English 1A, Reading and Composition

# 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.

# Professor Dominguez’s Contact Information

1. Instructor: Professor Dominguez
2. E-mail: david.dominguez@reedleycollege.edu

# Required Texts

1. *Narrative of the Life of Frederick Douglass*

Price: $0.99 to $2.25

ISBN: 9780486284996

Author: Douglass

Publisher: DOVER PUB INC

Available: Reedley College Bookstore Online

1. *On Great Writing: On the Sublime*

Price: $6.75 to $9.00

ISBN: 9780872200807

Author: Longinus

Publisher: Hackett Publishing Company, Incorporated

Available: Reedley College Bookstore Online

1. *A Peculiar Kind of Immigrant’s Son*

Price: $22.75

ISBN: 9781947627338

Author: Troncoso

Publisher: Cinco Puntos Press

Available: Reedley College Bookstore Online

1. *The Fields Darken with Silence*

Author: Zamorano Baez

Publisher: Reedley College Literary Arts Foundation

Available on our course’s Canvas page. Please download, and print.

1. *I Know What I Want to Say, but I Don’t Know How to Say It*, eighth edition.

Author: David Dominguez

Available on our course’s Canvas page. Please download, print, bind.

1. Numerous other handouts that will be available for download off Canvas.

# Course Objectives and Learning Outcomes

## Course Objectives

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
2. a sophisticated introduction, multiple body paragraphs, and conclusion
3. a clearly defined, arguable thesis sentence
4. supporting details that exhibit critical thinking and use credible secondary sources
5. correct usage of MLA format, including a Works Cited page
6. sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics
7. controlled and sophisticated word choice
8. writing in the third person
9. an avoidance of logical fallacies
10. demonstration of an awareness of purpose and audience
11. appropriate and purposeful use of quotations
12. correct in-text citations
13. an annotated bibliography of multiple sources
14. a lack of intentional and unintentional plagiarism
15. Write one or more organized, independently-written in-class essays with a thesis and adequate support.
16. Read and understand college-level prose.

## Learning Outcomes

1. Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and 70.0 command of the English language
2. Complete a timed essay independently in class 70.0
3. Summarize and comprehend college-level prose (will include a full reading)

# Office Hours and Course Communication

1. My office hours will be held M, W, and F from 10:00 AM-11:40 AM on the discussion board. You will find me under the thread titled Office Hours. During these hours, I will sit and respond to general questions on the syllabus, readings, lectures, and assignments. You may post your questions 24 hours a day; I will do my best to respond during my next scheduled office hour. Feel free to catch me on the discussion board if you would like to chat about any of those subjects.
2. If you have personal issues to discuss with me, such as health concerns, family, work, or a personal emergency, please feel free to email me 24 hours a day. I will do my best to respond during my next scheduled office hour.

# Attendance and Dropping

1. To avoid being dropped from the course, you must complete your first assignment of the semester. To complete the assignment successfully, copy and paste this statement into the thread titled Your First Assignment of the Semester: Dear Professor Dominguez, I am present and ready to learn. Sincerely, [insert your first and last name here]. Please follow directions. When you write your first and last name, capitalize appropriately and spell your name correctly. If you do not complete this assignment, you will be dropped from the course as a NO SHOW. Thank you.
2. Attendance will be taken regularly. Each time you submit an assignment (the first attendance assignment, 10 quizzes, 4 essays, one grammar exam), you will be considered present. If you do not submit an assignment, you will be considered absent. If you submit an assignment late, you will still be marked present.
3. If a student does not submit a total of 4 quizzes and/ or assignments (any combination thereof) before the official Reedley College drop deadline, that person will be dropped from the course for poor attendance. The official Reedley College drop deadline for fall 2020 is Friday, October 9, at 5:00 PM via Web Advisor.

# Late Work

1. Late essays will be accepted without penalty if you have a documentable excuse that I am willing to consider. Contact me in advance of a deadline or immediately after a deadline (in the event of a medical emergency) and send me documentation via email. In the past, I have accepted late work with documentation and applied no penalty for issues such as court appearances, required training for members of the military, and for medical emergencies that involve yourself or an immediate family member. Please do your best to contact me in advance if you believe you have a documentable excuse that you would like to discuss with me. Please be advised that I do not simply accept all documented excuses.
2. Late essays that are not justified with a documented excuse will be accepted with a 10-point deduction each day they are late. If an assignment is so late it has lost more points than it is worth, the assignment will not be accepted.
3. PLEASE NOTE: The weekly quizzes and the grammar exam will not be accepted late and must be completed within the posting dates. In rare cases, a medical emergency may justify a make-up assignment.
4. Please remember that the application of these policies is up to my discretion as your professor.

