Ocean County College

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| English I ENGL151-\_\_\_\_Meeting times \_\_\_; Room \_\_\_Semester:Catalog Description: Students compose and revise expository essays totaling 3,500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, ethical reasoning, the writing process, and information literacy. | Professor’s Name:Office hours and location:Professor’s email address: ocean.edu and via Canvas |

## Required Texts & other materials or supplies:

## Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing*, Fourth Edition, Bedford/St. Martin's, 2016.

## *The Little Seagull Handbook*, 3rd edition. Eds. Richard Bullock, Michal Brody, & Francine Weinberg. New York: W.W. Norton & Co., 2017. (Please retain for ENGL152)

## [Include additional materials, such as a notebook, flash drive, etc. as per your specific course requirements.]

## Course Learning Outcomes:

## ENGL 151 offers students opportunities to become purposeful, proficient writers and thinkers. In this course, which emphasizes a text-based composing process, students write and revise essays of increasing complexity. Instruction and practice in writing and related communication skills develop key academic abilities.

## Students who successfully complete this course will be able to demonstrate growth in

## the following areas:

## Writing: Apply the writing process to invent, draft, revise, and edit academic essays.

## Critical Thinking: Compose essays that assert and develop a debatable thesis statement using relevant evidence and employing academic discourse.

## Ethical Reasoning: Analyze and synthesize textual evidence to produce academic writing with attribution. This includes evaluating issues and making decisions based on consideration of virtue, values, beliefs, rights, and obligations.

## Information Literacy: Evaluate and integrate sources using proper documentation.

## General Education Goals:

## Communication—written and oral

## Information Literacy

## Ethical Reasoning and Action

## Independent/Critical Thinking

## Course Withdrawal Deadline:

## 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., notes, homework, and essays (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.

## Class Standards: [Include here your own policies regarding late assignments, class participation, missed assignments, make-up exams, and personal electronic communication.]

## Attendance: Attendance will be taken in each class meeting and recorded in the course Learning Management System. You will be withdrawn for excessive absences per college policy 5162. You cannot miss more than 10% of the class meetings without penalty. [Fill in your attendance requirements here.]

## Course Grading Scale:

## A = 90-100; B+ = 85-89; B = 80-84; C+ = 75-79; C = 70-74; D = 60-69; F = 0-59

## Grading Criteria: [Indicate percentages or points]

## Essays 80%; [list other percentage breakdowns here: attendance, class participation, homework, etc. Essays must account for 80% of the final grade. Because this is a writing class, some faculty use essays for 100% of the grade; you may do the same.]

**Academic Honesty**:

Cheating and Plagiarism, Policy #5180

Academic dishonesty includes, but is not limited to, plagiarism, cribbing, fabrication, misrepresentation, unauthorized collaboration, and/or cheating on any academic assignment submitted for a course as well as identity fraud in any face-to-face or distance learning course, exam, or academic exercise. Any student aiding another student in any form of academic dishonesty is considered equally guilty and subject to the same penalties. See Policy #5180 for more information.

Unless approved by your professor, work submitted for another course/class cannot be used for this course.

## Statement about Civility:

## Ocean County College defines civility primarily as the demonstration of respect for others, basic courtesy, reciprocity (treating others as we wish to be treated), and behaviors that create a positive environment in which to learn and to work. See [www.ocean.edu/civility.htm](http://www.ocean.edu/civility.htm)

**Campuses Resources:** Professional and peer tutors are available to support students throughout their time at Ocean County College. Tutors will discuss and share strategies and resources with students to foster learners that are intentional and independent. Students who are English language learners are encouraged to access communication, reading, and writing support at the Writing Center. To learn more about tutoring services, resources, and additional academic support programs at OCC, please visit [www.ocean.edu](http://www.ocean.edu/) keyword tutoring for more information.

