English 1A, Reading and Composition Fall 2021

# 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. ***Living Up the Street***

ISBN: 9780440211709

Author: Gary Soto

Publisher: Dell Publishing

Formats: PAPERBACK

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

ISBN: 9780486284996

Author: Frederick Douglass

Publisher: Dover Publishing Inc.

Formats: PAPERBACK

1. ***Magic City***

ISBN: 9780819512086

Author: Yusef Komunyakaa

Publisher: Wesleyan University, Collection of Legal Change

Formats: PAPERBACK

1. ***Buddha in the Attic***

ISBN: 9780819512086

Author: Julie Otsuka

Publisher: Knopf Doubleday Publishing Group

Formats: Paperback

1. ***On the Sublime***

Author: Longinus (translated by Penelope Murray)

Available on our course’s Canvas page as a PDF. Please download, print, and bind.

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

Author: David Dominguez

Available on our course’s Canvas page as a PDF. Please download, print, and 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 check in on the discussion board by the end of week one and complete your first essay writing assignment of the semester. To successfully check in on the discussion board, copy and paste the following statement into the thread titled “Checking In on the Discussion Board”: 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 check-in assignment, 5 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 assignments (any combination thereof) before the official Reedley College drop deadline, that person will be dropped from the course for poor attendance.

# Late Work

1. Late essays (essays 1-3 only) 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. You have five days to submit a late assignment. After those five days pass, the assignment will not be accepted.
3. PLEASE NOTE: The quizzes, the grammar exam, and essay 4 will not be accepted late and must be completed within the posted 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 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. Five 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. 600-540=A, 539-480=B, 479-420=C, 419-360=D, 359-0=F.

# 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.

# 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.

# 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 Wednesday and Friday by 12:00PM unless otherwise stated. Do your homework: if you see we are going to discuss a text, read ahead. Quizzes will focus on recent lectures. *Quizzes will be posted on Fridays at 12PM and due the following Sunday at 11:59PM.*

**Week One: Aug. 30 – Sept. 5**

* Homework: Download and print *On the Sublime* by Longinus. You will find the PDF on our Canvas site on the Modules page in the Required Texts folder. You will need this text for this week’s lecture, essay 1, and for the rest of the semester.
* Lecture: The syllabus, exploring our Canvas site.
* Lecture: *On the Sublime* by Longinus.
* Lecture: How to format an essay according to the MLA guidelines.
* Lecture: How to Write Essay 1 and the assignment sheet.
* Essay 1 assigned on Friday September 3 and due next Friday September 10 at noon.

**Week Two: Sept. 6 – Sept. 12**

* Sept. 6 – Labor Day (No Class).
* Sept. 10 – last day to change a fall 2021 class to or from a Pass/No Pass grading basis.

## Lecture: Grammar lecture: How to avoid fragments, comma splices and sentence fuses.

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## Essay 1 due on Friday September 10 at noon.

* Quiz 1 assigned on Friday September 10 at noon and due the following Sunday night at 11:59PM.
* Homework: read first half of *Magic City* by Yusef Komunyakaa by next Wednesday and finish the book by Friday.

**Week Three: Sept. 13 – Sept. 19**

* Lecture: Read and discuss *Magic City*.
* Lecture: Read and discuss *Magic City*.
* Quiz 2 assigned on Friday September 17 at noon and due the following Sunday night at 11:59PM. Note, for this quiz you will need to read ahead in the grammar book, pages 83-84, which cover the steps for writing your next essay.

**Week Four: Sept. 20 – Sept. 26**

* Lecture: Discuss how to write an essay: prewriting, MLA formatting, title, epigraph, and the introduction.
* Lecture: Discuss how to write an essay: the introduction, body, MLA guidelines for citing direct quotations, the conclusion.
* Attend Yusef Komunyakaa’s Zoom poetry reading on September 23 at 7:00PM. Please see the flyer on Canvas site’s homepage.
* Essay 2 assigned on Friday September 24 and due Friday October 1 at noon.

**Week Five: Sept. 27 – Oct. 3**

* Grammar Lecture: How to use the comma.
* Grammar Lecture: How to use the comma.
* Essay 2 due Friday October 1 at noon.
* Quiz 3 assigned on Friday October 1 at noon and due the following Sunday night at 11:59PM.
* Homework: Read *Narrative of the Life of Frederick Douglass* by next Wednesday.

**Week Six: Oct. 4 – Oct. 10**

* Oct. 8 – last day to drop a full-term class with a “W” (letter grades assigned after this date).
* Lecture: Read and discuss *Narrative of the Life of Frederick Douglass.*
* Lecture: Read and discuss *Narrative of the Life of Frederick Douglass.*
* Homework: Read *Living Up the Street* by Gary Soto by next Wednesday.

**Week Seven: Oct. 11 – Oct. 17**

* Lecture: Read and discuss *Living Up the Street.*
* Lecture: Read and discuss *Living Up the Street.*

**Week Eight: Oct. 18 – Oct. 24**

* Lecture: Discuss how to write an essay: prewriting, MLA formatting, title, epigraph, and the introduction. Discuss how to write an essay: the introduction, body, MLA guidelines for citing direct quotations, the conclusion.
* Lecture: Discuss how to conduct research. Discuss how to write an annotated bibliography.
* Quiz 4 assigned on Friday October 22 at noon and due the following Sunday night at 11:59PM.
* Essay 3 assigned on Friday October 22 and due on Friday November 5 at noon.

