**English 1A, Reading and Composition—Tuesday and Thursday**

Instructor: Mr. Dominguez

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Office Hours: Tuesday and Thursday from 12:00-1:00 and Friday from 10:00-11:00 via email correspondence.

**Required Texts: Students who do not bring the required texts to class may be excused from lecture and considered absent.**

Electronic versions of the texts are not acceptable and will not be allowed in the classroom. Students are only allowed to bring print versions of the texts to class.

Purchase the following texts at the REEDLEY COLLEGE BOOKSTORE. Purchasing other editions or at other bookstores may result in you using the wrong texts, which will significantly lower your grade.

1. *The Tortilla Curtain* by T.C. Boyle, ISBN# 9780140238280.
2. *Writers’ Presence* by Donald McQuade and Robert Atwan, ISBN# 978-1-4576-6446, eighth edition.

Also:

1. *I Know What I Want to Say but I Don’t Know How to Say It* by David Dominguez (HANDED OUT IN CLASS, NOT AVAILABLE IN BOOKSTORE, given to students free of charge).

**Changes to the Syllabus/Calendar:**

The instructor reserves the right to make changes as necessary for the benefit of the class, to change policies on the syllabus, or dates on the calendar. Missing class is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Accommodations for Students with Disabilities:**

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.

**Course Description:**

Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

**Course Outcomes:**

Upon completion of this course, students will:

1. Write a documented research paper of at least 1,500 words that includes:

* a sophisticated introduction, multiple body paragraphs, and conclusion
* a clearly defined, arguable thesis sentence
* supporting details that exhibit critical thinking and use credible secondary sources
* correct usage of MLA format, including a works cited page
* sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
* controlled and sophisticated word choice
* writing in third person/universal
* an avoidance of logical fallacies
* demonstrating an awareness of purpose and audience
* appropriate and purposeful use of quotations
* correct in-text citations
* an annotated bibliography of multiple sources
* an avoidance of intentional and unintentional plagiarism

1. Complete a timed essay independently in class
2. Summarize and comprehend college level prose (will include a full reading)

**Course Objectives:**

In the process of completing this course, students will:

1. Write several revised essays, including at least one documented research paper.

* Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
* Indicate an arguable thesis.
* Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
* Employ MLA formatting guidelines.
* Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
* Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
* Practice sound choices in identifying and avoiding logical fallacies.
* Employ appropriate use of third person universal.
* Identify appropriate audiences for their compositions.
* Employ quotations, discriminating among sources for accuracy and validity.
* Employ MLA formatting guidelines for Work Cited Page and in-text citations.
* Develop annotated bibliography from sources for a research paper.
* Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.

1. Write an organized essay(s) with thesis and adequate support independently within a class period.
2. Read and understand college level prose, including:

* identifying the model, summarizing the thesis, and locating supporting information.
* naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.
* answering questions from assigned reading differentiating between an author’s intent and personal reaction
* describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**Semester Grading:**

First essay:

a. 100 points. Graded based on the course outcomes and on your ability to follow directions.

Second essay:

a. 100 points each. Graded based on the course outcomes and on your ability to follow directions.

Third essay:

a. 100 points each. Graded based on the course outcomes and on your ability to follow directions.

Term paper with annotated bibliography:

a. 150 points. Graded based on the course outcomes and on your ability to follow directions.

Final grammar exam:

a. 100 points. Graded based on the course outcomes and on your ability to follow directions.

550-495 = A; 494-440 = B; 439-385=C; 384-330=D; 329-000=F

**Extra Credit:**

Extra credit will be offered during the semester. When you turn it in, I will put it in my extra credit folder. At the end of the semester, I will calculate final grades; if you have earned a “C” or higher because of how you have done on the required course work, I will then add your extra credit to your final grade. Thus, the extra credit will not raise a final semester grade of an “F” or a “D.” It can, however, raise your final grade from a “C” to a “B” or from a “B” to an “A.”

**Revision Symbols:**

I will use the following symbols to leave comments on your work:

th = thesis

sm = supportive material

tr = transition

ts = topic sentence

cn = context

dq = direct quotation

mla = citing direct quotations

ct = critical thinking

ct/1 = critical thinking, step 1

ct/2 = critical thinking, step 2

ct/3 = critical thinking, step 3

ct/4 = critical thinking, step 4

kw(s) = key word(s)  
ci = concrete image

ri = romantic image

fs = final statement

f = fragment

cs = comma splice

sf = sentence fuse

fd = follow directions

bs = basic skills

? = confusing

syn = syntax (the words you choose to express a thought and the order you put those words in to form a sentence).

