**English 1AH** – Composition and Reading Honors **Fall 15** Deborah Lapp – 638-3641 ext. 3416 [deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu)

Public vs. Private: Reading and Writing to Understand and Explain **Our Interior and Exterior Lives**

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

M, T 8-8:50 Soc 30

Lab: Th 7-8:50 CCI-202 (10X), plus required events (see important dates below)

**Required:** *Hunger of Memory* by Richard Rodriguez

*Gryphon* by Charles Baxter

*Hamlet* by Shakespeare (online)

(*Unbroken* from colloquium)

an electronic way to save all work

binder paper and binder in which to save all work

**Over the summer:** Read *Hunger of Memory* by Richard Rodriguez for this class. Also read *Unbroken* for colloquium.

**Important dates:**

August 17 (M) First class, **Honors BBQ** at Mrs. Lapp’s house 26210 Elwood Rd. Sanger 5PM--**REQUIRED**

September 4 (F) **Honors Reception** 6PM (receive checks, dress up, bring your most ardent fans)-**REQUIRED**

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

September 23 (W) Victor Davis Hanson- Student Center- **REQUIRED**

October 7 (W) “Yellowman” at CSUF 7PM (free to Honors students, but $3 parking) – **REQUIRED**

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

October \_\_\_\_ (tba midweek, all day) Honors Field Trip - **REQUIRED**

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

October 29-31 (Th, F) Lapp at conference (no lab)

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

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

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

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

Final exam: Mon 12/14 8-10 in Soc 30 or CCI-202 (tba)

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

**Course Description:** English 1A is the basis for all academic university level writing. We concentrate on the essay, the research paper, and the reading of scholarly prose for comprehension and analysis (because these are what you’ll encounter most as a college student). Because this is an honors section, we will use a workshop format whenever possible and, although we will not do more assignments than a regular English 1A (probably fewer), the assignments will be deeper (and more individual, so, ideally, more interesting). The theme, exploring interior (private) thought as distinct from exterior (public) thought, is based on Baxter, Rodriguez, and *Hamlet*, and we will bring in other readings as appropriate, such as “Soldier’s Home” by Hemingway and articles from EBSCO or popular media, such as *The Atlantic* or *New York Times* (you are welcome to bring in interesting articles you stumble upon. For the final research project, you will explore either bilingual education (Rodriguez), another related educational issue, immigration (Hanson), or veteran re-entry as you are discussing in the Honors Colloquium (Hemingway).I will conference with you as often as possible and may cancel class time to do so. You are required to attend the conference and will be responsible for independent reading and writing, just as you would in an online class. In class, you will often be called on to participate in or lead a class discussion, and we will present a short commemoration for Veteran’s Day on campus. We’ll have at least two field trips and at least three evening speaker events—all of which are required. When appropriate, we will trade out our Thursday morning class for the outside-of-class events. Also, since I assume you all write fairly correctly, we will reach beyond correctness for power, complexity, and grace in academic writing. **My goal is to prepare you for real world writing.**

**Assignments and Grading:** Essay writing (usually with research and documentation) is the main job of this class. The Outcomes for English 1A are the ability to write an essay in class in a limited amount of time (you’ll have about 80 minutes), a source-based term paper like a history paper of substance with proper attribution of sources (the documentation we’ll use is MLA style), an annotated bibliography, and the ability to read and analyze college level writing. 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.

Your grade is based entirely on the writing you produce in this class. There are several types of writing assignments and about 10 equally-weighted grades:

