**English 1A, Reading and Composition—MONDAY AND WEDNESDAY**

Instructor: Mr. Dominguez

Office/phone: Annex 2/ 638-3641, ext 3745

E-mail: david.dominguez@reedleycollege.edu

Office Hours: My face to face office hours are M-TH from 900AM-950AM. My online office hour is on F from 900am-1000am on your class’s Canvas discussion board (for general questions about lectures, reading assignments, 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.

Book Title: CLASSICAL LITERARY CRITICISM

Authors: [Penelope Murray](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&text=Penelope+Murray&search-alias=books&field-author=Penelope+Murray&sort=relevancerank) (Translator), [T. S. Dorsch](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&text=T.+S.+Dorsch&search-alias=books&field-author=T.+S.+Dorsch&sort=relevancerank) (Translator)

Publisher: Penguin Classics

Edition: Reissue edition (May 1, 2001)

ISBN-10: 0140446516

Usage: REQUIRED

Book Title: MERRIAM WEBSTER POCKET DICTIONARY

Author: WEBSTER

Publisher: MERRIAM WEBSTER

Edition: NEW

ISBN: 0877795304

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

Author: KENNEDY

Publisher: PEARSON

Edition: 3RD

ISBN: 9780321845566

Usage: REQUIRED

Book Title: POETRY: POCKET ANTHOLOGY

Author: GWYNN

Publisher: PEARSON

Edition: 7TH

ISBN: 9780134053301

Usage: REQUIRED

Book Title: IN SEARCH OF DUENDE

Author: LORCA

Publisher: NORTON

Edition: 2ND

ISBN: 9780811218559

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: 5th (make sure it has a blue cover)**

**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 (term paper with annotated bibliography):

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

Fourth essay (in-class essay):

 a. 100 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.”

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

* **Absences and being dropped from the course:** If you miss the first 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 (Friday, March 8 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 2016*, if a student “Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline” (34). 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. According to the Reedley College *Student Conduct Standards and Procedures* 2016, students who are disruptive may 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 (35). 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 to 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.

**Technology:**

Students must be familiar with technology. Students must use Canvas, Microsoft Word (full version, not the online version or Google Docs or Pages or something similar), have quality Internet service, have a reliable computer, and be able to use their SCCCD email. All assignments will be submitted electronically via Canvas. Problems with technology is not an excuse for falling behind in the class or for not turning in work.

**Plagiarism:**

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

**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 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

loe = lack of effort

fd = follow directions

sr = stopped reading

wnr = will not read

pov = point of view

pr = proofreading

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.

**Grading Rubric:**

On the following page is the grading rubric for our class. The rubric is based on the Reedley College English Department approved rubric for English 1A.

English 1A Rubric Name: Assignment:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Content: Thesis, Supportive Material, Topic Sentences, Context, Direct Quotations,** **Critical Thinking** | **Organization: Title, Epigraph, Overall Essay Structure and Paragraph Structure, Transitions, Final Statement**  | **Conventions: Proofreading, Basic Skills, Mechanics, Grammar, Sentences, MLA Formatting and Citations,** **Works Cited, Annotated Bibliography** |
| **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 citations, works cited, and annotated bibliographies
* 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)
 |

To have a *chance* at earning a “C,” students must show effort. Essay that do not reflect effort may not be read and may receive no higher than a “D.” Showing effort means that a student does all of following…

Follows all directions\_\_\_\_\_ Follows the essay prompt\_\_\_\_\_ Shows proofreading\_\_\_\_\_ Shows proper MLA formatting and citations\_\_\_\_\_ FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Proofread Your Essays:**

To help you do well on your essays, I suggest you proofread your essays twelve times. Print and proofread your essay with paper and pencil. Each time you proofread your essay, mark the errors, and then, when you are done proofreading, go back to your computer and make the appropriate corrections. Proofread your essay twelve times by focusing on the following areas…

1. Following all directions.
2. Following the essay prompt.
3. Following pages 80-81 in the grammar book.
4. Following the MLA formatting and citation guidelines.
5. Looking for typos and basic skill errors.
6. Looking for punctuation errors.
7. Looking for fragments, comma splices, and sentence fuses.
8. Reviewing critical thinking steps 1-4 and developing the intellectual arch.
9. Reviewing the title, epigraph, and final statement to make sure they fit together.
10. Comparing and contrasting to the model essay to make sure all the necessary parts are present and to make sure there is no plagiarism.
11. Comparing and contrasting the new essay to the previously graded essay.
12. Looking for plagiarism (the practice essay, poems, and Longinus/Lorca...).
13. Printing and reviewing one last time for a final overview.

