**English 125, College Writing Skills—MONDAY AND WEDNESDAY**

Instructor: Mr. Dominguez

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Office Hours: My face to face office hours are T and TH from 900am-950am and 950am-1040am. My online office hour is F from 100pm-150pm on our Canvas discussion board (for general questions about lectures, reading assignments, feedback on poems, etc.…) or via email for private questions regarding grades and other personal matters.

**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. If the bookstore runs on of books, purchase the texts elsewhere, but make sure the books have the same ISBN number.

Book Title: MERRIAM WEBSTER POCKET DICTIONARY

Author: WEBSTER

Publisher: MERRIAM WEBSTER

Edition: NEW

ISBN: 0877795304

Usage: REQUIRED

Book Title: CLASSICAL LITERARY CRITICISM-NEW ED.

Author: PLATO

Publisher: PENG RAND

Edition: REISSUE

ISBN: 9780140446517

Usage: REQUIRED

Book Title: MERRIAM-WEBSTER'S POCKET THESAURUS

Author: MERRIAM-WEBSTR

Publisher: MERRIAM

Edition: 02

ISBN: 9780877795247

Usage: REQUIRED

Book Title: HANDBOOK OF LITERARY TERMS (Sept. 10)

Author: KENNEDY

Publisher: PEARSON

Edition: 3RD

ISBN: 9780321845566

Usage: REQUIRED

Book Title: POETRY: POCKET ANTHOLOGY (Sept. 10)

Author: GWYNN

Publisher: PEARSON

Edition: 7TH

ISBN: 9780134053301

Usage: REQUIRED

Book Title: The Elements of the San Joaquin

Author: GARY SOTO

Publisher: CHRONICLE

Edition: NEW

ISBN: 1452170134

Usage: REQUIRED

Book Title: I KNOW WHAT I WANT TO SAY, BUT I DON’T KNOW HOW TO SAY IT.

Author: David Dominguez

Publisher: Reedley College Print Services

Edition: 4rd

Usage: REQUIRED

NOT YET AVAILABVLE--MORE INFORNATION WILL BE GIVEN IN CLASS.

**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:**

In this course, students will develop the process of writing, revising, and finishing essays, which includes the logical development and organization of ideas. Students will avoid common writing errors, develop their writing skills by reading model essays and analyzing rhetorical strategies, develop critical thinking skills by matching the structures of writing to meaning and audience, and by using writing as thinking to explore and express ideas. This course is a companion to ENGL 126 and prepares students for ENGL 1A. Students must successfully complete written course work to receive credit.

**Course Outcomes—Upon completion of this course, students will be able to:**

1. Write an essay of at least 750 words which include an introduction, multiple body paragraphs, and conclusion of some sophistication. This essay will include:

* a clearly defined thesis statement
* unified supporting paragraphs, which begin with topic sentences
* quotations that support the topic sentences and the thesis
* complete sentences which include a variety of sentence types (simple, compound, complex, and compound/complex sentence)
* descriptive vocabulary that exhibits growth and sophisticated word choice
* avoidance of fragments, comma splices, sentence fuses and other basic skills errors, such as capitalization, spelling, homophone issues, verb tense issues, subject-verb agreement, pronoun agreement, word choice issues, confused syntax, etc.
* use of MLA guidelines to set up essays, correctly use in-text citations for at least one source, and complete a works cited page
* writing that is free from plagiarism
* demonstrated awareness of how to write from the 3rd person point of view for a specific audience

1. Plan and revise independently, employing all stages of the writing process as necessary and appropriate.
2. Complete a multi-paragraph in-class essay with a thesis and support.

**Course Objectives—In the process of completing this course, students will:**

1. Complete a multi-paragraph in-class essay with a thesis and support.
2. Learn about writing papers which include introductions, body paragraphs, and conclusions.
3. Learn to write with some sophistication.
4. Practice writing thesis statements.
5. Practice writing topic sentences.
6. Learn about using quotations and in-text citations that support the topic sentences and the thesis.
7. Practice developing supporting material that exhibits critical thinking.
8. Develop an understanding of what a complete sentence is and practice using a variety of sentence types (simple, compound, complex, and compound/complex sentence).
9. Learn about common sentence errors, such as fragments, comma splices, sentence fuses.
10. Develop their usage of descriptive vocabulary that exhibits growth and sophisticated word choice.
11. Learn how to follow MLA guidelines when formatting papers and using quotations and a works cited page.
12. Learn about avoiding plagiarism.
13. Write papers in which they will use 3rd person point of view and practice addressing a specific audience.
14. Practice using all stages of the writing process as necessary and appropriate practice writing in-class essays.

**Semester Grading:**

First essay: 100 points.

Second essay: 100 points each.

Third essay: 100 points each.

Fourth essay: 100 points.

Final grammar exam: 100 points.

Scale: 500-450=A; 449-400=B; 399-350=C; 349-300=D; 299-0=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.”

