English 1A, Reading and Composition, Spring 2023, On Campus

# 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. For Students Only: Please message me through Canvas Inbox.
2. E-mail: david.dominguez@reedleycollege.edu
3. Phone extension: 3745.
4. Office: Annex 2.

**The Reading and Writing Center**

I strongly encourage all students to sign up for group tutoring in the Reading and Writing Center. Studies show that students who sign up for group tutoring at the Reading and Writing Center have a much higher probability of doing well and passing the class. Signing up for group tutoring is so important that we will visit the Reading and Writing Center on the first day of the semester. Students who sign up for group tutoring during week 1 and do not miss more than three sessions over the course of the semester will receive 10 points extra credit. Thank you for considering group tutoring.

# Required Texts

1. *I Know What I Want to Say, but I Don’t Know How to Say It, Thirteenth Edition*, by David Dominguez, Custom Reedley Edition. Available at the RC Bookstore.
2. *Classical Literary Criticism*, Edited by Penelope Murray, 978014044651. Available at the RC Bookstore.
3. *Narrative of the Life of Frederick Douglass* by Frederick Douglass, Edited by Dominguez, Custom Reedley Edition. Available at the RC Bookstore.
4. *Here, Bullet* by Brian Turner, 9781882295555. Available at the RC Bookstore.
5. *Summer Life* by Gary Soto, 9780440210245. Available at the RC Bookstore.

**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 that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and that 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 with 70.0
3. Summarize and comprehend college-level prose (will include a full reading)

# Office Hours and Course Communication

I will hold office hours in my office on Tuesdays and Thursdays from 10:00-11:50. Feel free to stop by my office with or without an appointment during these hours. I will also have an online office hour on Fridays from 10:00-11:00; during this time you may contact me via Canvas Inbox or Zoom (Zoom by appointment). If you have personal issues to discuss with me, such as health concerns, family, work, or a personal emergency, please message me via Canvas Inbox. I will do my best to respond during my next scheduled office hour.

**Attendance and Dropping**

Students may be dropped from the class if they miss the first day of the semester (face to face classes) or do not complete quiz 1 (online students). In addition, students who accumulate more than four absences before the Reedley College drop deadline may be dropped by the instructor. Face to face students are considered absent if they miss class, are late, or leave class early. Online students are considered absent each time they miss a graded assignment. To avoid a letter grade, students must drop themselves from the course before the official Reedley College drop deadline, which is October 6, 2023.

# Late Work

1. Essays 1-3 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 Canvas Inbox. 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. Essays 1-3 may be submitted late without a documented excuse; however, they will receive a 10-point deduction each day they are late. You have THREE days to submit essay 1-3 late. After those THREE days pass, the assignment will not be accepted.
3. PLEASE NOTE: Quizzes, essay 4, nor the grammar exam will be accepted late and must be completed within the posted dates.
4. Please remember that the application of these policies is up to my discretion as your professor.

**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.

You must maintain a respectful tone with me and each other if we are using the discussion board on Canvas. 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 Canvas Inbox and Email**

If you send me an email, begin with “Dear Professor Dominguez” and end with “Thank you” and “Sincerely, [your name].” Messages 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 the type of 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

To receive accommodations, you or your DSPS 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

* 18 quizzes worth 5 points each=90 points
* 3 essays worth 100 points each=300
* 1 research paper worth 150 points=150
* 1 final grammar exam worth 100 points=100
* 640-576=A
* 575-512=B
* 511-448=C
* 447-384=D
* 383-0=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 (not 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.

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**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.

**Semester Calendar**

**\*Please Purchase *I Know What I Want to Say, but I Don’t Know How to Say It* before August 9 at the Reedley College Bookstore**

**\*\*Usually you will have a quiz due at 11:59PM every Monday until the end of the semester. There are two exceptions: during week 1 you have until the end of the week to submit quiz 1. Also, a quiz will not be due on Monday September 4 since it’s Labor Day; however, you will have a quiz due at 11:59PM on Tuesday September 5.**

**Preparing to Write and Submit Essay 1—Outside of Class, Carefully Study the Passages We Cover During Lecture from *On the Sublime* by Longinus**

* Monday, August 7: The syllabus, the Reading and Writing Center, “The Writer” by Richard Wilbur.
* Wednesday, August 9: How to write complete sentences and avoid incomplete sentences.
* Monday, August 14: Read and discuss *On the Sublime* by Longinus.
* Wednesday, August 16: Read and discuss *On the Sublime* by Longinus.
* Monday, August 21: How to write essay 1.
* Wednesday, August 23: How to write essay 1.
* Monday, August 28: How to write essay 1. Assign essay 1.
* Wednesday, August 30: Workshop essay 1.
* Sunday, September 3: Essay 1 Due at 11:59PM via Canvas.