= take out

= take out

= insert

= insert

= good writing

= writing needs to improve

ALSO, if any words are circled, you have a basic skill error, such as spelling, word choice, verb tense, subject verb agreement, pronoun agreement, the apostrophe, capitalization, and indicating the titles of works.

**Absences and Being Dropped from the Course, Being Tardy, Adding the Course:**

* **Absences and being dropped from the course:** If you miss the second day of class, you will be automatically dropped from the course. You will be dropped from the course if you are absent five times or more before the official drop deadline (March 10 to avoid a letter grade). You will be marked absent if you do not attend class, are tardy, leave class early, or walk in and out of class during lecture.
* **Being tardy**: You will be considered tardy if you walk into class after I’ve taken roll.
* **Adding:** To add the class, you must attend every class meeting until you have been officially added to the roster. You must add the class by the end of the second week, or you will not be added.

**Academic Behavior:**

According to the Reedley College *Student Conduct Standards and Procedures*, if a student “Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline” (4). Such behavior includes anything that I find disruptive. Cell phones used in any way, shape, or form, and/or not turned off and left in backpacks, pockets, purses etc; being late to class; walking in and out of the classroom during lecture; and leaving class early are considered disruptive. Not bringing your texts to class, not participating constructively, and talking while I’m presenting lecture are also considered disruptive. Students who are disruptive will be suspended by me for 1-2 class meetings. If that student continues to be disruptive, he/she will be referred to the dean of students who reserves the right to suspend the student for 10 additional class meetings. Consider yourselves warned.

NOTE: if you are unable to stay for an entire class period, don’t come to class at all; if you have a documentable excuse that I’m willing to accept, which explains why you could not stay in class for the duration of the period, I will be happy to see you during my office hours to explain what you missed in class; still, if you can’t stay for the duration of the period, don’t come to class at all.

**Email Correspondence:**

If you send me an email, it must begin with “Dear Mr. Dominguez” and end with “Thank you” and “Sincerely, [your name].” Emails must be written with proper English. Emails that look like text messages or contain informal language will be ignored. Here is a properly written email:

Dear Mr. Dominguez,

May I have your feedback on my thesis statement? I have attached it to my email. I’m worried that it may not address the writing prompt. Thank you.

Sincerely, Andrew

Here is an email I will ignore:

hey guy check out my essay and tell me whats wrong let me no right way cuz i want u 2 give me a good grade

**Completing Assignments and Missing Deadlines:**

All assignments must be completed and turned in as instructed on the given due dates. If you miss a deadline, you will receive a zero on the assignment. If you are unable to complete an assignment due to an emergency, I may consider a make-up assignment if you are able to present appropriate documentation. Emergencies may or may not include sickness, injury, bereavement of an immediate family member, or a court appearance. Missing class is never an excuse for missing an assignment.

**The Reading and Writing Center**

If a student earns a D or an F on the first essay, the student must receive tutoring at the Reading & Writing Center for at least one hour per essay assignment until he or she earns at least a C on a subsequent essay. Of course, all students are strongly encouraged to attend the Reading and Writing Center. Putting in the extra work will help you become a better writer.

**Plagiarism:**

If you are caught plagiarizing any work in any way shape or form, you may receive an automatic “F” on the assignment, in the class, or dropped from the course, with the appropriate grade, and referred to campus administration. This is a zero tolerance policy. Consider yourselves warned.

**Course Calendar**

**Required homework: Study the grammar lessons we have discussed in class until you have memorized all the terms and rules. Read ahead so that know the material *before* we discuss it in class.**

**January**

* Tuesday the 10th: Syllabus. Grammar —writing complete sentences and avoiding incomplete sentences.
* Thursday the 12th: Read and discuss “The Joy of Reading and Writing: Superman and Me by Sherman Alexie.”
* Tuesday the 17th: Read and discuss “On Salvation” and “The Writer at Work” by Langston Hughes.
* Thursday the 19th: Read and discuss “Learning to Read and Write” by Frederick Douglass.
* Tuesday the 24th: Introduce and discuss a practice essay topic. Free writing. Select a focal point for a practice essay. Pick direct quotations for a practice essay. Identify passages for the context of a practice essay.
* Thursday the 26th: Discuss MLA guidelines. Discuss lecture notes and how to write a practice essay. Write a practice essay—the introduction.
* Tuesday the 31st: Continue writing a practice essay—paragraphs in the body of the essay.

