

Ocean County College English I Syllabus

Semester: Fall 2015
Course: 151-29
Class Times: T/F 9:30-10:45
Classroom R209
Email dbordelon@ocean.edu
Course site accessed through your Ocean
Cruiser account

Instructor: Dr. Bordelon
Office: Russell 211 tel: 255-0400 x2408
Office Hours: M 2-3:30; TU 9-9:20; TH 12:30-2:30; F 3:30-4:00
To arrange a meeting with your instructor in addition to the
regularly scheduled office hours, please contact your instructor
directly or contact the School of Language and the Arts
(Phone:732-255-0375).
Campus Mailbox: R214 Humanities Office

Catalog Course Description

Students will compose and revise expository essays totaling 3500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, the writing process, and information literacy.

Course Learning Outcomes

- Identify and focus an appropriate essay topic
- Develop assertions with supporting detail
- Build coherent paragraphs
- Create a functional essay structure
- Respond critically to source readings
- Synthesize information from source readings
- Conduct research honestly and skillfully
- Use accurate MLA documentation
- Observe grammatical convention
- Speak purposefully and articulately
- Listen actively and sensitively

General Education Goals

This course addresses critical thinking, reasoning, communication, problem solving, moral sensitivity, and life-long learning goals.

Course Outline

Designed as a workshop, the class consists of in-class exercises, writing, and peer evaluation in addition to lectures and workshops on specific topics as the need arises. Throughout the semester, you will be expected to work on your papers both in and out of class. In addition, the course has a strong research component. All of your papers will require research giving you a chance to develop and sharpen your reading and evaluative skills.

Course Standards

Four essays of varying lengths. In addition, students are required to participate in class and group discussions and peer evaluations, as well as out-of-class exercises. *All work must be handed in by the beginning of class on the date noted in the course schedule and all drafts must be typed on a word-processor. Any essays handed in late will be dropped a letter grade for each course meeting after the due date. Using a paper from another course to fulfill a paper requirement for this course is not allowed. You must save all work generated in this course for the entire semester.* (See "What to Hand In With Final Draft" [I&C] for additional information on handing in papers).

To pass this course, you must complete all of the essays, and you must hand in at least 80% of the homework. All homework is due on the day noted in the syllabus and you must attend the class to submit the homework: **no late homework will be accepted -- even if you are sick or absent.**

Since it is difficult to give personal instruction in the class, you will be expected to meet with me several times during the semester so we can discuss your drafts and plan revision strategies. At these meetings, you are expected to bring in the most recent draft of the essay you are presently working on, as well as all previous essays (see checklist in packet for specifics).

I will expect you to keep up with the dates written in this syllabus, so you should look it over often. I will put all assignments in writing -- it's your responsibility to keep up with when they're due.

Class Cancellation

If class is cancelled, check the course site and your ocean cruiser email for instructions.

Attendance Policy

I'm a firm believer in the "you don't show, you don't know" theory -- and that people showing up only occasionally in class can be disruptive. If the door is closed, you cannot come into class. I follow the college attendance policy. I allow up to three (3) excused absences. Any more than that and your grade will be lowered. Any more than five (5)

absences, for any reason, and you will not pass the course. Late arrivals? Once the door is closed you cannot disrupt the class. If you come in after the class has started, sit as close to the door as possible. If you must leave class early, let me know before class starts and sit close to the door.

Withdrawing from the Course

If you withdraw or stop attending this class after 11/7, the college will issue an "F" for your final grade.

Civility

Beepers and cell phones? Turn them off when you enter the classroom. The usual class decorum rules – remaining quiet when others are speaking, following directions, showing respect for others, etc. – are expected to be followed. If you do not follow them, I will withdraw you from the class. You are expected to abide by the guidelines on www.ocean.edu/civility.htm.

Grading Scale/Evaluation of Student

Since this is a writing class, it should come as no surprise that your final grade is based upon an average of your essay grades. I use the college's grading scale (A, B+, B, C+, C, D, F) for final grades. Homework, class participation and quizzes may make the difference between a plus or minus C or B grade, but will not be used to determine whether you've passed the course: your ability to write a competent academic essay will determine whether you've passed the course.