# Academic Behavior and the Discussion Board

You must maintain a respectful tone with me and each other on the discussion board. When I read your posts, I expect to see proper English. Not capitalizing “I” when it is a first-person pronoun, for example, is *not* proper English. The language used to write text messages is *definitely* not proper English. Students who fail to maintain a respectful tone may be dropped from the course—consider yourselves warned. When posting a message addressed to me, format it like this…

Dear Professor Dominguez,

Your message….

Thank you.

Sincerely,

Student’s First Name

# Academic Behavior and 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 b/c i need to finish for ur assignment.

# 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. To receive accommodations, you or your counselor must provide me with paperwork from the Reedley College DSPS Office by the end of the second week of the semester or I may not be unable to accommodate you. Thank you.

# Assignments and Grading Scale

1. Ten quizzes. 10 points each. Based on reading assignments, lectures, the course outcomes, and your ability to follow directions.
2. First essay. 100 points. Graded based on the course outcomes and on your ability to follow directions.
3. Second essay. 100 points. Graded based on the course outcomes and on your ability to follow directions.
4. Third essay (term paper with annotated bibliography). 150 points. Graded based on the course outcomes and on your ability to follow directions.
5. Fourth essay (in-class essay). 100 points. Graded based on the course outcomes and on your ability to follow directions.
6. Final grammar exam. 100 points. Graded based on the course outcomes and on your ability to follow directions.
7. A=650-585. B=584-520. C=519-455. D=454-390. F=389-0.

# Extra Credit

Extra credit may 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.” Each extra credit assignment is worth five points.

# Technology

Students must be familiar with technology. Students must be able to use Canvas and all its features, 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. In addition, students will need to access videos and PowerPoint. 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 or be dropped from the course, with the appropriate grade, and referred to campus administration. This is a zero-tolerance policy.

# 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.

# ­­­­­Lectures will be posted on the Tuesday and Thursday by 5:00 PM unless otherwise stated. Homework -- read ahead; if you see we are going to discuss a text, read the material before lectures are posted. Quizzes will focus on recent lectures. Quizzes will be posted on Fridays at noon and due the following Sunday night at 11:59 PM.

## Week 1, Aug 10-16 -- required text *I Know What I Want to Say, but I Don’t Know How to Say It*

* The syllabus.
* Exploring our Canvas site.
* Grammar lecture: how to write complete sentences and avoid incomplete sentences.
* Elements of art lecture: conducting a close reading and reading as a formalist critic.
* Quiz 1.

## Week 2, Aug 17-23 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing.*

* Read and discuss *On Great Writing*.
* Read and discuss *On Great Writing*.
* Quiz 2.

## Week 3, Aug 24-30 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing.*

* Discuss how to write an essay: prewriting, MLA formatting, and the introduction.
* Discuss how to write an essay: paragraphs in the body of the essay and citing direct quotations according to the MLA guidelines.

## Week 4, Aug 31-Sept 6 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing.*

* Review the previous week (MLA formatting guidelines, writing an introduction, body paragraphs, and citing direct quotations according to the MLA guidelines).
* Discuss how to write an essay: the conclusion. Essay 1 discussed and assigned on Thursday.
* Quiz 3.

## Week 5, Sept 7-13 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing.*

* No new lectures posted.
* Essay 1 workshop on the discussion board. Ask me questions on essay 1 on the discussion board under the office hours thread. I will hold extra office hours on Tuesday and Thursday from 10:00 AM-12:00 PM for your workshop questions so you can get feedback and revise your essays.
* Essay 1 due by 11:59 PM on Sunday, September 13.

## Week 6, Sept 14-20 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing.*

* Grammar lecture: how to avoid comma splices and sentence fuses.
* Elements of art lecture: concrete imagery, romantic imagery, symbolism, and theme.
* Quiz 4.

## Week 7, Sept 21-27 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *Narrative of the Life of Frederick Douglass.*

* Read and discuss chapters 1-9 in *Narrative of the Life of Frederick Douglass.*
* Read and discuss chapters 10-11 in *Narrative of the Life of Frederick Douglass.*
* Quiz 5.

## Week 8, Sept 28-Oct 4 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *Narrative of the Life of Frederick Douglass*.

* How to write an essay: the introduction and paragraphs in the body of the essay.
* How to write an essay: the conclusion and the works cited.
* Essay 2 discussed and assigned on Thursday.

