English 1A – Composition and Reading SP14

**Claiming Your Place: Reading and Writing in the Real World**

Deborah Lapp

[deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu) Office hours: 11-12 daily—Friday by email

Office: CCI 212 638-3641 ext. 3416 and by arrangement

**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).

Important dates:

**Jan 20 (M): no class, MLK Day**

Jan 30 (Th): SF Shakespeare 7PM Forum Hall—free

Feb 8 (Sat): Literary Arts fundraiser, party and booksale in the library

**Feb 14-17 (F-M): no class Monday, Presidents’ Days**

**Feb 19-22 (W-Sat): Lapp at a conference (this may or may not impact your class—stay tuned)**

Mar 1-2: FCA concert—Saturday’s concert will be in Reedley, Sunday in Fresno

Mar 4 (T): Lapp on a Field Trip

Mar 14 (F): last day to drop a class

**Mar 27 (Th): Phil Levine Forum Hall 7PM free and required**

**April 3 (Th): Steve Yarbrough Forum Hall 7PM free and required**

April 14-17: Spring Break

April 16 (W): Carl Bernstein (of Woodward and Bernstein, *All the President’s Men)* 10AM Saroyan Town Hall (free for students)

May 23 (F): Commencement

Required:

Some way to save work electronically (eg. mini-hd or email)

Some way to save work physically (eg. binder or folder)

Spiral notebook for this class only (your Idea Journal)

*Oxygen Man* by Steve Yarbrough (and you get to *meet* him!)

*New and Selected Poems* by Phil Levine (and you get to *meet* him!)

*The Brief McGraw-Hill Reader: Issues across the Disciplines* my Gilbert H. Muller

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 riveting novel and meet the author. We will read together poems by the former US poet laureate. Do you realize how cool this is?! You will also research from EBSCOHOST and we’ll use the *McGraw-Hill Reader* (hereafter referred to as “the reader.” 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. You may eat in the classroom if you don’t leave a mess, but you may not bring any food or drink into the lab, so pack a snack and eat lunch before 12 or after 2. 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 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 portfolios each worth 300 points (3X100), and the final is 100 points, for a total of 1,000:**

->In-class essays can be stressful. First we’ll practice. You’ll write two or three in the first 7 weeks, and you’ll submit the most successful for the first portfolio worth 1/3 (100-points) of the first portfolio. You’ll write at least two for the second portfolio worth 1/3 of the second portfolio. For the third portfolio, you’ll write a structured reflection of your idea journal.

Portfolio 1 – Weeks 1-7

1. Thesis paper from Ch. 5
2. Thesis paper from Ch. 11
3. Most successful in-class essay

Portfolio 2 – Weeks 8-13

1. *Oxygen Man* paper
2. Research paper with works cited Ch.6
3. Most successful in-class essay

Portfolio 3 – Weeks 14-17

1. Research paper from Ch. 10 or 9
2. Annotated works cited
3. Idea Journal and reflection

All 100-point grades will be posted on BlackBoard. I’ll post the first three grades from the first portfolio in the 8th week, so you’ll know your standing before the 9th week midterm date. If you see a minus-ten before that time, you have lost 10 points for no draft on a workshop day or a conference. There really isn’t any extra credit, but when you attend both required Thursday evening readings, you may have the Thursday before Spring break off.

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 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 (no minus-10s), but have still received a D on any part of the first 2 portfolios (so, not the final research paper, which is in Portfolio 3), 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 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 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 (MW) Lapp SP14

Approximate order - readings tba

Hw: read *Oxygen Man* by March 19th (approximately 28 pages per week—no sweat!); keep idea journal for paper week 11.

In class: One or two poems per day from Phil Levine collection

Portfolio 1 – Weeks 1-7

1. Thesis paper from Ch. 5
2. Thesis paper from Ch. 11
3. Most successful in-class essay

Week 1: Ch 1, a bit of 2, 3, and 5 (idea journal), develop thesis, practice in-class essays

Describe your experience in reading, writing, and education in general thus far? Why are you in college here and now (what are your goals?)?