Visit the following Tutoring Center locations on campus: Writing Center, Russell 238; Mathematics Center, Bartlett 203; Peer Assisted Learning and Supplemental Instruction, Bartlett 203; Tutoring by Subject, check college website for location information.

## Statement of Accommodation:

## Reasonable accommodations for students with disabilities are determined and approved by the Center for Student Success – Disability Services. If you, as a student, believe you are eligible for accommodations (e.g. testing, captioning, ASL, large print) but have not obtained approval please contact Disability Services immediately at 732-255-0456 (voice), 711 (NJ Relay), or e-mail at accommodations@ocean.edu. Disability Services notifies students of their approved academic reasonable accommodations and coordinates implementation of those accommodations. It is the student’s responsibility to provide faculty with a copy of the individualized accommodation plan, and are encouraged to discuss details of the implementation of individual accommodations.

## Privacy: 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 and instructional 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.

**Video and audio Recording Policy:**

Ocean County College promotes a mutually respectful learning environment where students and faculty engage freely in open discussion on topics of intellectual, academic, and personal interest. The college strives to provide an environment where students and faculty alike are free to express their opinions, to protect their intellectual property rights and explore controversial topics without offense. To that end, any attempt by students to record, transcribe, or in any way memorialize class activities or student/faculty interactions would be likely to detract from the atmosphere for free and open discussion. Students are prohibited from using video or audio recording devices to record lectures, class discussions, conversations, or interactions between and among faculty or between faculty and students, unless prior written approval to record is obtained from the faculty member or, if appropriate, from the Office of Disability Services. Students permitted to record lectures or class discussions acknowledge that the recording is for individual use and solely to assist in studying for the course. The recordings may not be shared, released, publicly or electronically posted or distributed. Students who violate this policy will be exposed to academic integrity sanctions and/or other recourse available to the faculty and college.

**Important Notes:**

The official college e-mail communication for students at OCC is (firstname\_lastname@students.ocean.edu).

All class correspondence should be conducted through CANVAS.

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.

