English 1A, Reading and Composition, Spring 2022, Hybrid

# 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. E-mail: [david.dominguez@reedleycollege.edu](mailto:david.dominguez@reedleycollege.edu)
2. Phone extension: 3745.
3. Office: Annex 2.

# Required Texts

All of the required texts will be posted on Canvas. The students are expected to download, print, and bring to class all the required reading materials when we are scheduled to discuss them.

**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 and W from 10:00AM-11:40AM in my office. I will have online office hours on Friday from 10:00AM-11:40AM. 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. Students who accumulate more than four absences before the Reedley College drop deadline may be dropped by the instructor. To avoid a letter grade, students must drop themselves from the course before the official Reedley College drop deadline, which is March 30, 2022.

# 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. Note: if you miss essay 1, it will have to be completed during my office hours.
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: Essay 1, the quizzes, the grammar exam, and the participation points 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**

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.

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 Professor 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

* 3 essays worth 100 points each=300
* 1 research paper worth 150 points=150
* 1 final grammar exam worth 100 points=100
* 8 quizzes worth 10 points each (online via Canvas)=80
* 7 days worth 10 points each for participation (these days are underlined on the course outline page 4)=70
* Total=700 points available. A=700-630; 629-560=B; 559-490=C; 489-420=D;419-0=D.

# 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.

**Course Outline**

February 7, Monday: Introductions. RWC tour and signing up for group tutoring.

February 9, Wednesday: The syllabus and Canvas.

February 14, Monday: Discuss “On the Sublime.” Students watch the lecture on complete sentences at home. The lecture will be posted on Canvas on the modules page.

February 16, Wednesday: Literature discussion. Essay 1 assigned.

**February 21, Monday: Washington observance. No class meeting.**

February 23, Wednesday: How to write essay 1.

February 28, Monday: Write essay 1 in class.

March 2, Wednesday: Discuss “Play and Theory on the Duende.” Students watch the lecture on avoiding incomplete sentences at home. The lecture will be posted on Canvas on the modules page.

March 7, Monday: Literature discussion. Essay 2 assigned.

March 9, Wednesday: How to write essay 2.

March 14, Monday: Work on essay in class.

March 16, Wednesday: Essay 2 due at 12:01AM. Discuss “The Flow of Creativity.” Students watch the lecture on comma use at home. The lecture will be posted on Canvas on the modules page.

March 21, Monday: Literature discussion.

March 23, Wednesday: How to write essay 3.

March 28, Monday: Work on essay 3 in class.

March 30, Wednesday: Work on essay 3 in class.

April 4, Monday: Essay 3 due at 12:01AM. Assign and discuss the research paper. Students watch the lecture on the four sentence types at home. The lecture will be posted on Canvas on the modules page.

April 6, Wednesday: How to conduct research.

**April 11, Monday: Spring recess. No class meeting.**

**April 13, Wednesday: Spring recess. No class meeting.**

April 18, Monday: How to write the research paper.

April 20, Wednesday: How to write an annotated bibliography.

April 25, Monday: Work on the research paper in class.

April 27, Wednesday: Work on annotated bibliography in class.

May 2, Monday: Workshop the research paper.

May 4, Wednesday: Workshop annotated bibliography.

May 9, Monday: Research paper due at 12:01AM. Prepare for the final grammar exam.

May 11, Wednesday: Prepare for the final grammar exam.

May 18, Wednesday: Final grammar exam (no class meeting on Monday).

**Please check the schedule and read ahead. Also, please bring the required texts to class. Coming to class regularly is essential so that you are up to date. Also, pay attention to my announcements on Canvas. Also, there will be eight quizzes. These quizzes, including due dates, will be annouced in class and on Canvas.**

**The Rubric for Your Essays**

**A close-up of a document

Description automatically generated with medium confidence**