**English 1A, Reading and Composition—TUESDAY AND THURSDAY**

Instructor: Mr. Dominguez

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Office Hours: My face to face office hours are T & TH from10:00-11:50. My online office hour is on F from 9:00AM-10:20AM 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.

**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.

**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. *Narrative of the Life of Frederick Douglass*

**$0.99 to $2.25**

* **ISBN:** 9780486284996
* **Author:** Douglass
* **Publisher:** DOVER PUB INC
* **Formats:** PAPERBACK

##### 2. Pocket Thesaurus

**$3.75 to $4.95**

* **ISBN:** 9780877795247
* **Author:** Merriam-Webster
* **Publisher:** Merriam-Webster, Incorporated
* **Formats:** PAPERBACK

##### 3. *On Great Writing*

**$6.75 to $9.00**

1. **ISBN:** 9780872200807
* **Author:** Longinus
* **Publisher:** Hackett Publishing Company, Incorporated
* **Formats:** PAPERBACK

##### 4. *Handbook of Literary Terms*

**$18.70 to $46.75**

* **Edition:** 3rd
* **ISBN:** 9780321845566
* **Author:** Kennedy
* **Publisher:** Longman
* **Formats:** PAPERBACK

##### 5. Pocket Dictionary

**$4.50 to $5.99**

* **Edition:** 4th
* **ISBN:** 9780764561474
* **Author:** Dictionary
* **Publisher:** John Wiley & Sons, Incorporated
* **Formats:** PAPERBACK

##### 6. *Library Book*

**$12.74 to $16.99**

* **ISBN:** 9781476740195
* **Author:** Orlean
* **Publisher:** Simon & Schuster
* **Formats:** PAPERBACK

7. *I KNOW WHAT I WANT TO SAY, BUT I DON’T KNOW HOW TO SAY IT*

* Author: David Dominguez
* Publisher: Only available on our course’s Canvas page. Please download, print, bind, and bring to class.

8. Numerous handouts that will be passed out in class or available for download off Canvas.

**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.

**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:

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

Second essay:

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

Third essay (term paper with annotated bibliography):

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

Fourth essay (in-class essay):

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

Final grammar exam:

 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.” Each extra credit assignment is worth five points.

**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 RC drop deadline, which is March 13 by 5:00PM. 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 then left in backpacks, purses, etc (please leave your backpacks and purses on the floor or hanging from the backs of your chairs) ; being late to class; walking in and out of the classroom during lecture; falling asleep in class; 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. Suggestions: always bring a small bottle of water and tissue to class just in case.

**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 by 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. Please note: while technology is an important part of the class, using electronic devices during lecture to take notes or access texts or other materials is not permissible. Use paper.

**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 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 essay, 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, 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.

**Revision Symbols:**

I will use the following annotationsto 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)

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

? = needs to improve

! = good writing

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

ALSO, if any words are highlighted, 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.