**Course Schedule: [adjust dates to your own schedule]**

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| M 1/22 | Course Introduction  Review course site |
| ***All work is due on the date noted in the syllabus: if there is a reading, it should be read and annotated when you come into class on that day. If there’s a written assignment, it should be completed and brought into class that day.***  ***Tip #1: Prepare to write in your textbook. If you want to resell it at the end of the semester, use pencil and erase it later. Note: highlighting with yellow markers is not annotating.*** | |
| W 1/24 | **Readings and Preparation (bring this completed work to class)**  Note: all page numbers refer to the textbook—*From Inquiry to Academic Writing*   * Read and annotate Chapter 2 pages 38-41 * Read and annotate Chapter 1 pages 1-19 * Read and annotate Essay 1 Assignment Sheet (last page of syllabus and Canvas course site> Essay 1 module> Essay 1: Expository/Reporting information Assignment)   **In class**   * Discussion of readings, with an emphasis on what academic writing entails: discussion of Essay 1 |
| M 1/29 | **Readings and Preparation (bring this completed work to class)**   * Source for Essay 1: read and annotate “Who Are You And What Are You Doing Here? A Word To The Incoming Class” (405-415) * “Integrating Quotations into Your Writing” (230 – 234)   **In class**  Discussion of essay; workshop on taking notes, works cited entry, and incorporating quotations |
| W 1/31 | **Readings and Preparation (bring this completed work to class)**   * Source for Essay 1: read, annotate, and take notes “Undergraduate Education and the Development of Moral and Civic Responsibility” (195 – 199) * Source for Essay 1: read, annotate, and take notes “What Is College For?” (Canvas course site> Essay 1 module> Readings Essay 1 folder)   **In Class**  Review and check notes; discussion of essays; continue practice incorporating sources and completing works cited entries |
| M 2/5 | **Readings and Preparation (bring this completed work to class)**   * Source for Essay 1: read, annotate, and take notes: from *College: What It Was, Is, and Should Be* (Canvas course site> Essay 1 module> Readings Essay 1 folder) * Source for Essay 1: read, annotate, and take notes “From *Mindset: The New Psychology of Success*” (594-604)   **In Class**  Review and check notes; discussion of essays; continue practice incorporating sources and completing works cited entries; thesis statements; brainstorming ideas for Essay 1 thesis |
| W 2/7 | **Readings and Preparation (bring this completed work to class)**   * “From Formulating to Developing a Thesis” (141 – 146) * Planning Ideas Essay 1 (Canvas course site > Essay 1 module) * “Avoiding Plagiarism” (228 – 229) * Following the instructions above, write a draft thesis for essay 1 and email it to me   **In Class**  Review submitted thesis statements; discuss/work on planning essay 1 |
| ***Tip #2 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.***  ***Spell check when you’re finished revising. The grammar check? Don’t bother. It often flags sentences that are correct – and ignores sentences that are incorrect.*** | |
| M 2/12 | **Readings and Preparation (bring this completed work to class)**   * **Rough Draft Essay 1 Due**: Using notes from the sources and the planning instructions suggested below, write a rough draft following the guidelines on assignment sheet for essay 1. Bring a typed copy into class. * See section W–3a, W–3b, W–3c “Writing Processes” in *Little Seagull Handbook* * See Planning Ideas Essay 1 (Canvas course site > Essay 1 module) * Use notes from the sources   **In Class**  Complete peer review of classmate’s essay: see “Peer Review: Reporting Information/Expository Essays” (Canvas course site > Essay 1 module) |
| ***Tip #3 Make an appointment with a tutor in the Writing Center for feedback on your revision*** | |
| W 2/14 | **Readings and Preparation (bring this completed work to class)**   * Using suggestions from revision comments and your own ideas and “Developing Paragraphs” (321 – 333), begin revising essay: focus on one section at a time * Bring current draft of essay into class   **In Class**   * Revision Essay 1: see “Revision and Proofreading Suggestions Essay #1” (Canvas course site > Essay 1 module) * Focus on organization (thesis and topic sentences) and introduction (see “Drafting Introductions” [314 – 320]) |
| ***Tip #4 Revise your essay in stages. Instead of looking at your complete essay and – sweat beading your forehead and hands trembling – thinking “Oh no! . . . 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.*** | |