Specific criteria for each assignment are found on the Essay Assignment pages of *I&C*. In general, assessment of written work is based the clarity of your expression and the depth and range of your ideas.

Texts

(Note: you are expected to bring all texts to every class, AS WELL AS AN ELECTRONIC DRAFT OF THE ESSAY YOU'RE WORKING ON)

Hacker, Diana. *The Little Seagull Handbook*.

Sylvan Barnet and Hugo Bedau. *Current Issues and Enduring Controversies*.

Ideas and Communication: On Campus. Packet on sale at bookstore

Other materials will be distributed in class and posted on the course site. You will be expected to access, print, and read the material posted on the course site. If you have any problems with this let me know.

Additional materials

Flash drive or online storage account (we'll be working on the computers in class almost every day), small three ring binder for packet and readings, manila folders, loose leaf paper, computer disk, and your interest and enthusiasm.

Plagiarism

Plagiarism is defined as taking the words or ideas of another person without documenting them. A form of academic theft, the college holds that any instance of plagiarism may result in a failing grade. In this course you will be taught to recognize and avoid plagiarism. Students should refer to the student handbook and review Policy #5180.

Statement of Accommodation

If there is any student in this class who has special needs because of learning disabilities or other kinds of disabilities, please feel free to come and discuss this with me or a staff member in the Center for Academic Excellence.

Campus Resources and Services:

Tutoring is available in the Writing Center for writing assignments in all subject areas, not just English courses.

Tutoring information for all other subjects can be found on the Tutoring page on the college website. In addition, Study Strategy Seminars are scheduled each week and are posted on the college website under "Academics." More information on college services can be found by using the A-Z index on the college website (for example, under "T" for Tutoring or under "S" for Study Strategy Seminars).

General Notes

If for some reason you miss a class, remember to keep up with the readings and the writing assignments by following the syllabus and check with me by phone or email so I know you're alive. In any event, refer often to the syllabus and pace your work according to it.

If you miss no classes and complete the work on time, you stand a good chance of passing. I've noticed over the years that the students who miss more than three classes or neglect to complete homework and rough drafts the work on time usually earn a D or a F. Stay with me: I've included many suggestions in *Ideas & Communication* and my door is always open.

Keep in mind the following two items from the student handbook: 1) a student is expected to spend four to six hours per week outside of class on course work (x3 for a five week course); 2) a full-time student should not work more than twenty hours per week during an academic semester.

Student Profile

Email the following information to me

Course:	Semester/Year	Last books read:
Name:		Magazines/Newspapers regularly read:
Address (include zip)		(Finish the following sentences)
Email:		For me writing is. . . .
Phone: D) N)		For me reading is. . . .
Previous English courses taken/Professor:		I'm looking forward to this class because
Previous courses taken/Course this semester		How did you land in my class? (pot luck? recommended? --by whom?)
Job/hobby – how many hours a week		
Major in college/Career goal		

Important Notes

All individuals should not assume that anything received, sent, or stored in this course or in any course is private. Students' written work, assignments, and test results may be used anonymously for college assessment purposes. Course content, support materials, and communications (including chats, discussions, emails, and any other forms of communication) may be used for quality assurance purposes by authorized college administrators.

Failure to pay for this course may result in your being dropped for non-payment.

Disclaimer

Individual faculty members may make reasonable changes to this course outline exclusive of course requirements, course calendar, and grading procedures.

Class schedule

This schedule is subject to change as the need arises. Reading and homework assignments are due on the day noted on the schedule. All readings are from handouts or the course site unless otherwise noted. Most of the handouts are also available on the course site.