**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 (October 12). 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 or purses; being late to class; walking in and out of the classroom after class begins; 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, don’t come to class at all; if you have a documentable excuse I’m willing to accept, which explains why you could not stay in class for the entire 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, begin with “Dear Mr. Dominguez” and end with “Thank you” and “Sincerely, [your name].” Emails must show proper English. Emails written informally 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 need too finish

**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.

**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.

**Lack of Effort Statement:**

Your instructors at Reedley College want you to be successful in your classes and therefore expect you to submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines. Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates poor effort in areas such as, but not limited, following directions and basic skills; this paper is also likely to receive a failing grade. Successful students do the following:

* Follow their instructor’s instructions, pay close attention to the appropriate syllabus and rubric requirements, attend class regularly.
* Seek assistance from the Reading and Writing Center.
* Ask their instructor for guidance during his/her office hours.
* Look for answers in *I Know What I want to Say but I Don’t Know How to Say It* and/ or their lecture notes DAYS BEFORE their paper is due.

**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

sph = signal phrase

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

pr = proofreading

bs = basic skills

loe = lack of effort

sr = stopped reading

wnr = will not read

? = 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.

**COURSE OUTLINE**

Always check the course outline days before class to see what we will be discussing during. Always read ahead, and always bring the appropriate books to class. Occasionally, the course outline may have to be changed to accommodate the class. Missing class is not an excuse for being unaware of such changes.

**August:**

Monday, August 13: Discuss the syllabus. Grammar lecture—discuss how to write complete sentences and avoid fragments.

Wednesday, August 15: Read and discuss *On the Sublime* by Longinus. Make sure you bring *Classical Literary Criticism* to class.

Monday, August 20: Read and discuss *On the Sublime* by Longinus. Make sure you bring *Classical Literary Criticism* to class.

Wednesday, August 22: How to write essay 1. Make sure you bring *Classical Literary Criticism* to class.

Monday, August 27: How to write essay 1. Make sure you bring *Classical Literary Criticism* to class.

Wednesday, August 29: How to write essay 1.

**September:**

**Monday, September 3: Labor Day. No class meeting**.

Wednesday, September 5: Essay 1 due. Grammar lecture—discuss how to avoid comma splices and sentence fuses.

Monday, September 10: Craft lecture—introduction to poetry. Make sure you bring *The Handbook of Literary Terms*, *Poetry: a Pocket Anthology*, and *The Elements of San Joaquin* by Gary Soto.

Wednesday, September 12: Read and discuss poems from *The Elements of San Joaquin* by Gary Soto. Read the book ahead to time, and bring it to class.

Monday, September 17: Read and discuss poems from *The Elements of San Joaquin* by Gary Soto. Read the book ahead to time, and bring it to class.

Wednesday, September 19: Write a practice essay in class. Brainstorming and introduction.

Monday, September 24: Write the first and second paragraph in the body of the essay.

Wednesday, September 26: Write the second and third paragraph in the body of the essay.

**October**

Monday, October 1: Write the conclusion. Essay 2 assigned on *Elements of the San Joaquin*.

Wednesday, October 3: Essay 2 workshop. Come to class. Ask Any question you have on essay 2. Quality student essay 1 shared with the class. Essay 1 returned.

Monday, October 8: Essay 2 due at the beginning of class. Grammar lecture—discuss how to use the comma.

Wednesday, October 10: Craft lecture. Make sure you bring *The Handbook of Literary Terms*. Read and discuss poetry from *Poetry: a Pocket Anthology*.

Monday, October 15: Read and discuss poetry from *Poetry: a Pocket Anthology*.

Wednesday, October 17: Write a practice essay in class. Introduction and first paragraph in the body.

Monday, October 22: Write the first and second paragraph in the body of the essay.

Wednesday, October 24: Write the second and third paragraph in the body of the essay.

Monday, October 29: Write the conclusion. Essay 2 assigned on poems from *Poetry: a Pocket Anthology*.

Wednesday, October 31: Essay 3 workshop. Come to class. Ask any question you have on essay 3. Quality student essay 2 shared with the class. Essay 2 returned.

**November:**

Monday, November 5: Essay 3 due. Grammar lecture—the four sentence types.

Wednesday, November 7: Craft lecture. Make sure you bring *The Handbook of Literary Terms*. Read and discuss poetry from *Poetry: a Pocket Anthology*.

**Monday, November 12: Veterans’ Day observed. No class meeting.**

Wednesday, November 14: Read and discuss poetry from *Poetry: a Pocket Anthology*.

Monday, November 19: Review how to write an essay to prepare for in-class essay (essay 4).

Wednesday, November 21: Review how to write an essay to prepare for in-class essay (essay 4).

Monday, November 26: Essay 4. In-class essay. First draft. Must be written by hand in a bluebook with a blue Bic pen. Essay must contain five complete paragraphs.

Wednesday, November 28: In-class essay. Final revision. Must be written by hand in a bluebook with a blue Bic pen. Essay must contain five complete paragraphs.

**December:**

Monday, December 3: Grammar Review.