| M 2/19 | **Readings and Preparation (bring this completed work to class)**   * Read and annotate “From Writing Summaries And Paraphrases To Writing Yourself Into Academic Conversations” (64 – 70) * Continue revising essay; again, working on one paragraph at a time, incorporate suggestions from feedback and your own ideas * Bring current draft of essay into class   **In Class**   * Focus on smoothly incorporating (deciding on quotation, summary, or paraphrase) and explaining sources in body paragraphs * Revision Essay 1: see “Revision and Proofreading Suggestions Essay #1” (Canvas course site > Essay 1 module) |
| W 2/21 | **Readings and Preparation (bring this completed work to class)**   * Read and annotate “Drafting Conclusions” (334 – 339): using the suggestions, rewrite your conclusion * **Second Rough Draft Essay 1 Due**: bring in three copies * “From Revising To Editing” (344 – 346) * Using “Revision and Proofreading Suggestions Essay #1” (Canvas course site > Essay 1 module), any feedback from the writing center, peers, and myself, complete revision of Essay 1   **In Class**   * Proofreading Essay 1: see “Revision and Proofreading Suggestions Essay #1” (Canvas course site > Essay 1 module); working in groups of 3, proofread essays |
| M 2/26 | **Readings and Preparation (bring this completed work to class)**   * Incorporate changes from proofreading and then **submit Essay 1 final draft** into its Dropbox(Canvas course site > Essay 1 module> Essay 1: Expository/Reporting information Assignment) * Print, read, and annotate Assignment Sheet for Essay 2 (Canvas course site > Essay 2 module> Essay 2: In class Argumentative Assignment)   **In Class**   * Read, annotate, and discuss “Identifying Types of Claims” (87 – 95) * General discussion of arguments and selected topic for Essay 2 |
| W 2/28 | **Readings and Preparation (bring this completed work to class)**   * Read and annotate “From Ethos to Logos” (247 – 261) * \*Instructor selects topic: Death Penalty; Digital Life; Income Inequality. Read, annotate, and take notes on first reading for Essay 2   **In Class**  Checking notes; discussion of readings and of developing arguments and counter arguments. |
| M 3/5 | **Readings and Preparation (bring this completed work to class)**   * Read and annotate “Analyzing Arguments” (96 – 100) * Read, annotate, and take notes on second readings for Essay 2   **In Class**  Checking notes; discussion of readings and of developing arguments and counter arguments; discuss thesis |
| W 3/7 | **Readings and Preparation (bring this completed work to class)**   * Complete reading and annotating “From Ethos to Logos” (262 – 286) * Review “From Formulating to Developing a Thesis” (141 – 146) * Review suggestions for Planning Ideas Essay 2 (Canvas course site > Essay 2 module) * Following the instructions above, write a draft thesis for essay 2 and email it to me   **In Class**   * Review requirements for essay two; review submitted thesis statements; discuss/work on planning essay 2 |
| M 3/12 | **Readings and Preparation (bring this completed work to class)**   * Using the instructions on the Essay 2 Assignment as your guide, develop an outline for the essay and bring it into class. You may also use the “Reasons and Evidence Sheet” posted in the essay 2 module for an outline. Note: do not bring in a completed essay – this will be an in-class essay.   **In Class**   * Using outline and thesis begin first writing session for essay 2; rough draft will be collected at the end of class. |
| W 3/14 | **Readings and Preparation (bring this completed work to class)**   * Complete a works cited page for your essay and bring it into class. * Complete any additional research necessary for your argument and add it to your outline/Reasons and Evidence Sheet. * **Final draft essay 2** due at end of class.   **In Class**   * After receiving draft from previous writing session, complete essay 2 in class. Submit at end of class along with your outline/Reasons and Evidence Sheet |
| M 3/19 | **Readings and Preparation (bring this completed work to class)**   * Print, read, and annotate Assignment Sheet for Essay 3 (Canvas course site > Essay 3 module> Essay 3: Argumentative Essay) * Review the topics in the section “Entering the Conversation of Ideas” (401 – 741) and the “Semantic Table of Contents” in the preface (xxxix-xlv). * Choose three of these topics that you find interesting and, applying the questions in “What Are the Habits of Mind of Academic Writers?” (3 – 11), write short paragraphs explaining your choices (one for each topic).   **In Class**   * Discussion of topics |
| W 3/21 | **Readings and Preparation (bring this completed work to class)**   * Read, annotate, and complete notes for two essays from the textbook on your selected topic. * Begin reading and annotate “From Finding to Evaluating Sources” (165 – 177)   **In Class**   * Review and discussion of notes: continued work on topic in class; initial work on using databases |