T 9/8	Course Introduction; writing sample
	<p>Tip #1 Prepare to mark up your readings. You will be graded on the annotations in your text Note: highlighting with yellow markers is not annotating.</p> <p>Tip #2: If you'd like to receive credit for completing them, be sure to correctly label these, and all other homework assignments. See number in parenthesis.</p>
F 9/11	<p>NOTE: This work needs to be completed before you come to class; you'll then bring it into class.</p> <ul style="list-style-type: none"> (HW #1) Reminder: number all homework: Read "Introduction to Writing" (I&C 4) Write about two things concerning writing or reading from the reading that surprised/interested/made you nod your head in agreement (remember, your focus is on responding to the readings, not writing or reading in general). Explain why these things surprised (etc.) you. Read and annotate "Annotating and Taking Notes" (I&C – Ideas and Communication Packet 19). Read and annotate Assignment Sheet Essay #1 (I&C 16) (HW #2 time 1 hr.) Read and annotate "What is College For?" and Louis Menand's "Live and Learn: Why We Have College" (Readings for Essay #1 handout – page 2-9 -- and posted on the Course Site>Course Documents>Readings Essay #1). <p>I will check annotations. Be prepared to complete in-class writing on reading selections.</p>
T 9/15	<p>Remember when taking notes that any words from the source must be in quotation marks and cited with an author and page number, and that summaries or paraphrases also need to be cited.</p> <ul style="list-style-type: none"> Two readings due: (HW #3 time 3 hrs. min.) Read, annotate, and take notes on excerpt from Andrew Delbanco's <i>College: What It Is, Was, and Should Be</i> (Handout 6-12) Gutting "What is College For?" (Course Site>Course Documents> Essay 1 Readings #4)
F 9/18	Remember when taking notes that any words from the source must be in quotation marks and

	<p>cited with an author and page number, and that summaries or paraphrases also need to be cited.</p> <ul style="list-style-type: none"> • (HW 4 3hrs) Berrett "The Day the Purpose of College Changed" (posted online – See Course Documents>Essay 1 Readings #5) • Richard Kahlenberg "The Purposes of Higher Education" (posted online – See Course Documents>Essay 1 Readings #6) • In-class: work on developing thesis statements and divisions
T 9/22	<p>Remember when taking notes that any words from the source must be in quotation marks and cited with an author and page number, and that summaries or paraphrases also need to be cited.</p> <ul style="list-style-type: none"> • Read "A Quick Overview of the Writing Process" (<i>I&C</i> 64) • Reread and annotate Assignment Sheet Essay #1 (<i>I&C</i> 16) • (HW# 5 Time 30 min.) Put your course and section number in the subject line of an email to me and copy and paste a draft thesis and division statement (see 23 for pattern). • If you haven't done so already, organize your notes to correspond with your divisions. See 22 <i>I&C</i> for example. <p>In Class</p> <ul style="list-style-type: none"> • Develop a body paragraph • In-class: Citing Sources Review • In-class: development of essay #1 <p>Quiz on terms from Dr. Bordelon's Glossary (<i>I&C</i> 11):</p> <ul style="list-style-type: none"> • Thesis, Body Paragraph, Direct Quote, Division/Forecasting statement, Essay, Introductory phrase, Parenthetical Citation, Topic sentence, Revision, Proofreading, and Works Cited Entries.
<p>Tip #3 When writing your rough draft, be sure to turn off the automatic spell and grammar checker on your word processor. Rough drafts are a time to let the ideas flow without worrying about errors. That red or green underlining can stop your thinking in its tracks.</p> <p>For Word, turn it off by clicking on "Tools" then "Options" then the "Spelling and Grammar" tab, then clicking "Hide Spelling Errors in This Document" and . . . then click on "Hide Grammatical Errors in This Document." For other computers, follow instructions from the Help key.</p> <p>Spell check when you're finished revising by clicking the F7 key at the top of the page. The grammar check? Don't bother. It often flags sentences that are correct – and ignores sentences that are incorrect.</p> <p>Tip #4 Remember to make an appointment to meet with me and/or the Writing Center (732.255.0400 x2262) as soon as possible to review your essay. Sign-in sheet is posted on my office door. The sooner you see me, the more time you'll have to revise your essay. Review and complete Checklist for Conferences (<i>I&C</i> 79) BEFORE coming to your appointment</p>	
F 9/25	<ul style="list-style-type: none"> • Review Peer Review questions (<i>I&C</i> 26) • Using your notes and outline, and following instructions from <i>I&C</i>, write a rough draft of essay #1. Remember – while you should complete an entire draft (title, intro, body paragraphs, conclusion), this should be considered your Zero draft: the real writing starts <i>after</i> your first draft is finished. • <u>Rough draft Essay #1 Due</u>: Come in with two typed copies of rough draft. Email copy of your essay to yourself and/or bring copy on flash drive to access in class.
<p>Tip #5 It's "good" if you're making major changes to your essay. Look over it with a critical eye (or should I say "Maker's Eye") and cut out (use a hatchet) whatever isn't really helping the essay -- if you don't take out a paragraph or two, then you probably aren't being honest. Then rewrite remaining paragraphs with the reader in mind and add any additional material you need.</p> <p>Did you make an appointment with me yet to review your essay?</p> <p>Tip #6</p> <p>Revise your essay in stages. Instead of looking at your complete essay and – sweat beading your forehead and hands trembling – thinking "Oh man! . . . I gotta' change the whole thing!," try taking a paragraph or two at a time, or working just on your introduction or conclusion at one sitting. Yes this will involve several "sittings," but that down time will help you look at your work with fresh eyes – and reduce your stress level.</p>	
T 9/29	<ul style="list-style-type: none"> • (Time: 20) Read and annotate "Citing Sources" in (<i>I&C</i> 75+)

