## Overview of English I Master Course

Last year, the department decided to move to a common syllabus for adjunct instructors. The growing importance of course-level assessment along with the growing number of adjuncts at OCC necessitated this move. Additionally, the vote to change textbooks created an opportunity to design a series of assignments from “the ground up.” Together, the common syllabus and assignments should ease the transition into a new book and allow more time to focus on teaching and evaluating student work.

A working group of five full-time faculty, in coordination with the Dean, met to develop these assignments and the syllabus. The course was designed according to the following principles, all based on research into the neuroscience of student learning:

* Students *can* learn how to improve their writing (mindset is essential here - and is why Carol Dweck’s essay on mindset is an early reading).
* Students need instruction (directions, and particularly student examples) and guided feedback to improve.
* Students need background or prior knowledge to write effective essays – which means students will be basing their work on assigned readings.
* Students need practice to master a skill – thus much of the course amounts to repetition (Incorporating sources, works cited entries, thesis statements, etc.) –  with new material (Argumentative Rhetoric/discourse, information literacy, etc.) worked in as the course progresses.

The course moves through a cycle of four essay assignments with associated readings:

1. the purpose of college (explanatory/reporting information/expository essay);
2. death penalty; digital life/social media; income inequality (argumentative, proctored and timed essay);
3. choices on topics from the textbook (argumentative);
4. a review of what they've learned in the course (reflective/argumentative).

The cycle consists of the usual steps in academic writing: after reading sources and note taking, students move into planning, drafting, revising, and proofreading/submission of final draft.  Our work is to provide feedback along the way on everything from notes (watching for missing quotes and citations) to comments on rough drafts. The course work is geared specifically to the essay at hand: the work in and out of class supports the essay students are currently working on.

On the course site you'll find many suggestions and student examples -- or wikis -- in the Writing Resources and Essay Assignments.

In the faculty resources section of the course site you’ll find weekly suggestions that correspond with the weekly assignments in the master syllabus. Feel free to adopt these to suit your purposes.

As we work through our first semester with the new textbook and common syllabus and assignments, please make suggestions or suggest classroom activities of your own that would improve the course. Also, because we’re working on new readings from the textbook, exemplary – and problematic – examples of student work, would guide student revision. Send both suggestions and examples to the Assistant Dean of Arts and Humanities, Veronica Guevara-Lovgren ([vguevara-lovgren@ocean.edu](mailto:vguevara-lovgren@ocean.edu)).

## Readings Not Included In Textbook And For Essay 2

For easy access, included below are links to readings not included in the textbook that you can access without being logged into the Canvas course site. You’ll also find a listing of the specific readings for Essay 2.

Readings for essay 1 are listed syllabus.

## Essay 1

Readings not included in textbook:

* *Chronicle of Higher Education*, [What is College For](http://www.chronicle.com.libproxy.ocean.edu:2048/article/What-Is-College-For-/138683)? (If [link does not work click here](https://ocean.instructure.com/courses/15053/files/5752314/download))
* Andrew Delbanco from [*College: What it Was, Is, and Should Be*](http://media.ocean.edu/files/OCC_VIDEO/upload/Faculty_Resources/dbordelon/151website/Delbanco_College_Chap.pdf)

See [supplemental re she is guys adings](http://media.ocean.edu/files/OCC_VIDEO/upload/Faculty_Resources/dbordelon/151website/151DL_Supplemental_Readings.html#E1) for additional essays on the purpose of college.

## Essay 2

You'll note that essay 2 has three choices: select whichever topic you feel comfortable with.

The readings for each are listed below:

### **Essay 2: Theme - Death Penalty (all readings online)**

Reading 1

* From *CQ Researcher*[Death Penalty Update.](http://library.cqpress.com.libproxy.ocean.edu:2048/cqresearcher/document.php?id=cqresrre2010111900&type=hitlist&num=13)

Readings 2

* From *Opposing Viewpoints*[The Death Penalty Deters Crime.](http://ic.galegroup.com.libproxy.ocean.edu:2048/ic/ovic/ViewpointsDetailsPage/ViewpointsDetailsWindow?displayGroupName=Viewpoints&jsid=cf3957a65487b36b712f8d02b727f5be&userGroupName=oceancc&prodId=OVIC&action=e&windowstate=normal&catId=&documentId=GALE%7CEJ3010119227&mode=view)
* From *Opposing Viewpoints*[The Death Penalty Does Not Deter Crime.](http://find.galegroup.com.libproxy.ocean.edu:2048/ovrc/infomark.do?&contentSet=GSRC&type=retrieve&tabID=T010&prodId=OVRC&docId=EJ3010119228&source=gale&srcprod=OVRC&userGroupName=oceancc&version=1.0)

[Supplemental readings on the Death Penalty.](http://media.ocean.edu/files/OCC_VIDEO/upload/Faculty_Resources/dbordelon/151website/151DL_Supplemental_Readings.html#E2)

### **Essay 2: Theme - Digital “Life?”**

Readings 1

* “Growing Up Tethered” (578-592)
* “The End of Solitude” (132-140)

Readings 2

* “Not so Busy” (515-524)
* “[The Fear of Social Media Is Unfounded](http://go.galegroup.com.libproxy.ocean.edu:2048/ps/retrieve.do?tabID=Viewpoints&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=2&docId=GALE%7CEJ3010744209&docType=Viewpoint+essay&sort=Relevance&contentSegment=&prodId=OVIC&contentSet=GALE%7CEJ3010744209&searchId=R2&userGroupName=oceancc&inPS=true)” Curtis Silver
* “[Social Networking Is Addictive and Can Lead to Psychological Disorders](http://go.galegroup.com.libproxy.ocean.edu:2048/ps/retrieve.do?tabID=Viewpoints&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=7&docId=GALE%7CEJ3010744223&docType=Viewpoint+essay&sort=Relevance&contentSegment=&prodId=OVIC&contentSet=GALE%7CEJ3010744223&searchId=R2&userGroupName=oceancc&inPS=true)” Larry D. Rosen, Nancy A. Cheever, and L. Mark Carrier

[Supplemental Readings on Digital Life.](http://media.ocean.edu/files/OCC_VIDEO/upload/Faculty_Resources/dbordelon/151website/151DL_Supplemental_Readings.html#digital)

### **Essay 2: Theme – Income Inequality**

Readings 1

* “The Rise of the Working Poor” (749-58)
* “Why American Schools Are Even More Unequal Than We Thought” (427 – 429)
* “How I Discovered the Truth about Poverty” (482–486)

Readings 2

* Joseph Stiglitz "[Inequality is a Choice.](https://opinionator.blogs.nytimes.com/2013/10/13/inequality-is-a-choice/)"
* ["Income Inequality Benefits American Society".](http://find.galegroup.com.libproxy.ocean.edu:2048/ovrc/infomark.do?&contentSet=GSRC&type=retrieve&tabID=T010&prodId=OVRC&docId=EJ3010372209&source=gale&srcprod=OVRC&userGroupName=oceancc&version=1.0)by Christopher J. Coyne. Is the Gap Between the Rich and the Poor Growing? . Robert Sims, Ed. At Issue Series. Greenhaven Press, 2006.

[Additional readings on income inequality](http://media.ocean.edu/files/OCC_VIDEO/upload/Faculty_Resources/dbordelon/151website/151DL_Supplemental_Readings.html#income).