Week 2: No class Mon

Lab: MLA format, OWL, title, background paragraph, begin draft. Sign up for conferences. Bring 3-page draft of Ch. 5 essay to conference

Week 3: CONFERENCES instead of class (-10 if no draft at conference)—hw: complete thesis paper (due in portfolio week 7, so keep revising)

Thursday 7-8PM Forum Hall (free) San Francisco Shakespeare

Week 4: Chapter 3. Draft day Ch. 5 essay (-10 if no draft), grammar brush-up, Grammar Girl,

Lab: Begin Ch. 11, in-class essay for Portfolio 1 (1st try) hw: read Ch. 11, add to idea journal

Saturday 6PM: Literary Arts Fundraiser in library (book sale, reading, music)

Week 5: Active reading; use idea journal to find thesis

Lab: Outline term paper, in-class essay for Portfolio 1 (1st try)

Week 6: no class Mon

Work on essay(s) in lab (maybe no lab—Lapp at conference)

Week 7: draft day Ch.11 paper, 3 ½ pages typed, double-spaced MLA style (-10 if no draft or no show). grammar, reading from text

Lab: in-class essay for portfolio (2nd try); portfolio due end of lab (thesis paper from Ch. 5, thesis paper from Ch. 11, most successful in-class essay).

Saturday FCA concert in Reedley

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Portfolio 2 – Weeks 8-13

1. *Oxygen Man* paper
2. Research paper with works cited
3. Most successful in-class essay

Week 8: Read and mark Chapter 4 (research writing)

Lab: in-class essay for Portfolio 2 (Lapp reviews Portfolio one individually during lab)

Week 9-10: Ch. 6 add to idea journal (in preparation for a longer 5-7 page paper with research on a topic of your choice based on chapter 6).

Labs: EBSCO and Works Cited (week 9), work on research paper or begin *Oxygen Man* paper (week 10), sign up for Week 11 conferences

Week 11: Conferences – must attend conference with draft; the research paper draft must be at least 5 pages typed with Works Cited (or -10)

**Thursday 7PM Phil Levine in Forum Hall required**

Week 12: typed draft workshop on *Oxygen Man* paper (-10, if not)

Lab: in-class essay for portfolio

**Thursday 7PM Steve Yarbrough in Forum Hall required**

Week 13: draft day of either paper (should be the one about which you are most insecure—portfolio due Wednesday (*Oxygen Man* essay, 5-7 page research paper with works cited page, in-class essay)

**If you attended both Levine and Yarbrough, you may have Wednesday lab OFF**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Spring Break read Chapters 7 & 8 add to idea journal

April 16 (W): Carl Bernstein (of Woodward and Bernstein, *All the President’s Men)* 10AM Saroyan Town Hall (free for students)

Portfolio 3 – Weeks 14-17

1. Research paper
2. Annotated works cited
3. Idea Journal

Week 14: Chapters 10 & 9 add to idea journal, refer to Brinkley

Lab: research, idea journal, outline, formulate interview questions (Lapp discusses portfolio 2 individually)

Week 15: Read Deborah Ross “Wonderland” (362) and signal phrase practice; hw: complete research

Lab: Begin typing annotated bibliography together

Week 16: Typed draft of AB, discuss interviews.

Lab: Electronic typed draft of research paper with AB – editing workshop (-10 if not)

Week 17: hard copy typed draft of research paper with AB – final workshop (-10 if not)

Lab: Portfolio 3 due (research paper w/annotated works cited, idea journal

Based on idea journal, write reflection of your ideas over the semester

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

FINAL Monday, May 19 12-2 bring all writing from the semester to the final (Portfolios 1 & 2 and everything else you’ve written in this class and even other classes)

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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) |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_