## Week 9, Oct 5-11 -- required texts I Know What I Want to Say, but I Don’t Know How to Say It, On Great Writing, and Narrative of the Life of Frederick Douglass.

* No new lectures posted.
* Essay 2 workshop on the discussion board. Ask me questions on essay 2 on the discussion board under the office hours thread. I will hold extra office hours on Tuesday and Thursday from 10:00 AM-12:00 PM for your workshop questions so that you can get feedback and revise your essays.
* Essay 2 due by 11:59 PM on Sunday, October 11.

## Week 10, Oct 12-18 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing*.

* Grammar lecture: how to use the comma.
* Elements of art lecture: the parts of a poem.
* Quiz 6.

## Week 11, Oct 19-25 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *The Fields Darken with Silence*.

* Read and discuss pages 1-10 from *The Fields Darken with Silence*.
* Read and discuss pages 11-19 from *The Fields Darken with Silence*.
* Essay 3 discussed and assigned on Thursday.
* How to conduct research.
* Quiz 7.

## Week 12, Oct 26-Nov 1 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *The Fields Darken with Silence*.

* How to write an annotated bibliography.
* How to write an annotated bibliography continued.
* Quiz 8.

## Week 13, Nov 2-8 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *The Fields Darken with Silence*, your research.

## No new lectures posted.

* Essay 3 workshop on the discussion board. Ask me questions on essay 3 on the discussion board under the office hours thread. I will hold extra office hours on Tuesday and Thursday from 10:00 AM-12:00 PM for your workshop questions so that you can get feedback and revise your essays.
* Essay 3 due on Sunday, November 8 by 11:59 PM.

## Week 14, Nov 9-15 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It* and *On Great Writing*

* Grammar lecture: the four sentence types.
* Elements of art lecture: setting, the physical landscape, the emotional landscape, and tone.
* Quiz 9.

## Week 15, Nov 16-22 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *A Peculiar Kind of Immigrant’s Son*.

* Read and discuss *A* *Peculiar Kind of Immigrant’s Son* pages 11-113.
* Read and discuss the rest of a *Peculiar Kind of Immigrant’s Son.*
* Quiz 10.

## Week 16, Nov 23-29 -- required texts *I Know What I Want to Say, but I Don’t Know How to Say It*, *On Great Writing*, and *A Peculiar Kind of Immigrant’s Son*.

* Timed essay discussed and assigned on Tuesday. Essay will focus on a *Peculiar Kind of Immigrant’s Son.*
* Timed essay due on Wednesday by 11:59 PM.
* PLEASE PLAN AHEAD.
* Review for the final grammar exam.

## Week 17, Nov 30- Dec 6 -- required texts I Know What I Want to Say, but I Don’t Know How to Say It and On Great Writing.

* Review for the final grammar exam.
* Review for the final grammar exam.

## Week 18, December 7-13

* Take the final grammar exam on Tuesday. The exam will be posted from 8:00 PM-10:00 PM. Semester over.
* PLEASE PLAN AHEAD.

# English 1A Rubric

## Student Name:

## Assignment: Grade:

# Effort

Your instructors want you to be successful and therefore expect you to submit your best work. Successful students in reading and writing classes show effort by carefully following directions, using the MLA guidelines, proofreading their work, organizing their essays, developing their content, paying attention to conventions, and by avoiding plagiarism. 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; this paper is likely to receive no higher than a “D” or an “F.” Successful students show effort in their written work, and they attend class regularly; in addition, they seek assistance from the Reading and Writing Center, ask their instructor for guidance during his/her office hours, and read and study their texts days before their paper is due. Does the student show effort?

Yes \_\_\_ No \_\_\_.

# Following Directions

1. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lectures
2. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lectures
3. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lectures
4. Does not follow directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lectures
5. Ignores most if not all directions (including the prompt) covered by assignment sheet, the course texts, the MLA guidelines, and class lectures

# MLA Guidelines

1. Followed precisely for source titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper format
2. Followed nearly precisely for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper format
3. Followed adequately for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper format
4. Followed inadequately for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper format
5. Little or no MLA formatting

# Proofreading

1. Few, if any, proofreading errors
2. Few proofreading errors that do not distract or confuse the reader
3. Some (but not very many) proofreading errors that do not distract or confuse the reader
4. Significant proofreading errors that distract and/ or confuse the reader
5. Major proofreading errors that distract and/ or confuse the reader

