English 1A- Composition and Reading Deborah Lapp, FA 2016

**The Nature of Race, Class, Identity, War, Peace, Fear and Faith: Writing for the Real World**

MW 2-3:50 in SOC-30 office hours: noon-2PM CCI-212

 Check your email throughout the summer and semester; here’s mine:

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What’s important to you? (any of the above?) What do you have to say? How are you going to say it? How do you add more authority to your voice and ideas? Gaining confidence and competence in reading and writing are what we grapple with in English 1A.

This year, we have some exciting speakers coming to Reedley College, so I am tailoring the class to prepare for them.

T.C. Boyle will be coming to campus in the Spring. He is a hot shot, blue chip writer, and you get to meet him! If you take my English 41 class (online in the Spring), we’ll be reading this and a few more novels and short stories by Boyle and looking at how he portrays women. With *Tortilla Curtain*, we’ll be looking at a white liberal’s relationship with a Mexican immigrant, community politics, and wealth distribution in this country.

*The Tortilla Curtain* by T.C. Boyle is a thought-provoking, fun, often funny, novel. I have budgeted some time for you to finish the book after the semester starts, but I’m writing you now because it makes for **great summer reading**.

 **We won’t have any textbooks**, but we will have two more little books, which we will start in Week 7, one poetry and one memoir, by an Army veteran and splendid writer whom we will meet:

Thursday, October 13th

mark that date on your calendars now (required)

*Here, Bullet* (poetry, includes the poem “Hurt Locker”)

*My Life as a Foreign Country,*  both by Brian Turner

 As REVOLTING as it may be this year, please follow election news starting **now**, and from a variety of sources. Understanding the issues well enough to vote responsibly is one reason for you to educate yourself and one reason society supports college education. You must be ready to think, read, and write as an informed and articulate member of society.

*“I write to find out what I think”* – Stephen King

**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 and university student).

 For the final research project, you will propose **a thesis question of your choice** and search for a scholarly answer. You’ll present your findings in an organized way with proper attribution and citation.

 I will conference with you at least twice in the semester, weeks 5 and 15, and I will cancel class time to do so. You are required to attend the conference and will be responsible for independent reading and writing during that time, just as you would be in an online class. You are invited to additional conferences during my office hours, which happen to be the two hours before your class in CCI-212. Use the Reading and Writing Center as well.

 In class, you will often be called on to participate in class discussion, so come prepared with your ideas in written form (refer to Stephen King’s statement above) so you can enter the scholarly conversation. In your writing, you will enter the scholarly conversation with me and with each other, so we will aim for correctness, power, complexity, and grace in academic writing. While writing is essential for academia, it is also critical for succeeding in the modern world. **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 75 minutes), a source-based 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 (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 1-2 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/project on a topic of your choice 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, 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.
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 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 7 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.

 Outside of face-to-face conversation in office hours, the best 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).. 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 leave to go to the restroom, you’ll leave your phone on my table.

 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.

**English 1A Lapp FA 16 Syllabus by Weeks:**

Week 1 (8/15,17) class1Intro and *Crash* and *Tortilla Curtain,* Staples

Week 2 (8/22,24) class2*Crash* and *Tortilla Curtain,* Allport

Week 3 (8/29,31) class3MLA citation, works cited, in-class essay

Week 4 (labor day, 9/7) class4Claude Steele, *Crash* and *Curtain*

Week 5 CONFERENCES (no class): bring in in-class essays

Week 6 (9/19, 21) lab4, class5Thesis, topic sent., outline, in-class finale

Week 7 (9/26, 28) lab5 Papers due, Begin Turner

Week 8 (10/3,5) Present Turner poem, poster gallery, in-class essay

Week 9\*\*\*10/10 midterm grades, intro and questions for Turner no class 10/12

 \*\*\*\*10/13 7PM for Brian Turner Forum Hall

Week 10 (10/17,19) Talk about & really read Turner; draft in class

Week 11 (10/24,26) Turner essay due Monday, rhetorical analysis

Week 12 (10/31, 11/2) Rhetorical anal. Issues and presentations

Week 13 11/7 Election papers due, VOTE on 11/8, 11/9 in-class essay: Analyze election results

Week 14 (11/14,16) Research thesis question, develop AB; collaborative research; partner-check Abs, interviews

 Annotated Bibliography due at conference.

Week 15 (11/21, 23) CONFERENCES (no class); bring AB

Week 16 (11/28, 30) Draft workshops: revision; editing

Week 17 (12/5,7) Research paper due; reading for final

FINAL Mon 12/12 2PM-3:50 Bring all writing from the semester