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

Sticks and Stones: The Power of Words to Hurt, Heal, and Horrify

Office: CCI – 212 Office Hours: T,Th 9:30-10:30AM; F 12-1:00 online

Required: *What You See in the Dark* by Manuel Munoz

*High Lonesome* by Joyce Carol Oates

an electronic way to save all work

a binder or other way to save hard copies of all work

**Important dates:**

Jan 19 (Mon): Martin Luther King Day – no classes

Jan 30: *Psycho* by Alfred Hitchcock 7PM Forum Hall – donation

Feb 7 (Sat): Literary Arts fundraiser, party and booksale in the library (must be 21)

Feb 13-16: Presidents’ weekend

\*\*Week 6: On Feb 18/19 (W/Th) no daytime class--we will meet **Thursday Feb 19 7PM** Forum Hall to meet Manuel Munoz

Mar 13 (F): last day to drop a class

\*\*Week 10: On Mar 18/19 (W/Th) no daytime class--we will meet **Thursday Mar 19** **7PM** Forum Hall to meet Joyce Carol Oates

Mar 30-Apr 3: Spring Break

Final exam: Mon 12/14 10-noon in CCI-207 or Thu 11-1 in HUM-62

**Course Description:** English 1A is the basis for all academic university level writing. We concentrate on the essay and the research paper, and the reading of scholarly prose for comprehension and analysis (because these are what you’ll encounter most). We’ll have at least two required Thursday evening speaker events in the Forum. The guest writers this semester happen to write about violence and other horrors, so, in our research and fiction reding, we will delve into the role of violence in our society. The research will be scholarly, relying on our online library resources (not the regular Internet). 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 term 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:

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 (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 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.

3) You will write one longer (6-10 page) research paper to prepare you for university-level term papers. We will work on it step-by-step in stages, including an interview, MLA documentation with works cited and an annotated bibliography. Because the AB is graded separately, this paper is worth two of the revised essay grades.

4) 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 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, 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 pretty 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 8 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, or come into 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.

**Syllabus by weeks (subject to change)**

T/Th and M/W-hybrid have the same requirements—hybrid justification for each week below

Week 1- intro, diagnostics “Where Are You Going…”

<http://www.usfca.edu/jco/whereareyougoing/>

🡪How vulnerable are *you* to violence in *your* life? (private/diagnostic)

thesis, intro, conclusion—Begin Munoz

🡪What is the most serious danger for teenagers in your world? (DB)

hybrid: respond with clear examples to the person who posted after you and one other

Week 2- MLK Mon. Discuss fear, horror, timed essay strategies (hybrid sign-up)

*What You See in the Dark* by Munoz

Week 3- Timed essay--danger

<http://www.theatlantic.com/health/archive/2013/10/why-do-some-brains-enjoy-fear/280938/> (DB)

Summary and analysis of “Why Do Some Brains Enjoy Fear?” due W/Th (DB)

<http://www.theatlantic.com/entertainment/archive/2012/12/sketching-out-psycho-production-storyboards-from-15-beloved-films/265785/>

grammar presentations (DB)

**Movie night Friday 7PM Forum Hall required**

Week 4-readings about race, signal phrases—research using EBSCO post summaries to DB

Summary and analysis of Race Research due W/Th (DB)

Week 5-Timed essay--race or gender in Munoz

Week 6- Pres. Day Mon. Munoz Paper due **No day class Thu because Thursday 3/19 7PM Forum Hall Manuel Munoz is required**

Week 7- *High Lonesome* responses to JCO stories as assigned for JCO Packet

(what is the “problem”--*show* –what is your “solution”--*show--*edited for grammar, grade week 10)

Week 8- Timed essay—thesis response to one JCO story

Week 9- analyze which of your timed essays is most successful (of 3) (DB)

🡪drop date is Friday of week 9

Week 10-JCO Response Packet due **No day class Thu because Thursday 3/19 7PM Forum Hall Joyce Carol Oates is required**

Week 11- <http://www.theatlantic.com/national/archive/2012/05/when-teachers-overcompensate-for-racial-prejudice/256951/>

Week 12- research JCO Problem-Solution–EBSCO research, MLA works cited

Week 13- interview, annotated bibliography (conference w/ hybrid)

Week 14- draft and conference (conference w/ hybrid)

Week 15**-** draft and conference (conference w/TTh class)

Week 16- JCO problem-solution issue paper due (2 grades)

presentations – hybrid pres. to T/Th

Week 17- papers returned – Timed essay with citation

Final- analysis of your writing over the semester

8 grades are in **bold:**

**--Why Do Some Brains Enjoy Fear?**

**--Summary and analysis of Race Research**

--**Munoz paper—Why did the character do what he/she did?**

**--Timed essay (choose one of three attempts-- analyze which is most successful)**

**-- responses to JCO stories (“packet” of 5-10 short essays)**

**-- Oates Problem-solution essay (2 grades)**

**-- annotated bibliography**

-- **Week 17 paper with citation**

**-- final: analysis** **of your writing** **over the semester**

**Hybrid Sign-ups for Timed essays/conferences (Weeks 3, 5, 7 or 8, 13 or 14, 17)**

**M 11-2 (6 spots) or 4-6 (6 spots)**

**T 1-3 (4 spots)**

**W 11-2 (6 spots) or 4-6 (6 spots)**

**Th 11-1 (?) 1-3 (4 spots)**

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