	<ul style="list-style-type: none"> • (Time: 5 min.) Read definition of plagiarism in Glossary (starting on <i>I&C</i> 11) • (HW #6 1.5 hr.) Read and annotate "The Maker's Eye" (Essay #1 Assigned Readings #7) and "Overview on Revision" (<i>I&C</i> 66) and "Basic Revision Plan" (<i>I&C</i> 67) and write ½ page discussing what surprised you, which ideas sound good – and why; on the other ½ page, discuss what you want to change in your own essay (email this to me) • Read and annotate a source from the "Unassigned" list (posted online – See Course Documents>Essay 1 Readings). Work on including the information into your essay. • Continue revising essay – see student samples in <i>I&C</i> • Email revised copy of your essay to yourself so you can access it in class and bring in copy on flash drive. <p>Following suggestions from HW#6 above, work on revising two of your body paragraphs.</p>
<p>It's always a good idea to have a fresh pair of eyes to review your essay. And a great place to get that review is The Writing Center, Russell 124. Call (732.255.0400 x2262) or stop in and make an appointment – you'll be glad you did.</p>	
F 10/2	<ul style="list-style-type: none"> • Incorporate all revision suggestions/corrections into your essay. • Remember to break your revision sessions into parts: don't try to revise entire essay at one time. • (Time: 20 min.) Read and annotate "Citing Sources" 75, "An Overview of Proofreading" and "Proofreading Instructions" (<i>I&C</i> 69+) • Read and annotate "Getting Help" (<i>I&C</i> 11) • Read and follow suggestions in "Things to Watch Out For" (<i>I&C</i> 36) • Proofreading draft Essay #1 Due (Consider this your finished essay): Come in with three typed copies (including works cited page) of rough draft. Email revised copy of your essay to yourself so you can access it in class and bring in copy on flash drive.
T 10/6	<ul style="list-style-type: none"> • Read and annotate "Grading" (<i>I&C</i> 9) • Proofreading draft Essay #1 Due (Consider this your finished essay): Come in with three typed copies (including works cited page) of rough draft. Email revised copy of your essay to yourself so you can access it in class and bring in copy on flash drive.
F 10/9	<p>Continue revising/proofreading Essay #1</p> <ul style="list-style-type: none"> • (Time: 2 –3 hours) Finish proofreading essay and make any changes. Remember to follow suggestions on "Editing Checklist" (<i>I&C</i> 77) and submit this page with final draft. • (See "What to Hand in With Final Draft" (<i>I&C</i> 7) for what to hand in with final draft: Hate to be a stickler, but if all material is not included and in folder, than essay is not complete) Final draft Essay #1 due • (Time: 30 min.) Read and annotate Assignment sheet for Essay #2, including "Directions for In-Class Essay" 53) • (Time: 30 min.) Read and annotate Kinsley's "The Intellectual Free Lunch" (Course Documents>Essay #2>Assigned Readings #1) • Work in class reading and annotating and taking notes on "Death Penalty Debate" (Course Documents>Essay #2>Assigned Readings #2)
T 10/13	<ul style="list-style-type: none"> • (Time 3 hrs.) Read, annotate, and take notes on remaining essays #3-5.
F 10/16	<ul style="list-style-type: none"> • (Time 2 hrs.) Following instructions under planning, write out a a draft thesis and division statement for essay #2 put your course and section number in the subject line of an email to me. • Read and annotate Parts of an Argumentative Essay (<i>I&C</i> 42) <p>In-Class</p> <ul style="list-style-type: none"> • Planning essay #2 • Remind me to review works cited entries. <p>Quiz on terms from Dr. Bordelon's Glossary.</p> <ul style="list-style-type: none"> • Argument, Audience, Context, Evidence, Explanation, Reasons, Introductory phrase, Counter-argument, rebuttal, direct quote
T 10/20	<ul style="list-style-type: none"> • (Time: 60 min) Reread "Directions for In-Class Essay" (<i>I&C</i> 53) and complete steps 1-8 • Review "Sentences for arguments" (<i>I&C</i> 44) and include when writing the in-class essay • Review and verbs from "Verb List for Citing Sources" (<i>I&C</i> 76) and include them when setting up arguments <p>In Class</p> <p>1st draft of Essay #2 – All work will be collected at end of class. Any work on a computer will be saved</p>