**February**

* Thursday the 2nd: TBA.
* Tuesday the 7th: Continue writing a practice essay—how to write the conclusion. Essay 1 assigned.
* Thursday the 9th: Essay 1 workshop—introduction and first paragraph in the body of the essay.
* Tuesday the 14th: Essay 1 due. Grammar lesson—how to avoid comma splices and sentence fuses.
* Thursday the 16th: Read and discuss “Arival” by Ha Jinn.
* Tuesday the 21st: Read and discuss “Politics and the English Language” and “The Writer at Work” by George Orwell.
* Thursday the 23rd: Read and discuss “Aria: a Memoir of a Bilingual Childhood” by Richard Rodriguez.
* Tuesday the 28th: Review how to write an essay. Review grammar lessons.

**March**

* Thursday the 2nd: Essay 1 returned. Essay 2 assigned/ revise essay1. 1W1.
* Tuesday the 7th: Essay 2 due. Grammar lesson—how to use the comma. Read and finish *The Toritilla Curtain* by T.C. Boyleby March 16th. Read at least 36 pages a day.
* Thursday the 9th: Read and discuss chapters 1-2 from *The Tortilla Curtain*.
* Tuesday the 14th: Read and discuss chapters 3-5 from *The Tortilla Curtain*.
* Thursday the 16: Read and discuss chapters 6-8 from *The Tortilla Curtain*. Assign the term paper (essay 3). Homework--read articles in folder on reserve in the library.
* **REQUIRED—attend the Reedley College Speakers Series reading featuring T.C. Boyle, Forum Hall, 7:00PM. Read Articles in folder on reserve in the library.**
* Tuesday the 21st: How to conduct library research.
* Thursday the 23rd: How to write an annotated bibliography.
* Tuesday the 28th: No class. Extra time to conduct research and write annotated bibliography and term paper. I will be in my office during class time. Feel free to come by and ask me questions.
* Thursday the 30th: Workshop for annotated bibliography.

**April**

* Tuesday the 4th: Workshop for term paper. Annotated bibliography and term paper should be done.
* Thursday the 6th: Term paper due. Grammar lesson—the four sentence types.
* Tuesday the 11th: Spring recess. No class meeting.
* Thursday the 13th: Spring recess. No class meeting.
* Tuesday the 18th: Read and discuss “Against School” by John Taylor Gatto.
* Thursday the 20th: Introduce and discuss a practice essay topic. Free writing. Select a focal point for a practice essay. Pick quotations for a practice essay. Identify passages for the context of a practice essay.
* Tuesday the 25th: Introduce and discuss a practice essay topic. Free writing. Select a focal point for a practice essay. Pick direct quotations for a practice essay. Identify passages for the context of a practice essay.
* Thursday the 27th: Continue writing a practice essay—paragraphs in the body of the essay and the conclusion.

**May**

* Tuesday the 2nd: In-class essay on “Is Google Making Us Stupid” by Nicholas Carr (first draft).
* Thursday the 4th: In-class essay on “Is Google Making Us Stupid” final revision.
* Tuesday the 9th: Study for final grammar exam.
* Thursday the 11th: Study for final grammar exam.
* Tuesday the 16th: No class meeting.
* Thursday the 18th: Final grammar exam.

Important Dates for Extra Credit

* Tuesday, February 7, 2017: First Wednesday at One Series Presents Poet Christopher Buckley, Staff Dining Room, 100-150PM.
* Tuesday, February 7, 2017: Reedley College Speakers Series Presents Carol Firstman, Forum Hall, 7:00PM.
* Wednesday, March 1, 2017: First Wednesday at One Series Presents Novelist and Nonfiction Writer Michael McLaughlin, Staff Dining Room, 100-150PM.
* Thursday, March 16, 2017: Reedley College Speakers Series Presents T.C. Boyle, Forum Hall, 7:00PM.
* Wednesday, April 5, 2017: First Wednesday at One Series Presents Poet TBA in celebration of National Poetry Month, Staff Dining Room, 100-150PM.