**

I have noticed over the years a direct correlation between low grades and poor attendance. I may drop any student who has missed four classes. As tardies and cellphones have become intolerable in recent semesters, I have adjusted my policies. I may lock the door when I start class, so plan ahead to be on time. I allow cellphones for class use, but English class is not the place to check email or Facebook. If you must leave to go to the restroom, you’ll leave your phone on my table.

If you must miss a class, be sure to communicate with me. You are responsible for what happened in your absence. I am strict but fair—tough love (you’ll thank me later).

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.

English 3 Lapp - Syllabus by Weeks (subject to change)

Week 1 intro, diagnostics (bell writing), close reading entering the conversation (“They Say/ I Say”)

**Summary #1 (2 VDH articles assigned per person)**

<http://www.mercurynews.com/opinion/ci_28560490/victor-davis-hanson-an-honest-approach-immigration>

<http://townhall.com/columnists/victordavishanson/2014/05/01/the-end-of-affirmative-action-n1831552>

<http://townhall.com/columnists/victordavishanson/2013/03/14/from-affirmative-action-to-diversity-n1532544>

<http://www.city-journal.org/2012/22_4_california.html>

<http://victorhanson.com/wordpress/?cat=841>

<http://victorhanson.com/wordpress/?p=4834>

<http://www.nationalreview.com/article/225071/more-iraqi-ironies-victor-davis-hanson>

<http://pjmedia.com/victordavishanson/remembering-the-dead-from-selma/>

<http://www.nationalreview.com/corner/316674/1980-redux-victor-davis-hanson>

<http://www.hoover.org/research/world-war>

<http://pjmedia.com/victordavishanson/beat-up-gop/>

<http://www.nationalreview.com/corner/364097/moral-decline-oprah-victor-davis-hanson>

<http://www.nationalreview.com/article/395309/obama-one-man-revolution-victor-davis-hanson>

<http://www.fresnobee.com/opinion/opn-columns-blogs/victor-davis-hanson/article25994218.html>

<http://pjmedia.com/victordavishanson/fantasyland-usa/>

<http://rss.tribunecontentagency.com/websvc-bin/rss_story_read.cgi?resid=201507291100TMS_____VDHANSON_ctnvh-a_20150730>

<http://www.city-journal.org/html/12_2_do_we_want.html>

<http://www.city-journal.org/html/17_1_mexifornia.html>

<http://victorhanson.com/wordpress/?p=7817>

<http://townhall.com/columnists/victordavishanson/2015/04/30/an-ironic-drought-in-california-n1992114/page/full>

<http://www.freerepublic.com/focus/news/973992/posts>

Week 2 OWL, MLA format, *dictionary.com*

EBSCOHost

Lab: discussion board—enter the conversation

**Summary #2 – 2 EBSCO summaries**

Week 3 grammar presentation: Grammar Girl

**Persona of VDH and one EBSCO author(s)**

Week 4 Labor Day (M)

Logical fallacies

Analysis – Lencioni Method outline in class

**Analysis of VDH article**

Week 5 Toulmin argument – outline in class

Review signal phrases and documentation

**Argument due Week 7**

Week 6 – VDH on Wednesday! no class Friday—one-on-one conferences

**VD Hanson Wed Stdt Ctr- REQUIRED**

Week 7 Begin Baxter *Power of Memory* (jigsaw)

Week 8 Baxter presentations

Week 9- Baxter on Thursday! no class Friday—one-on-one conferences

**Charles Baxter Thurs. 7PM Forum**

**bring your book for him to sign!**

Week 10- R.Rodriguez ch.1-2 Discuss Rodriguez, bilingual education, topics, synthesis paper

Interview questions, service project

Week 11- R.R ch.3-4no class—Lapp at conference

Read R.R., complete service project,

Conduct interview, begin research

Week 12 - R.R ch.5-6 Discuss ch. 1-4

Week 13 Discuss ch. 5-6, outline synthesis

(holiday Wednesday) – Veteran’s day service

Week 14 **annotated bibliography,** workshop synthesis

Week 15 Thanksgiving--no class

Week 16 Final Workshop on **synthesis paper**

Week 17 Plato’s Cave

Final **1. Memory (you will take any critical thesis about memory in a short essay)**

**2. Cave (you will explain where you are on your journey out of or back into the cave)**

**100-Summary #1 (2 VDH articles assigned per person)**

**100- Summary #2 – 2 EBSCO summaries**

**100- Persona of VDH and one EBSCO author(s)**

**100- Analysis of VDH article**

**100- Argument due Week 7**

**50 - VD Hanson Wed Stdt Ctr- REQUIRED – more than 1 absence -10**

**50 - Charles Baxter Thurs. 7PM Forum- REQ – no show at conference -10**

**100 - annotated bibliography**

**200 - synthesis paper**

**100 - Final**

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