English 1A, Reading and Composition,

Monday and Wednesday, Spring 2024

# 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

Please purchase the print editions of the following texts. Make sure you purchase the correct versions of the texts. You will know if you are purchasing the correct texts if the ISBN numbers match. For I Know What I Want to Say, But I Don't Know How to Say It, make sure you have the 14th edition. Not purchasing the texts or not purchasing the correct texts will greatly lower your overall grade in the class.

1. The House on Mango Street **by Sandra Cisneros,** ISBN:9780679734772
2. Under the Feet of Jesus **by** **Helena María Viramontes,** ISBN:9780452273870
3. Crossing Borders**by Sergio Troncoso,** ISBN:9781558857100
4. Summer Life **by Gary Soto,** ISBN:9780440210245
5. I Know What I Want to Say, But I Don't Know How to Say It, 14th Edition,**by David Dominguez,** **(ISBN not available)**
6. ***On the Sublime*****by Longinus (provided by Professor Dominguez free of charge)**

**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 Monday - Thursday from 9:00 - 10:00. 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**

Face to face students may be dropped from the course if they miss the first day of the semester or do not submit essay 1. In addition, face to face students who accumulate more than four absences before the Reedley College drop deadline may be dropped from the course. Face to face students are considered absent if they miss class, are late, or leave class early.

Online students may be dropped from the course if they do not check in through Canvas. To check in through Canvas, go to the Discussion page and contribute a post to the Introductions thread. In addition, online students may be dropped if they do not complete essay 1 and/ or do not complete a total of 4 graded assignments before the official Reedley College drop deadline.

To avoid a letter grade, students must drop themselves from their course

before the official Reedley College drop deadline, which is March 8, 2024.

# 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 essays 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.

# 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.

# Assignments and Grading Scale

* 18 quizzes worth 5 points each=90 points
* 1 Introduce Yourself to the Class post on our Canvas Discussion page=10 points
* 3 essays worth 100 points each=300
* 1 research paper worth 150 points=150
* 1 final grammar exam worth 100 points=100
* 650-585=A; 584-520=B; 519-455=C; 454-390=D; 389-0=F

# Academic Behavior, Cell Phones, Using the Restroom, Correspondence

* According to Reedley College’s Student Conduct Standards, “A student enrolled in courses offered by any college or center of the State Center Community College District assumes an obligation to conduct him/herself in a manner compatible with the college's function as an educational institution. A student may be disciplined, utilizing the procedures set out in Administrative Regulation 5520.” For example, students may be disciplined for “disruptive behavior.” To read the complete document regarding conduct standards, visit:

https://www.reedleycollege.edu/about/policies-and-procedures/student%20conduct%20standards.html

* Students need to turn off their cell phones at the beginning of class and then put them in their backpacks. Backpacks should be hung on the backs of the students’ chairs. Material presented during class contributes to the students’ success in the course, so students should do their best to focus and concentrate rather than being distracted by devices.
* After the first sixty minutes of class, students will have a 10 minute break. If you need to use the restroom, please do your very best to use it during this break period, not during lecture.
* Lastly, pay attention to the way you write message, emails, and posts intended for your professors. I suggest you begin with “Dear Professor Dominguez” and that you sign your correspondences with “Thank you” followed by “Sincerely, Your Name.” Make sure you proofread and use proper English.

Here is a well-written correspondence:

Dear Professor Dominguez,

May I have feedback on my thesis. I am attaching it so that you can review it for me. Thank you.

Sincerely,

Ricardo.

Your professors will appreciate your efforts.

* These policies will help create an environment in which we share respect for the academic environment. Once we have respect for the academic environment, students will learn new things and grow as readers and writers.

# 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. You may also be referred to campus administration. Using AI to any degree in our class is considered plagiarism. 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.

**(Please see the next page for the semester calendar…)**

**Semester Calendar**

**You will have a quiz due at 11:59PM every Monday until the end of the semester including holidays. The only exception is spring break when you will not have a quiz. These quizzes must be completed on Canvas. You’ll find the quizzes on the Modules page in the Quiz folder. Once you open the quiz, you have 10 minutes to complete it. You can access the quizzes on Mondays from 12:00AM – 11:59PM.**

**Preparing to Write and Submit Essay 1—Outside of Class, carefully read *On the Sublime* and *The House on Mango Street.***

* Monday January 8: The Syllabus, Canvas, the Reading and Writing Center.
* Wednesday, January 10: Read and discuss *On the Sublime* by Longinus.
* Monday January 15: No class. MLK.
* Wednesday January 17: Read and discuss *The House on Mango Street.*
* Monday January 22: Read and discuss *The House on Mango Street.* Essay 1 assigned.
* Wednesday January 24: How to write essay 1.
* Monday January 29: How to write essay 1.
* Wednesday January 31: How to write essay 1 and workshop.
* Sunday February 4: Essay 1 due via Canvas at 11:59PM.

**Preparing to Write and Submit Essay 2— Outside of class, carefully read all of *Beneath the Feet of Jesus***

* Monday February 5: How to write complete sentences and avoid incomplete sentences. How to join independent clauses and avoid comma splices and sentence fuses.
* Wednesday February 7: Read and discuss *Beneath the Feet of Jesus.*
* Monday February 12: Read and discuss *Beneath the Feet of Jesus.*
* Wednesday February 14: Read and discuss *Beneath the Feet of Jesus.* Essay 2 assigned.
* Monday February 19: No class. Washington Day.
* Wednesday February 21: How to write essay 2.
* Monday February 26: How to write essay 2.
* Wednesday February 28: How to write essay 2 and workshop.
* Sunday March 3: Essay 2 due via Canvas at 11:59PM.

**Preparing to Write and Submit Essay 3—Outside of class, carefully read all of *Crossing Borders.***

* Monday March 4: How to use the comma.
* Wednesday March 6: Read and discuss *Crossing Borders.*
* Monday March 11: Read and discuss *Crossing Borders.*
* Wednesday March 13: How to write essay 3.
* Monday March 18: How to write essay 3.
* Wednesday March 20: How to write essay 3. Essay 3 (timed) assigned.
* Friday March 22: Essay 3 due via Canvas at 11:59PM.
* Monday March 25: Spring break.
* Wednesday March 27: Spring break.

**Preparing to Write and Submit Essay 4—Outside of class, carefully read All of *Summer Life* by Gary Soto.**

* Monday April 1: How to write the 4 sentence types.
* Wednesday April 3: Read and discuss Soto.
* Monday April 8: Read and discuss Soto. Essay 4 assigned.
* Wednesday April 10: How to conduct research.
* Monday April 15: How to write the annotated bibliography.
* Wednesday April 17: How to write essay 4.
* Monday April 22: How to write essay 4.
* Wednesday April 24: How to write essay 4. Workshop.

**Preparing to Take the Final Grammar Exam**

* Monday April 29: No class…extra office hours to answer your final questions before submitting essay 4.
* Tuesday May 30: Essay 4 due via Canvas at 11:59PM.
* Wednesday May 1: Review for the final grammar exam.
* Monday May 6: Review for the final grammar exam.
* Wednesday May 8: Review for the final grammar exam.
* Monday May 13: Final grammar exam same time and place.



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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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