**Course Outline:**

Always check the course outline days before class to see what we will be discussing during lecture. Always read ahead, and always bring the 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.

**January**

Monday the 14th: Syllabus. How to write complete sentences and avoid fragments.

Wednesday the 16th: Read and discuss *On the Sublime* by Longinus (in *Classical Literary Criticism*).

Monday the 21st: **No class meeting. Martin Luther King, Jr. Day observed.**

Wednesday the 23rd: Read and discuss *On the Sublime* by Longinus (in *Classical Literary Criticism*).

Monday the 28th: How to write essay one—prewriting, title, epigraph, the introduction.

Wednesday the 30th: How to write essay one—the body.

**February**

Monday the 4th: How to write essay one—the conclusion with an emphasis on the final statement. Essay one assigned: What qualities must an artist have to produce a piece of writing that possesses the sublime?

Wednesday the 6th: Essay one workshop.

Sunday the 10th: Essay one due at 11:59PM via Canvas.

Monday the 11th: Discuss comma splices and sentences fuses and how to join together independent clauses.

Wednesday the 13th: Understanding poetry and literary terms, from formal poetry to theme.

Monday the 18th: **No class meeting. Washington Day observed.**

Wednesday the 20th: Read and discuss poetry.

Monday the 25th: How to write essay two—prewriting, title, epigraph, the introduction.

Wednesday the 27th: How to write essay two—the body.

**March**

Monday the 4th: How to write essay two—the conclusion with an emphasis on the final statement. Essay two assigned: What qualities must an artist have to produce a piece of writing that possesses the duende?

Wednesday the 6th: Essay 2 workshop.

Sunday the 10th: Essay 2 due 11:59PM via Canvas.

Monday the 11th: How to use the comma.

Wednesday the 13th: Understanding poetry and literary terms, from setting to tone.

Monday the 18th: Read and discuss poetry.

Wednesday the 20th: Read and discuss poetry. Essay 3 assigned—the term paper: What qualities must an artist have to produce a work of art that possesses the sublime and the duende?

Monday 25th: How to conduct research.

Wednesday 27th: How to write an annotated bibliography.

**April**

Monday the 1st: How to write essay 3—prewriting, title, epigraph, the introduction (writing the introduction will be slightly different, but the rest of the essay will be the same).

Wednesday the 3rd: No class meeting—extra time to conduct research and work on term paper. I will be in my office during class time if you need help on your term paper.

Monday the 8th: Term paper workshop.

Wednesday the 10th: Annotated bibliography workshop.

Friday the 12th: Essay 3 due at 11:59PM via Canvas.

Monday the 15th: **No class meeting. Spring recess.**

Wednesday the 17th: **No class meeting. Spring recess.**

Monday the 22nd: How to write the four sentence types.

Wednesday the 24th: Understanding poetry and literary terms, from cacophony to euphony.

Monday the 29th: Read and discuss poetry. Essay 4 assigned: Is a writer memorable when his writing possesses the sublime or the duende?

**May**

Wednesday the 1st: No class meeting—extra time to prepare for essay 4. I will be in my office during class time if you need help preparing for essay 4.

Monday 6th: Essay four first draft written in class.

Wednesday the 8th: Essay four final revision written in class.

Monday the 13th: Study for final grammar exam.

Wednesday the 15th: Study for final grammar exam.

Monday the 20th: **No class meeting.**

Wednesday the 22nd: Final grammar exam. Same place and time.