1. You will practice timed writing, a necessary skill for university and a practical skill for life. Since, for many students, this is a difficult skill to acquire, I will grade about one in three (that is, after writing on three separate occasions, you’ll choose one to submit for one essay grade). If you all pass in the first round, we’ll move on to other projects.
2. You will write and compile a packet of response analyses for one grade in Week 2 (which many of you will revise) and a packet grade in Week 7, featuring the most successful of 8 analyses.
3. You will write multiple-draft 4-6 page essays which simulate content term papers, and which we will workshop in pairs and groups. Some will involve research or may relate to the reading. These are the revised essays, worth one grade. I try to publish the best of these.
4. You will write one longer (6-10 page) research paper/project to prepare you for university-level research papers. We will work on it step-by-step in stages, including scholarly research (primarily on EBSCO), an interview, a 1-hour community service component, MLA documentation with works cited and an annotated bibliography. Because the AB is graded separately, this project is worth two of the revised essay grades.
5. Part of the final will be a self-evaluation of your writing progress over the semester. For this reason, it is essential that you date and save every stitch of what you write. Save it on disk and save a hard copy as well to avoid any disappointment. This final will be a fully developed typed essay as well, worth one revised essay grade.

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.

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 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 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 10 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 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.

1AH - Syllabus by weeks (subject to change)

*Hunger of Memory*  (over summer—but we’ll start talking about it in earnest AFTER the Charles Baxter visit; Rodriguez is coming in Spring semester)

*Gryphon* by Charles Baxter

Week 1- pp. 3-52 intro, diagnostics, thesis, intro, conclusion, entering the conversation (“They Say/ I Say”)

**BBQ Monday at 5PM**

practice timed writing

Week 2- pp. 53-102 **analysis responses – edited for one grammar/style grade (with attached packet of at least 8 analyses)**

**ONE due Week 2 for grade (revisable)**

timed writing #1

Week 3- 103-132 & hist handout timed writing #2, grammar presentations

**Honors Reception Fri**

Week 4- Labor Day, pp. 133-178 **history term paper** (analyze and compare two academic args)

Week 5- pp.179-237 timed writing #3 –– model Baxter

Week 6- pp. 238-280, Hanson conferences (no class this week-complete packet and Baxter-style stories (or Hanson))

**Victor Davis Hanson Wed St Ctr, (no lab)**

Week 7- pp. 281-339 **Analysis** **packet due;** workshop Baxter-style stories (or Hanson)

“YellowMan” at CSUF 7PM (no lab)

Week 8- p. 340-end **Baxter-style paper presentations (hand in final draft Week 9 Mon)**

Lab: analyze which of your timed essays is most successful (+reflective essay)

Week 9- “Soldier’s Home” **Charles Baxter Thurs. 7PM Forum (no lab)—bring your book for him to sign!**

Week 10- Review Rodriguez Discuss Rodriguez, bilingual education, topics

**Begin Project,** EBSCO research, MLA works cited, interview

Lab: Collaborative Research

Week 11- research 1st pers pres tense, visual rhetoric, no lab

Week 12- research, *Hamlet* Discuss *Hamlet*, *Hamlet* Tues (no class Tues) complete research, reading, interview, community service

Lab: work day—works cited, prep for conferences, Week 13-14

Week 13- Veteran’s Day Wed prep for presentation

(holiday Wednesday, Vday presentation tba) conferences--no lab

Week 14- conferences conferences—no class M, T Lab: **annotated bibliography (due Mon)**

Week 15**- project due M: AB; T: Whole Project;** intro theme paper

Thanksgiving (no lab Thursday)

Week 16- theme paper M: plan; T: draft; lab: complete

Week 17- directed reading M: workshop; T: **theme paper due**

Lab: **problem-solution essay on education (part of final)**

Finals- **analysis** **of your writing** **over the semester (the rest of the final)**

10 grades are in **bold:**

**Week 2—Baxter Analysis #1**

**Week 4-- history term paper** (analyze and compare two academic arguments)

**Week 7-- Baxter Analysis Packet - edited for one grammar grade (with at least 8 attached analyses)**

**Week 8-- analyze which of your timed essays is** **most successful (+the reflective essay)**

**Week 8 & 9**-- **Baxter-style presentation & paper**

**Week 15-- annotated bibliography due**

**Week 15 – Project due (2 grades: content/style & research/citation)**

**Week 17 – theme paper due**

**-- final: problem-solution essay on education (part of final)** & **analysis** **of your writing** **over the semester (the rest of the 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**