English 1A – Composition and Reading (50463PM, 50459TTh) Deborah Lapp FA13

**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)

Office: 638-3641 ext. 3416 [deborah.lapp@reedleycollege.edu](mailto: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), 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. 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).

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

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. 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. 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)

*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)

*The Brief McGraw-Hill Reader* by Muller from McGraw-Hill ISBN 978-0-07-340599-5

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 a Pulitzer Prize-winning novel and meet the author. Do you realize how cool this is?! We have a new textbook with readings. You will also read handouts 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 and social media are depriving students from the benefits of undivided attention, so you you must resist the temptation to text, 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), and the HSR 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 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

Week 1. Reading apprenticeship exercise with Mark Arax article on poverty in the Valley.

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…diagnostic essay: Describe a place you know very well (like your neighborhood) and its impact on you. Hw: read Book 1 *A Thousand Acres*.

Week 2. discuss *King Lear*, each group finds similarities, outline essay problem-solution What to do about poverty in the Valley.

lab: MLA format, OWL, title, background paragraph, **In-class essay** **comparing your family and life to the ones in *A Thousand Acres*** Hw: read chapters 8-12 *A Thousand Acres*. Draft poverty essay.

Week 3. Draft day—3 ½ pages typed, double-spaced MLA style (-10 if no draft or no show). Sign up for conferences (week 4)

lab: Plagiarism Presentation, Works cited format, lab time to revise povertyessay. Complete 2nd draft by conference. Hw: Complete Book 2 *A Thousand Acres.*

Week 4. Conferences – must attend conference with 2 drafts of a 3-5 page typed essay to remain in the class. Hw: Complete Book 3 *A Thousand Acres.*

Week 5. Third draft of poverty essay due (-10 points for no draft or no show)

lab: Poverty essay due. **In-class essay:** **What can you say about power in *A Thousand Acres*, *Lear* and life*?* Give examples to support your thesis**. Hw: Complete Book 4 *A Thousand Acres.* Movie night Saturday 9/14

Week 6. Watch *King Lear*

Lab: read online reviews of *A Thousand Acres* and comparisons to *Lear—***in-class** **essay:** **summarize and analyze the reviews using signal phrases and commenting on why or why not the reviews and comparisons are effective**.

Hw: Complete Book 5 (try to finish Book 6 as well)

Week 7. Poverty essays returned, reflect and discuss grammar. Grammar Girl, etc. Discuss thesis ideas and outlines for *A Thousand Acres* essay.

Lab: choose most successful in-class essay and repost it to db. Begin *A Thousand Acres* essay

Hw: Complete *A Thousand Acres* and draft essay—your thesis, no research except book.

Week 8. Typed draft 5 pages (-10 points no draft or no show)

lab – editing workshop—essay due next class. Buy reader. Read Sample Student Paper (MLA Style) pp. 140-160

Week 9. *A Thousand Acres* essay due. Chapter 1 reader. Jigsaw Chapter 2

Lab: Begin High-Speed Rail research “What Will Be the Long-Term Effect of High Speed Rail in the Central Valley?” w/ interview, survey —KVPR Valley Edition, post articles with summary and analysis in db. Hw: read Chapter 3, conduct interview/ surveys

Oct 11: drop date - grade check based on poverty essay and in-class essay (180=A, 160=B, 140=C/passing, 120=D). After *A Thousand Acres* essay (270=A, 240=B, 210=C/passing, 180=D).

Week 10. Chapter 3 & 4 – recommendations for Spring registration

Lab: Bring all research for HSR paper. Plagiarism quiz. Begin typing annotated bibliography together.

Week 11. annotated bibliography due, *A Thousand Acres* essay returned, reflection, questions for Smiley on Thursday, outline/plan HSR paper.

lab: AB returned, make corrections, **in-class essay—respond with your thoughts (summary and analysis) of any reading in Chapters 1-4**. Jigsaw 7 readings in Chapter 5

10/24 JANE SMILEY 7PM FORUM HALL – required.

Week 12. Present your reading and analysis (refer to questions, etc) from Chapter 5. Discuss. Draft of Intro plan-Topic Sentences-Conclusion ideas—2 1/2 pages (-10 points if you have nothing to say or no 2 ½-page draft),

lab: **in-class essay on a solution to the problem of teen pregnancy** (no research). Have draft available for Lapp to peruse.

Hw: Flesh out the 2 ½ pages to a rough 6-page draft

Week 13. Draft day—Bring rough 6-page draft of HSR paper (you know how this goes: -10 points for no draft or no show). Revisit topic of marriage and families (Chapter 6). “Once More to the Lake” and/or “Stone Soup” Hw: “Our Mutual Joy”

lab: What surprised you in “Our Mutual Joy”? Marriage stats. Read “Love, Internet Style.” **In-class analysis of on-line dating** **or co-habitation**

Hw: full draft of HSR paper

Week 14. No class Monday Hw: HSR paper due at the start of lab.

lab: Hand in HSR paper. Preview Chapters 7,8,9,10, and 11—divide into 5 groups. Begin Hw in lab. Hw: post summaries of articles as you read them on the appropriate db. (You must contribute intelligently at least 5 times—plus points available if you are extra-clever and exceed 5 entries!! Is Lapp really offering extra credit?! Maybe. Note: extra vapid entries will gain no extra points, but 5 superbly-insightful entries will).

Week 15. Discuss your chapter with your group, then present to the class. Hw: respond to at least 3 other posts in 3 other topics (that is, at least 3 total, but they must be in different topics).

lab: **final in-class essay on your analysis of your articles and the discussion on them.** Hw: Outline and draft of position paper related to your chapter

Week 16. Intros and conclusions in cross-topic groups. (-10 no draft, no show)

lab: **i**n-class essay choice defended round 2 (second 9 weeks), editing workshop. Sign up for week 17 conference. With position paper and final to go, check your grade: 630=A, 560=B, 490=C, 420=D

Week 17. Position paper due in my office at your conference.

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 Final evaluation of your writing and its evolution(evaluation and analysis).

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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, intro, conclusion * Weakly organized paragraph structure, topic sentence problems (TS) * 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, irresponsible fallacies * 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 word choice, slang, cliches * 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) |