# Organization

## Introductory and Concluding Paragraphs

1. Strong structure with an academic introduction (thesis, support) and conclusion (thesis, support, final statement)
2. Good structure with a clear, academic introduction (thesis, support) and conclusion (thesis, support, final statement)
3. Adequate academic introduction (thesis, support) and conclusion (thesis, support, final statement)
4. Weak or simplistic academic introduction (thesis, support) and/ or conclusion (thesis, support, final statement)
5. No sense of an academic introduction (thesis, support) and/ or conclusion (thesis, support, final statement)

## Paragraphs in the Body

1. Strong structure including topic sentences with all key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)
2. Good structure including topic sentences with all key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)
3. Adequate structure including topic sentences with key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)
4. Missing and/ or problems with topic sentences, context, direct quotations, and/ or critical thinking (steps 1-4)
5. No sense of internal organization

# Content

## Addressing and Developing the Essay Prompt

1. Thoughtfully, critically, and logically addresses the prompt with key words; sophisticated; well developed; strong title, epigraph, and final statement
2. Critically and logically addresses the prompt with key words; mostly sophisticated; strong title, epigraph, and final statement
3. Addresses the prompt with key words; may need more development; adequate title, epigraph, and final statement
4. Attempts to address the prompt but lacks key words; incomplete or undeveloped; poor title, epigraph, and/ or final statement
5. Essay does not address the prompt and/or the essay is incomplete

## Thesis

1. Strong, original, and arguable thesis statement, contains all key words
2. Clear, original, arguable thesis statement, contains all key words
3. Clearly defined but simplistic arguable thesis statement, contains all key words
4. Unsophisticated or confusing thesis statement, not arguable, may be missing key words
5. No thesis

## Textual Evidence, such as Direct Quotations

1. Strong direct quotations, are always integrated into the essay correctly, support the thesis
2. Good direct quotations, are always integrated into the essay correctly, support the thesis
3. Adequate direct quotations, are integrated into the essay correctly, support the thesis
4. Direct quotations are weak, are not always integrated into the essay correctly, and/or do not support the thesis
5. Lacks one or more direct quotations

## Critical Thinking

1. Strong sense of critical thinking (amplification, the intellectual arch)
2. Good sense of critical thinking (amplification, the intellectual arch)
3. Adequate critical thinking (amplification, the intellectual arch)
4. Discrepancies in the critical thinking (problems with amplification, the intellectual arch)
5. Frequent and major discrepancies in the critical thinking and/ or the critical thinking may be missing in one or more paragraphs

# Conventions

## Sentence Control

1. Sophisticated, varied sentence structure with complex sentences and very few if any sentence errors or problems with syntax
2. Complex and varied sentence structure with few fragments, comma splices, sentence fuses, or syntactical errors
3. Attempts made to vary sentence structure; some fragments, comma splices, sentence fuses, and/or syntactical errors not hindering meaning
4. Simplistic sentence structure, has several fragments, comma splices, sentence fuses, and/or syntactical errors that hinder meaning
5. No control over sentences, has numerous fragments, comma splices, sentence fuses, and/or syntactical errors that obscure meaning

## Academic Language

1. Sophisticated and precise language, appropriate level of formality (3rd person), audience awareness
2. Accurate and precise language, appropriate level of formality (3rd person), audience awareness
3. Some language errors that do not hinder understanding, adequate level of formality (3rd person), audience awareness
4. Significant language errors that may hinder meaning, first and second person used consistently, lack of audience awareness
5. Numerous and significant language errors that obscure meaning, first and second person used consistently, lack of audience awareness

## Grammar, Punctuation, Mechanics

1. Few, if any, errors (grammar, punctuation, mechanics) that do not hinder understanding
2. Few errors (grammar, punctuation, mechanics) that do not hinder understanding
3. Some errors (grammar, punctuation, mechanics) that do not hinder understanding
4. Significant errors (grammar, punctuation, mechanics) that may hinder understanding
5. Major problems with errors (grammar, punctuation, mechanics) that obscure understanding

# Plagiarism

1. Contains no forms of plagiarism
2. Contains no forms of plagiarism
3. May contain a few examples of plagiarism resulting from a lack of varied diction or syntax while summarizing and/or paraphrasing, all direct quotations are cited correctly but may have 1-2 very minor errors
4. Contains plagiarism resulting from a lack of varied diction or syntax while summarizing and/or paraphrasing, sounds like the original text, the direct quotations are not cited correctly on a regular basis
5. One or more sources are not cited in any way, lack of effort citing sources properly, lack of varied diction or syntax while summarizing and/or paraphrasing, essay sounds just like the original text on a regular basis, one or more of the direct quotations is not cited at all, or the direct quotations are cited incorrectly on a regular basis