**Week Nine: Oct. 25 – Oct. 31**

* No new lectures posted. Extra time for students to research and work on annotated bibliographies. Extra office hours will be held for students who would like to get feedback on essay 3. Office hours will be held M-F from 10:00-12:00.

**Week Ten: Nov. 1 – Nov. 7**

* No new lectures posted. Extra time for students to research and work on annotated bibliographies. Extra office hours will be held for students who would like to get feedback on essay 3. Extra office hours will be held M-F from 10:00-12:00.
* Essay 3 due on Friday November 5 at noon.
* Homework: Read *Buddha in the Attic* by Julie Otsuka by next Wednesday.

**Week Eleven: Nov. 8 – Nov. 14**

* Nov. 11 – Veterans Day (No Class).
* Grammar Lecture: How to write the four sentence types.
* Lecture: Read discuss *Buddha in the Attic*.
* Quiz 5 assigned on Friday at noon and due the following Sunday night at 11:59PM.

**Week Twelve: Nov. 15 – Nov. 21**

* Lecture: Read discuss *Buddha in the Attic.*
* Discuss how to write an essay: prewriting, MLA formatting, title, epigraph, and the introduction.

**Week Thirteen: Nov. 22 – Nov. 28**

* Lecture: discuss how to write an essay: the introduction, body, MLA guidelines for citing direct quotations, the conclusion.
* Nov. 25-26 – Thanksgiving (No Class).

**Week Fourteen: Nov. 29 – Dec. 5**

* Essay 4—Timed. The Assignment sheet will be posted at 12:00AM on Monday November 29. The essay will be due on Monday November 29 at 11:59PM. Please plan ahead.
* Lecture: Review for the final grammar exam.

**Week Fifteen: Dec. 6 – Dec. 10 (Finals Week)**

* Final grammar exam. The final will be posted on Monday December 6 at 12:00AM and be due that same day at 11:59PM. You may take the exam anytime on this date. However, once you start it you will only have 120 minutes to complete it. Please plan ahead. English 1A Rubric

## Student Name:

## Assignment: Grade:

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| --- | --- | --- | --- | --- | --- |
| Criteria |  |  |  |  |  |
| Followed Directions:Essay follows directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It*; lecture; the assignment sheet; and the MLA Guidelines. | **25 to >22.5 pts****A**Essay follows all directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It*; lecture; the assignment sheet; and the MLA Guidelines. | **22.5 to >20.0 pts****B**Essay follows nearly all directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It*; lecture; the assignment sheet; and the MLA Guidelines.  | **20 to >17.5 pts****C**Essay adequately follows directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It; lecture*; the assignment sheet; and the MLA Guidelines. | **17.5 to >15.0 pts****D**Essay does not adequately follow most directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It*; lecture; the assignment sheet; and the MLA Guidelines. | **15 to >0 pts****F**Essay ignores most if not all directions including, but not limited to, the syllabus's policies on effort and plagiarism; *I Know What I Want to Say, but I Don't Know How to Say It*; lecture; the assignment sheet; and the MLA Guidelines.  |
| Focus and organization:Essay is focused and organized with a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and with all the key words, which are placed in the appropriate places. | **25 to >22.5 pts****A**Essay follows all the steps of focus and organization with a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and with all the key words, which are placed in the appropriate places. | **22.5 to >20.0 pts****B**Essay follows nearly all the steps of focus and organization with a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and with all the key words, which are placed in the appropriate places. | **20 to >17.5 pts****C**Essay adequately follows the steps of focus and organization with a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and with most of the key words, which are placed in the appropriate places. | **17.5 to >15.0 pts****D**Essay does not adequately follow most of the steps of focus and organization, which includes a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and lacks most of the key words, which are missing in the appropriate places. | **15 to >0 pts****F**Essay ignores most if not all the steps of focus and organization, which includes a title, epigraph, introduction (thesis, supportive material), body paragraphs (topic sentences, context, signal phrase, direct quotation, page #, CT/ steps 1-4), conclusion (thesis, supportive material, final statement), and lacks most, if not all, of the key words, which are missing in the appropriate places. |
| Content:Essay content focuses on the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay is complete. | **25 to >22.5 pts****A**Essay content expertly focuses on the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay is complete. | **22.5 to >20.0 pts****B**Essay content does a good job of addressing the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay is complete. | **20 to >17.5 pts****C**Essay content adequately addresses the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay is complete. | **17.5 to >15.0 pts****D**Essay content does not adequately address most of the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay may be incomplete.  | **15 to >0 pts****F**Essay content fails to address the prompt with a title, epigraph, thesis, context, direct quotations, critical thinking, and a final statement that all flow together and show development and amplification. In addition, the essay may be incomplete. |
| Conventions:Essay addresses point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. | **25 to >22.5 pts****A**Essay expertly addresses point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. | **22.5 to >20.0 pts****B**Essay does a good job addressing point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. | **20 to >17.5 pts****C**Essay adequately addresses point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. | **17.5 to >15.0 pts****D**Essay does not adequately address point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. | **15 to >0 pts****F**Essay fails to address point of view, sentence structure, syntax, academic vocabulary, punctuation, mechanics, basic skills, and proofreading. |