

From English I Department Syllabus

Catalog Description: In ENGL 151 students 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. Prerequisite: placement test score or successful completion of required developmental courses with a grade of “C” or higher.

Student Learning Objectives

In ENGL 151, students will achieve the following course learning objectives:

- 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 conventions
- Speak purposefully and articulately
- Listen actively and sensitively

Plagiarism Policy

Plagiarism is the use of another writer’s words or ideas without disclosure of the source. All essays and papers submitted by students for credit in English courses at Ocean County College must make honest and full disclosure of any sources used, including but not limited to books, print articles, films and other media, the Internet, and professional or non-professional co-writers. Failure to make full disclosure of sources will subject students to penalties prescribed by Plagiarism Policy #5180. See the current student handbook-planner for the complete text of this policy.

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GENERAL EDUCATION GOALS

ENGL 151 addresses these OCC General Education goals:

- Goal 1a—To use critical and logical methods of thinking
- Goal 1c—To demonstrate skills in inductive, deductive, and analogous reasoning
- Goal 2 —To develop the ability to communicate effectively through reading, listening, speaking and writing
- Goal 3 —To develop the ability to solve problems by collecting, organizing, and evaluating information
- Goal 4 —To develop the ability and moral sensitivity needed to make informed judgments concerning ethical issues
- Goal 13—To foster the curiosity, creativity, and desire to become autonomous learners for life

SPECIFIC COURSE LEARNING OBJECTIVES

- **Reading***—to comprehend and analyze prose readings at a college level; to develop the skills of annotation, content analysis, and evaluation of the writer’s perspective and evidence.
- **Speaking***—to acknowledge the importance of discussion and class participation to development in writing, reading, and critical thinking; to understand useful ways of contributing

to discussions and talking about texts; to recognize how to use language appropriately in varying situations.

- **Listening***—to develop active listening practices that use lecture and discussion to generate complex interpretations of texts and gain insight into writing practices; to appreciate and understand diverse points of view, both inside and outside the classroom.

* The skills noted above will be assessed through classroom assignments rather than through the institutional assessment of this course.

- **Writing**—to consider an essay’s purpose, voice, and audience; to identify and focus an appropriate essay topic; to develop assertions with supporting detail; to build coherent paragraphs; to create a functional essay structure; to respond critically to source readings; to synthesize information from source readings logically; to conduct research honestly and skillfully; to use accurate MLA documentation procedures; and to observe grammatical and mechanical writing conventions.
- **Information Literacy**—to further develop skills in gathering and analyzing information from a variety of sources, especially the library, the Internet, and other media.
- **Ethical Reasoning** – to analyze and evaluate issues for making practical choices based on consideration of virtue, values, beliefs, rights, and obligations.
- **Critical Thinking**—to think and to respond to others’ thoughts analytically, as demonstrated in these kinds of text-based writing assignments: to paraphrase an argument from a published essay and explore its implications; to demonstrate an understanding of complex issues discussed from different perspectives in two or three assigned readings; to draw on several challenging texts and evaluate their different perspectives on complex social issues or individual experiences; (by the end of the semester) to synthesize published essays and relevant personal experience in an argument essay which presents a clear logical position, challenges unsubstantiated or illogical claims, and evaluates counter arguments which have partial validity.

METHODS OF INSTRUCTION

- Lecture, discussion, and small group work in college-level language skills, the writing process, and information literacy.
- Reading assignments from the textbook, current periodicals, or the Internet.
- Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries and analyses, essays, and collaborative projects (a minimum of 3500 words of finished writing).
- Computer composing, revising, and editing (when computer classrooms are available).
- Instructor-student writing conferences.
- Use of appropriate instructional media.
- Case-studies or other real-world simulations.
- Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (PRESENTLY EMPLOYED VS. NEW FACULTY)

- Text: An appropriate text will be selected. Contact the department for current adoptions.
- Technology: Laptop computer classrooms and a dedicated computer lab support both classroom instruction and independent student work in ENGL 151. Classroom ceiling

projectors are used regularly by instructors to demonstrate to students the composing, revising, and editing stages of the writing process.

- c. Tutors: Depending on available college resources, professional tutors, working closely English faculty, may provide support for students as they compose and revise course essays.

TENTATIVE TOPICAL OUTLINE

- a. Introduction and Course Objectives
- b. Writing Instruction: ENGL 151 is a course that develops a cluster of related communication skills through instruction and practice in the writing process. Since these skills are taught in an integrated manner rather than discretely, a specific course outline is created by each instructor. Students will write 4-6 essays (totaling 3500 words, minimum) of increasing complexity, including at least one in-class essay and at least one documented essay based on multiple sources. These essays practice a primarily text-based composing process that emphasizes revision. Through the process of planning, writing, and revising essays, students will complete assignments that develop competence in these essential communication skills: writing, reading, critical thinking, information literacy, speaking, and listening.
- c. Content Units: To provide for special interests of students and instructor, short study units of linguistics, mass media, public speaking, etc. may be presented. Extended study of literature is not appropriate to ENGL 151, although limited short fiction or poetry assignments may be used to generate discussion or motivate writing assignments, or serve as a bridge to ENGL 152.

GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based on the following letter grades or their numerical equivalents for the course assignments and examinations:

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit
C+	Above Average	P	Passing	NC	No Credit

NUMBER OF PAPERS AND EXAMINATIONS

- a. In general, essays of increasing complexity in various modes (description, narration, exposition, and argumentation) will be assigned. Expository writing will be emphasized.
- b. Students will write a minimum of 3500 words during the semester, including 4-6 essay assignments.
- c. At least three of the assignments will include library or Internet research, source synthesis, and MLA documentation.
- d. At least one of the assignments will focus on ethical reasoning by requiring students to analyze and evaluate issues for making practical choices based on consideration of virtue, values, beliefs, rights, and obligations.

ENGL-151 Essay Assessment

In scoring the essays, put a number (5 highest to 1 lowest) in each box below to indicate the level of achievement the student has reached in that category: 5-Excellent 4-Good 3-Average 2-Weak, but passing 1-Failing

This assessment form and the scored essays must be returned to Maria Galindo no later than Friday, May 14th.

	A clearly stated, focused thesis	A functional structure with coherent body paragraphs	The development of assertions with supporting details	An accurate and balanced use of source materials	Demonstrated competency in MLA documentation style	Standard grammatical usage with few mechanical errors	Essay fulfills assignment and critical thinking objectives
1							
2							
3							
4							
5							
6							
7							
8							