|  |  |
| --- | --- |
| **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 essay, 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** |  |
|  | A. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lecturesB. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lecturesC. Follows all directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lecturesD. Does not follow directions (including the prompt) covered by the assignment sheet, the course texts, the MLA guidelines, and class lecturesF. Ignores most if not all directions (including the prompt) covered by assignment sheet, the course texts, the MLA guidelines, and class lectures |
| **MLA Guidelines** |  |
|  | A. Followed precisely for source titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper formatB. Followed nearly precisely for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper formatC. Followed adequately for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper formatD. Followed inadequately for titles, signal phrases, direct quotations, page numbers, works cited, annotated bibliography, and paper formatF. No or little MLA formatting |
| **Proofreading** |  |
|  | A. Few if any proofreading errorsB. Few proofreading errors that do not distract or confuse the readerC. Some (but not very many) proofreading errors that do not distract or confuse the readerD. Significant proofreading errors that distract and/ or confuse the readerF. Major proofreading errors that distract and/ or confuse the reader |
| **Organization** |  |
| Introductory and concluding paragraphs | A. Strong structure with academic introduction (thesis, support) and conclusion (thesis, support, final statement)B. Good structure with a clear, academic introduction (thesis, support) and conclusion (thesis, support, final statement)C. Adequate academic introduction (thesis, support) and conclusion (thesis, support, final statement)D. Weak or simplistic academic introduction (thesis, support) and/ or conclusion (thesis, support, final statement)F. No sense of an academic introduction (thesis, support) and/ or conclusion (thesis, support, final statement) |
| Paragraphs in the Body  | A. Strong structure including topic sentences with all key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)B. Good structure including topic sentences with all key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)C. Adequate structure including topic sentences with key words and direct quotations, context, direct quotations, and critical thinking (steps 1-4)D. Missing and/ or problems with topic sentences, context, direct quotations, and/ or critical thinking (steps 1-4)F. No sense of internal organization  |
| **Content** |  |
| Addressing and Developing the Essay Prompt  | A. Thoughtfully, critically, and logically addresses the prompt with key words; sophisticated; well developed; strong title, epigraph, and final statementB Critically and logically addresses the prompt with key words; mostly sophisticated; strong title, epigraph, and final statementC. Addresses the prompt with key words; may need more development; adequate title, epigraph, and final statementD. Attempts to address the prompt but lacks key words; incomplete or undeveloped; poor title, epigraph, and/ or final statementF. Essay doesn’t address the prompt and/ or the essay is incomplete |
| Thesis  | A. Strong, original, and arguable thesis statement, contains all key wordsB. Clear, original, arguable thesis statement, contains all key wordsC. Clearly defined but simplistic arguable thesis statement, contains all key wordsD. Unsophisticated or confusing thesis statement, not arguable, may be missing key wordsF. No thesis |
| Textual Evidence, such as Direct Quotations  | A. Strong direct quotations, are always integrated into the essay correctly, support the thesisB. Good direct quotations, are always integrated into the essay correctly, support the thesisC. Adequate direct quotations, are integrated into the essay correctly, support the thesisD. Direct quotations are weak, are not always integrated into the essay correctly, and/or do not support the thesisF. Lacks one or more direct quotations  |
| Critical Thinking | A. Strong sense of critical thinking (amplification, the intellectual arch) B. Good sense of critical thinking (amplification, the intellectual arch) C. Adequate critical thinking (amplification, the intellectual arch) D. Discrepancies in the critical thinking (problems with amplification, the intellectual arch) F. Frequent and major discrepancies in the critical thinking and/ or the critical thinking may be missing in one or more paragraphs |
| **Conventions** |  |
| Sentence Control | A. Sophisticated, varied sentence structure with complex sentences and very few if any sentence errors or problems with syntaxB. Complex and varied sentence structure with few fragments, comma splices, sentence fuses, or syntactical errorsC. Attempts made to vary sentence structure; some fragments, comma splices, sentence fuses, and/ or syntactical errors not hindering meaningD. Simplistic sentence structure, has several fragments, comma splices, sentence fuses, and/ or syntactical errors that hinder meaning F. No control over sentences, has numerous fragments, comma splices, sentence fuses, and/ or syntactical errors that obscure meaning |
| AcademicLanguage | A. Sophisticated and precise language, appropriate level of formality (3rd person), audience awarenessB. Accurate and precise language, appropriate level of formality (3rd person), audience awarenessC. Some language errors that do not hinder understanding, adequate level of formality (3rd person), audience awareness D. Significant language errors that may hinder meaning, first and second person used consistently, lack of audience awarenessF. Numerous and significant language errors that obscure meaning, first and second person used consistently, lack of audience awareness |
| Grammar, Punctuation, Mechanics,  | A. Few if any errors (grammar, punctuation, mechanics) that do not hinder understandingB. Few errors (grammar, punctuation, mechanics) that do not hinder understanding C. Some errors (grammar, punctuation, mechanics) that do not hinder understandingD. Significant errors (grammar, punctuation, mechanics) that may hinder understandingF. Major problems with errors (grammar, punctuation, mechanics) that obscure meaning |
| **Plagiarism** |  |
|  | A. Contains no forms of plagiarism B. Contains no forms of plagiarism C. May contain a few examples of plagiarism resulting from a lack of varied diction or syntax while summarizing and/ or paraphrasing D. Contains plagiarism resulting from a lack of varied diction or syntax while summarizing and/ or paraphrasing, sounds like the original textF. One or more sources are not cited in any way, lack of effort citing sources properly, and/ or essay sounds just like the original text |

English 1A Rubric: Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Proofread Your Essays:**

To help you do well on your essays, I suggest you proofread your essays thirteen times. Print and proofread your essay with paper and pencil each time. 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, and print it again. Proofread your essay thirteen times by focusing on the following areas…

1. Following all directions.
2. Following the essay prompt.
3. Following 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 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 your new essay to your previously graded essay.
12. Looking for plagiarism (do not copy the practice essays, the course texts, something you find on the Internet, or another student’s work).
13. Printing and reviewing one last time for a final read.