	to a disk and collected by me at end of class. You cannot take draft of essay home and you cannot work on the essay at home.
F 10/23	Cont'd work on essay #2 Essay #2 must be completed by the end of this class period.
T 10/27	<ul style="list-style-type: none"> • Read and annotate Assignment Sheet for Essay #3 (I&C 56). • In-Class: discussion and work on topics for essay #3
F 10/30	<ul style="list-style-type: none"> • Choose topic and read, annotate and complete a "Writer's Notes" (Course Site>Course Documents>"Essay #3 Topics and Readings" page) for the first set of readings.
T 11/3	<ul style="list-style-type: none"> • Read, annotate and complete a "Writer's Notes" (Course Site>Course Documents>"Essay #3 Topics and Readings" page) for the second set of readings.
F 11/6	<ul style="list-style-type: none"> • Using the college's databases or a print source, bring in two annotated essays with writer's notes on your topic. • Following suggestions under planning for essay #3 (see packet posted online for your topic), put your course and section number in the subject line of an email me a copy of your thesis and divisions for essay #3 <p>In-class: Begin planning essay #3: organizing ideas, thesis statements, body paragraphs, etc.</p>
T 11/10	<ul style="list-style-type: none"> • Review peer review guidelines (I&C 57118). • Using your notes, the Reasons and Evidence sheet, and the many suggestions in "Basic Drafting Plan essay #3 (packet for your topic), write out a rough draft of essay #3. <p>Remember – while you should complete an entire draft (title, intro, body paragraphs, conclusion), this should be considered your Zero draft: the real writing starts <i>after</i> your first draft is finished.</p> <p><u>Rough draft essay #3 due</u> Come in with two typed copies of rough draft</p>
It's always a good idea to have a fresh pair of eyes to review your essay. And a great place to get that review is The Writing Center, Russell 124. Stop in and make an appointment – you'll be glad you did.	
F 11/13	<ul style="list-style-type: none"> • Find and read any additional essays you find necessary to complete your arguments • Read and incorporate suggestions on Revision essay #3 (Course site packet or web page for your topic) • (Time 2-3 hours) Using your classmate's, my own, and your own revisions suggestions, revise essay. • As you've learned throughout this semester, writing consists of a series of small steps. Again, break down your revision into steps, working on your introduction and a one or two of your divisions • Email revised copy of your essay to yourself to access in class. • Sign up for a conference using the sheet on my office door. • In-class revision.
T 11/17	<ul style="list-style-type: none"> • (Time 3-5+ hours) Using your classmate's, my own, and your own revision suggestions, revise essay. Pay particular attention in these revisions to revising your thesis and topic sentences to make the organization clearer. • (Time: 10 min.) Read "Proofreading Instructions" (I&C 69) • Email a back-up copy to yourself; bring in copy on flash drive (you can never save your essay too much) • <u>Proofreading Rough draft essay #3 due</u> Come in with three typed copies (including works cited page) of rough draft.
It's always a good idea to have a fresh pair of eyes to review your essay. And a great place to get that review is The Writing Center, Russell 124. Stop in and make an appointment – you'll be glad you did.	
F 11/20	<ul style="list-style-type: none"> • <u>Proofreading Rough draft essay #3 due</u> Come in with two typed copies (including works cited page) of rough draft.
T 11/24	Follow Thursday Schedule
W 11/25	Follow Friday Schedule <ul style="list-style-type: none"> • Continue revising/proofreading Essay #3 • (Time: 2 –3 hours) See "What to Hand in With Final Draft" (I&C 7) for what to hand in with final

