

Instructor: David Borofka
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Office Hours: M—12:00-3:00; 5:00-6:00
W—9:30-10:30

Class Policy—English 1A—Fall 1999

- Objective:** College-level skills in reading and writing
- Texts/Supplies:** *You Can Sleep While I Drive*, Wieland; *Believers*, Charles Baxter; *A River Runs Through It*, Maclean; *A Writer's Reference*, 3rd Edition, Hacker (recommended, but not required); a 3½" diskette; a dictionary is also highly recommended
- Attendance:** After the sixth absence the student will be dropped.
- Late Papers/
Missed Exams:** I will accept no late papers (nor will I schedule any make-up exams) unless you have contacted me or the school nurse prior to class time.
- Grades:** There will be one test on sentence writing and four out-of-class papers. The sentence writing test will be objective in nature; the essays will be judged on the basis of style, organization, and content. No essay seriously deficient in the area of mechanics (spelling, grammar, punctuation) will receive a passing grade. The point scale is listed below. In addition, you will write exercises in the computer lab every other class session; they will be graded pass/fail and their total value will be 100 points. A total of 600 points is possible for the semester. Grades will be computed on a strict percentage basis: 540-600=A; 480-539=B; 420-479=C; 360-419=D.
- Plagiarism:** Use of another's work as though it were your own will not be tolerated.
- Extra Credit:** During the course of the semester there will be several readings sponsored by Reedley College and the Fresno Poets Association. Following your attendance at a reading you must turn in a response sheet to receive as many as ten points per reading. You may earn as many as forty extra credit points. I will give you notice of dates and times.
- Paper Format:** All out-of-class papers will be typed, double-spaced. Use of word processors outside of class is acceptable and encouraged.

Tentative Schedule of Assignments:

August 23	Diagnostic Essay—"Fenstad's Mother" (50 points)
September 10	Sentence Structure Test (50 points)
October 1	Rhetorical Mode Essay #1— <i>You Can Sleep While I Drive</i> (100 points)
November 5	Rhetorical Mode Essay #2— <i>Believers</i> (100 points)
December 10	Research Paper— <i>A River Runs Through It</i> (200 points)

drop date

Syllabus—Fall 1999

Note: this syllabus is subject to change as circumstances warrant. The Tuesday-Thursday class will follow the Monday-Friday schedule with modifications for holidays announced during class.

August 16 Introduction (Policy, Diagnostic Writing Assignment)

20 Discussion of “Fenstad’s Mother” and “Gryphon”; beginning discussion of sentence writing handout

23 **Diagnostic Writing Assignment Due; Computer Lab Exercise #1**

27 Discussion of “Purgatory” and “Salt Lake” and “Halloween”; continued discussion of sentence writing handout

30 *Computer Lab Exercise #2*

September 3 Discussion of “Cirque du Soleil” and “Irradiation” and “Laramie”; continued discussion of sentence writing handout

6 *No class—Labor Day*

10 **Sentence Structure Test;** Discussion of “Gray’s Anatomy” and “The Loop, The Snow, Their Daughters, The Rain”; discussion of rhetorical modes

13 *Computer Lab Exercise #3*

17 Discussion of “You Can Sleep While I Drive”; continued discussion of rhetorical modes

20 *Computer Lab Exercise #4*

23 *Liza Wieland Reading—7:00 PM, Forum Hall*

24 *Liza Wieland Classroom visit—9:00 AM*

27 *Open Lab*



Liza Wieland

October 1 Mode Paper #1 Due; discussion of “Kiss Away” and “Reincarnation” and “The Next Building I Plan to Bomb”

4 *Computer Lab Exercise #5*

8 Discussion of “Time Exposure” and “Saul and Patsy are in Labor”

11 *Computer Lab Exercise #6*

15 “Flood Show” and “The Cures for Love”

18 *Computer Lab Exercise #7*

22 “Believers”

25 *Computer Lab Exercise #8*

28 ***Charles Baxter reading—7:00 PM, Forum Hall***

29 ***Charles Baxter classroom visit—9:00 AM***

November 1 *Open Lab*

5 **Mode Paper #2 Due;** “A River Runs through It”

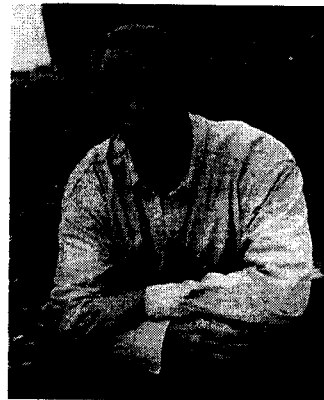
8 *Computer Lab Exercise #9*

9 ***Bettina Gregory Lecture; 7:00 PM, Forum Hall***

12 “Religion and Fly Fishing”

15 *Computer Lab Exercise #10*

19 “When Life Becomes Literature”



Charles Baxter



Bettina Gregory

22 *Computer Lab Exercise #11*

26 *Thanksgiving Holiday*

29 *Computer Lab Exercise #12*

December 3 "Words under the Rocks"

6 *Open Lab*

10 Research Paper Due

December 15 (8:00) Final (MF 8:00-9:50)—pick up papers in office A-1

December 16 (8:00) Final (TTh 8:00-9:50)—pick up papers in office A-1

December 13 (10:30) Final (MF 10:00-11:50)—pick up papers in office A-1

Diagnostic Writing Assignment (50 points)

Read "Fenstad's Mother" and "Gryphon" on the attached handouts. Respond to *one* of the following prompts in a three-page (typed, double-spaced) essay:

- [A] In "Fenstad's Mother" the two main characters seem to be opposites of one another. What areas of conflict between mother and son are explored?
- [B] In "Gryphon" the narrator defends Miss Ferenczi against the accusation that she's crazy. Why does he do that? What does she represent in the context of his life?

Provide a thesis that is a direct response to the prompt. You should provide at least three distinct and identifiable points. Use quotations to support your ideas; however the quotations should be short (no more than two lines long) and documented as follows:

Quotations are the exact words of a writer or speaker. They are marked by quotation marks and documented by an in-text citation that is included within the sentence in which the quotation occurs. When writing about a single story or novel, the in-text citation only needs to include the page number where the quotation can be found. Look at the following example:

Although Fenstad's discussion of logic is dry, impersonal, and without much passion, we are reminded that "...his mother had always liked smoke-filled rooms, where ideas fought each other, and where some of those ideas died" (4).

For further information consult page 275 of *A Writer's Reference* (3rd edition).

I will be evaluating this essay in the following ways:

- mechanics (spelling, punctuation, grammar)
- sentence structure (variety of construction, rhythm, lengths)
- diction (appropriateness of vocabulary)
- organization of ideas (a statement of thesis; three distinct and identifiable reasons)

Due: August 23, 1999