**COURSE OUTLINE**

**Read the course outline to keep up with the class. Missing class is never an excuse for falling behind during the semester. Make sure you know when essays are assigned and due. Make sure you know your homework. And make sure you bring the correct books to class.**

**January**

Tuesday the 14th: Discuss the syllabus, how to write complete sentences, the Reading and Writing Center.

Thursday the 16th: Craft lecture. Begin discussing *On Great Writing.* Bring *Handbook of Literary Terms* and *On Great Writing* to class.

Tuesday the 21th: Martin Luther King, JR Day observed, no classes held.

Thursday the 23rd: Discuss *On Great Writing*.

Tuesday the 28th: Discuss *On Great Writing*.

Thursday the 30th: How to write an essay. Paragraphs in the body and citing direct quotations.

**February**

Tuesday the 4th: How to write an essay. The conclusion. **Essay 1 assigned.**

Thursday the 6: Essay 1 workshop. Come to class and ask any questions you have on essay 1.

Tuesday the 11: How to avoid comma splices and sentence fuses. Craft lecture. Homework: read *Narrative of the Life of Frederick Douglass.*Read pages 1-26 by Wednesday the 12th. **Essay 1 due at 11:59PM via Canvas.**

Thursday the 13th 12th: Read and discuss *Narrative of the Life of Frederick Douglass.* Bring *Narrative of the Life of Frederick Douglass* to class.

Homework: finish reading the book by Wednesday the 19th.

Tuesday the 18th: Read and discuss *Narrative of the Life of Frederick Douglass.*

Thursday the 20th: Read and discuss *Narrative of the Life of Frederick Douglass.*

Tuesday the 25: How to write an essay. The introduction.

Thursday the 27th: How to write an essay. Paragraphs in the body.

**March**

Tuesday the 3rd: How to write an essay. The conclusion. How to make a works cited page. **Essay 2 assigned.**

Thursday the 5th: Essay 2 workshop. Come to class and ask any questions you have on essay 2.

Tuesday the 10th: How to use the comma. **Essay 2 due at 11:59PM via Canvas.**

Thursday the 12th: How to use the comma continued if necessary. Craft lecture. Essay 3 assigned.

Tuesday the 17th: Reading discussion (readings TBA).

Thursday the 19th: Reading discussion (readings TBA).

Tuesday the 24th: How to conduct research.

Thursday the 26th: How to write an annotated bibliography

Tuesday the 31th: Essay 3 workshop.

**April**

Thursday the 2nd: Annotated bibliography workshop.

Friday the 3rd: Essay 3 due at 11:59PM via Canvas. Homework: read *The Library Book* by Wednesday the 15th (about 25 pages a day).

Tuesday the 7th: Spring Break, no classes held.

Thursday the 9th: Spring Break, no classes held.

Tuesday the 14th: The four sentence types. Craft lecture.

Thursday 16th: Read and discuss *The Library Book.* Bring the book to class.

Tuesday the 21st: Read and discuss *The Library Book.*

Thursday the 23rd: Read and discuss *The Library Book.*

Tuesday the 28th: How to write an essay. The introduction and the paragraphs in the body.

Thursday the 30th: How to write an essay. Paragraphs in the body and the conclusion. Topic for essay 4 handed out in class.

May

Tuesday the 5th: In-class essay, first draft.

Thursday the 7th: In-class essay, final revision.

Tuesday the 12th: Review for the final grammar exam.

Thursday the 14th: Review for the final grammar exam.

Tuesday the 19th: Final grammar exam, same time and place, semester over.

ONE: Writing Complete Sentences (from *I Know What I Want to Say, but I Don’t Know How to Say It*)

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