	<p>draft: Hate to be a stickler, but if all material is not included and in folder, than essay is not complete: Final draft Essay #3 due **See next page**</p> <p>Read and annotate Assignment Sheet essay #4 (<i>I&C</i> 62); In-class. begin work on final essay</p>
Th 11/26	Thanksgiving Break: Turkey or Tofu?
T 12/1	Essay #4 reading: continue to select, annotate, and complete notes for your essay. Bring in Writer's Notes.
F 12/4	<ul style="list-style-type: none"> • Essay #4 Planning: Following what you've learned about thesis statements over the course of the semester, put your course and section number in the subject line of an email me a copy of your thesis and divisions for essay #3 Rough draft of thesis and divisions for essay #4 due • Must have typed Writer's Notes for your sources. Your goal is to be prepared to plan your own essay by copying and pasting quotes from your sources.
T 12/8	<p>Rough draft essay #4</p> <ul style="list-style-type: none"> • Using your notes, outlines, and the many suggestions throughout <i>I&C</i> and the course site, write out a rough draft of essay #4. Remember – while you should complete an entire draft (title, intro, body paragraphs, conclusion), this should be considered your Zero draft: the real writing starts <i>after</i> your first draft is finished. <ul style="list-style-type: none"> • Email a back-up copy to yourself; bring in copy on flash drive (you can never save your essay too much) • Rough draft essay #4 due: Come in with two typed copies of rough draft.
F 12/11	<p>Revision Essay #4</p> <ul style="list-style-type: none"> • Reread and annotate “Uh . . . Dr. Bordelon. Where do I find sources?” and “A List of Sources at OCC Library” (<i>I&C</i> 73+) • Come in with at least one source from the college's databases or print that you can include in your essay and a list of specific facts (usually examples connected to your divisions) you need to make your essay more convincing.
T 12/15	<ul style="list-style-type: none"> • (Time 3-5+ hours) Using your classmate's, my own, and your own revision suggestions, revise essay. Pay particular attention in these revisions to revising your thesis and topic sentences to make the organization clearer. • (Time: 10 min.) Reread “Proofreading Instructions” (<i>I&C</i> 69) • Email a back-up copy to yourself; bring in copy on flash drive (you can never save your essay too much) • Proofreading Rough draft essay #4 due Come in with two typed copies (including works cited page) of rough draft.
F 12/18	<ul style="list-style-type: none"> • (Time 3-5+ hours) Using your classmate's, my own, and your own revision suggestions, revise essay. Pay particular attention in these revisions to revising your thesis and topic sentences to make the organization clearer. • (Time: 10 min.) Reread “Proofreading Instructions” (<i>I&C</i> 69) • Email a back-up copy to yourself; bring in copy on flash drive (you can never save your essay too much) • Proofreading Rough draft essay #4 due Come in with two typed copies (including works cited page) of rough draft.
T 12/22	<ul style="list-style-type: none"> • Continue revising/proofreading Essay #4 (Time: 2 –3 hours) See “What to Hand in With Final Draft” (<i>I&C</i> 7) for what to hand in with final draft: Hate to be a stickler, but if all material is not included and in folder, than essay is not complete: Final draft Essay #4 due