**Preparing to Write and Submit Essay 2— Read all of *Narrative of the Life of Frederick Douglass* by Frederick Douglass over the First Two Weeks**

* Monday, September 4: Labor Day. No class meeting.
* Wednesday, September 6: Read and discuss chapters 1-2 from *Narrative of the Life of Frederick Douglass.*
* Monday, September 11: Read and discuss chapters 3-4 from *Narrative of the Life of Frederick Douglass.*
* Wednesday, September 13: Read and discuss chapters 5-6 from *Narrative of the Life of Frederick Douglass.*
* Monday, September 18: How to avoid comma splices and sentence fuses.
* Wednesday, September 20: How to write essay 2.
* Monday, September 25: How to write essay 2. Assign essay 2.
* Wednesday, September 27: Workshop essay 2.
* Sunday, October 1: Essay 2 Due at 11:59PM via Canvas.

**Preparing to Write and Submit Essay 3—Read all of *Here Bullet* by Bryan Turner over the Next Two Weeks**

* Monday, October 2: How to use the comma.
* Wednesday, October 4: What is poetry? Read and discuss *Here Bullet*  by Brian Turner.
* Friday, October 6: Last day to drop. Letter grades assigned after this date.
* Monday, October 9: Read and discuss *Here Bullet*  by Brian Turner.
* Wednesday, October 11: Read and discuss *Here Bullet*  by Brian Turner.
* Monday, October 16: How to write essay 3.
* Wednesday, October 18: How to write essay 3.
* Monday, October 23: How to write essay 3. Assign essay 3.
* Wednesday, October 25: Workshop essay 3.
* Thursday, October 26: Brian Turner reads in the Forum Hall at 7:00OPM—REQUIRED.
* Sunday, October 30: Essay 3 Due at 11:59PM via Canvas.

**Preparing to Write and Submit Essay 4—Read All of *Summer Life* by Gary Soto over the First Two Weeks**

* Monday, October 30: How to write the four sentence types.
* Wednesday, November 1: Read and discuss Gary Soto.
* Monday, November 6: Read and discuss Gary Soto.
* Wednesday, November 8: Assign essay 4. How to conduct research.
* Monday, November 13: How to write essay 4.
* Wednesday, November 15: How to write essay 4.
* Monday, November 20: How to write an annotated bibliography.
* Wednesday, November 22: Workshop essay 4 and the annotated bibliography.
* Sunday, November 26: Essay 4 Due at 11:59PM via Canvas.

**Preparing to Take the Final Grammar Exam**

* Monday, November 27: Review for the final grammar exam.
* Wednesday, November 29: Review for the final grammar exam.
* Monday, December 4: No class. Study for finals.
* Wednesday, December 6: Final grammar exam in class. Same time and location.



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## ***The Writer***

In her room at the prow of the house
Where light breaks, and the windows are tossed with linden,
My daughter is writing a story.

I pause in the stairwell, hearing
From her shut door a commotion of typewriter-keys
Like a chain hauled over a gunwale.

Young as she is, the stuff
Of her life is a great cargo, and some of it heavy:
I wish her a lucky passage.

But now it is she who pauses,
As if to reject my thought and its easy figure.
A stillness greatens, in which

The whole house seems to be thinking,
And then she is at it again with a bunched clamor
Of strokes, and again is silent.

I remember the dazed starling
Which was trapped in that very room, two years ago;
How we stole in, lifted a sash

And retreated, not to affright it;
And how for a helpless hour, through the crack of the door,
We watched the sleek, wild, dark

And iridescent creature
Batter against the brilliance, drop like a glove
To the hard floor, or the desk-top,

And wait then, humped and bloody,
For the wits to try it again; and how our spirits
Rose when, suddenly sure,

It lifted off from a chair-back,
Beating a smooth course for the right window
And clearing the sill of the world.

It is always a matter, my darling,
Of life or death, as I had forgotten.  I wish
What I wished you before, but harder.

Credit

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Author

## ***Richard Wilbur***



The author of numerous books of poetry, Richard Wilbur was a recipient of the Wallace Stevens Award and served as a Chancellor of the Academy of American Poets from 1961 to 1995.

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