Wednesday, December 5: Grammar Review.

Monday, December 10: Final Exam. Semester over.

First Grammar Lecture

ONE: Writing Complete Sentences

A complete sentence is a group of words that contains a subject, a verb, and a complete thought. The grammatical term for a complete sentence is independent clause.

1. A subject is what the sentence is about.

* Example: (S) I drank a cup of coffee at Starbucks.

1. A verb is the action of the sentence.

* Example: My friends and I (V) completed our homework at the library.

The subject and verb must form a complete thought. To help yourself understand the concept of a complete and logical thought, read the word groups below. Which one or ones contains a complete thought?

1. After the dog ate his food. (lacks a complete thought)
2. Because the dog ate his food too fast. (lacks a complete thought)
3. Unless the dog is able to go outside and play in the leaves. (lacks a complete thought)
4. After the dog ate his food, he *went* outside and played in the leaves. (independent clause).

Example “4” is a complete thought. It contains a subject, which is “he”; it contains a verb, which is “went”; and it contains a complete thought: what happened?—the dog went outside and played in the leaves.

* To recognize whether or not a group of words contains a subject, a verb, and a complete and logical thought, you must read, which is just one reason reading is important to young writers. For example, read the following group of words: Jack and Jill broke up. Is this a complete sentence or an incomplete sentence? “Jack and Jill” are the subjects and “broke up” is the verb. Does this group of words contain a *complete and logical thought*? Yes. What happened? They broke up. While we may *want* to know *why* they broke up, it isn’t necessary. We’re just being nosey. A good reader will see that we have subject, a verb, and a complete thought, and thus, we have a complete sentence, which is also known as an independent clause.

TWO: Avoiding Incomplete Sentences

If a group of words does not contain a subject, a verb, or a complete thought, it is an incomplete sentence. The grammatical term for an incomplete sentence is *fragment.* Occasionally, incomplete sentences begin with one of the following types of words: *after, although, because, before, if, unless, until,* and *when*. These words are called subordinating conjunctions because the sentences that they begin will require extra information to be complete. You can begin a sentence with any word that you want, including the word *because*, as long as you have a subject, a verb, and a complete thought.

As writers, you have three ways to correct a fragment:

1. Complete the sentence by combining word groups:

* During the winter months.
* During the winter months, I mulch the garden with compost.

1. Remove subordinating conjunctions:

* Fragment that begins with a dependent word: When I mulch the garden.
* Fragment revised by removing the dependent word: I mulch the garden.

1. Rewrite the fragment:

* Fragment lacking a complete thought: When I mulch the garden.
* Fragment revised so that it contains a subject, a verb, and a complete thought: When I mulch the garden, (S) my tomato plants (V) produce more fruit during the summer. (What happens? The tomato plants produce more fruit, which gives the reader a complete thought).
* Creative writers, such as poets and fiction writers, often use fragments to emphasize important points they want to make or to bring attention to key emotions. Composition students, however, strive to convey information as clearly as possible, so composition students, unless directed otherwise by their instructors, should write complete sentences and avoid incomplete sentences through careful proofreading.

Practice: Identify and Correct the Fragments

**Attending UCLA**

Next year, I want to attend UCLA. Because it will help prepare me for a life’s work in medicine. Since my childhood. I have always wanted to be a doctor. If I major in biology. I will learn a great deal about the human body and how it works. I took several science classes at Long Beach City College. For example, I took physics, chemistry, and environmental science. Since I did exceptionally well in these courses. I am certain that I will continue to do well at UCLA because I am confident, put school first, and work hard. Because I want to spend my life as a doctor. I have volunteered my time at a hospital. At the hospital, which was in an economically disadvantaged area. I learned that a doctor must above all else be compassionate and listen to his patients. I want to learn how to serve my patients well. While attending the UCLA School of Medicine.

**First Job at Bulldog Stadium**

When I was thirteen years old. I started my first job selling snacks in the stands at Bulldog Stadium. The reason I worked at Bulldog Stadium was because I wanted to see the games for free. I quickly learned, however, that if I was going to make any money. I couldn’t stand around and do nothing. At first, I sold only hotdogs. I’d run up and down the stands. Until my legs burned. Of course, stuffing cash into my pockets kept my legs moving. Because I wanted to make more money. I started selling hotdogs and Pepsis simultaneously. I carried a box full of hotdogs. On top of that a tray full of Pepsis. If someone yelled, “Hotdog,” I’d ask them if they wanted a soda too, and they always did. I had a friend with whom I worked, and he was lazy. Every time I saw him. He was leaning against the rail and eating the food that he was trying to sell. After the games, we’d walk home together. He liked complaining about not making very much money. Once, while he was whining. I told him he should sell hotdogs instead of eating them. He looked at me. With a blank face and said, “Are you calling me fat?” That night, I sat on my porch step before going inside the house. I was thirteen years old, and I had sixty dollars. In the palm of my hand.My legs burned, and I had blisters on my toes, but I didn’t care. As I put my money in my wallet.