| M 3/26 | **Readings and Preparation (bring this completed work to class)**   * Read, annotate, and complete notes for an additional essay from the textbook on your selected topic (for a total of at least three essays from the textbook). * Complete reading and annotating “From Finding to Evaluating Sources” (177 – 184) * Using the guidelines from the chapter on evaluating sources, find one essay from the college’s databases or print holdings and one Internet source. Read and annotate these two sources and bring them into class.   **In Class**   * Discussion on credibility of sources brought into class; taking notes from these sources |
| W 3/28 | **Readings and Preparation (bring this completed work to class)**   * Read and annotate “From Identifying Issues to Forming Questions” (114 – 131) * Based on the research for essay three you’ve completed, write out 3 different questions that could be answered in an argumentative essay. Print and bring them into class. * Find two sources from the college’s databases. Read and annotate these two sources and bring them into class.   **In Class**   * Check sources; discussion of and work on questions |
| ***Time to start making adjustments: you’ve received comments and grades on two written assignments. How’re you doing? What’s working for you so far? What changes do you need to make to improve? Need a pep talk or suggestions? Check with me or send an email.*** | |
| M 4/2 | **Readings and Preparation (bring this completed work to class)**   * Review “Essay 3: Argumentative” (Canvas course site > Essay 3 module) * Review “From Formulating to Developing a Thesis” (141 – 146) * Review Planning, Revision, and Proofreading Suggestions Essay #3 (Canvas course site > Essay 3 module) * Following the instructions above, write a draft thesis for essay 3 and email it to me   **In Class**   * Review submitted thesis statements and outlining. |
| W 4/4 | **Readings and Preparation (bring this completed work to class)**   * **Rough Draft Essay 3 Due**: Using notes from the sources and the planning instructions suggested below, write a rough draft following guidelines on Assignment Sheet for Essay 3. Bring a typed copy into class. * See section W–3a, W–3b, W–3c “Writing Processes” in *Little Seagull Handbook* * See Planning, Revision and Proofreading Suggestions Essay #3 (Canvas course site > Essay 3 module) * Use notes from the sources   **In Class**   * Work on peer review of essay: see “Peer Review: Argumentative Essays” (Canvas course site > Essay 3 module) * Put name on sign in sheet for conferences |
| M 4/9 | **Readings and Preparation (bring this completed work to class)**   * Review “From Ethos to Logos” (chapter 9): apply suggestions to revising your work * Based on comments on previous essays and the peer review, write a paragraph setting out a revision plan for your essay: this will include comments on thesis and organization, argumentative strategies, and additional areas of research   **In Class**   * Scheduled conferences * Bring your essay and revision plan to conference |
| W 4/11 | **Readings and Preparation (bring this completed work to class)**   * Review “Drafting Introductions” (314 – 320) and “Drafting Conclusions” (334 – 339) and rewrite your introduction and conclusion. * Complete any additional research necessary for your essay   **In Class**   * Scheduled conferences * Bring your essay and revision plan to conference |
| M 4/16 | **Readings and Preparation (bring this completed work to class)**   * Review “Developing Paragraphs” (321 through 333); following the suggestions, revise one of your divisions * Review the revision suggestions on **“**Planning, Revision and Proofreading Suggestions Essay #3” (Canvas course site > Essay 3 module) * Bring current draft of essay into class   **In Class**   * As a class, work through selected revision topics on Planning, Revision and Proofreading Suggestions Essay #3 (Canvas course site > Essay 3 module) |
| W 4/18 | **Readings and Preparation (bring this completed work to class)**   * Review and annotate “Working with Later Drafts ” and “Working with Final Drafts” (358 – 364) * Incorporate all revision changes into essay and bring 3 copies into class * **2nd Rough Draft Essay 3** due   **In Class**   * Divide into groups of 3 and, following the suggestions from the readings above, proofread your essay |
| M 4/23 | **Readings and Preparation (bring this completed work to class)**   * Incorporate proofreading changes into essay and bring 3 copies into class. * **3rd Rough Draft Essay 3** due   **In Class**   * Divide into groups of 3 and, following the suggestions above, proofread your essay |
| W 4/25 | **Readings and Preparation (bring this completed work to class)**   * **Final Draft Essay 3** due. Submit Essay 3 final draft into its Dropbox(Canvas course site > Essay 3 module> Essay 3: Argumentative) * Print, read, and annotate Assignment Sheet for Essay 4 (Canvas course site > Essay 4 module> Essay 4: Reflection)   **In Class**   * Brainstorming ideas for essay 4 |
| M 4/30 | In class work on Essay 4 or conferences |
| W 5/2 | **Readings and Preparation (bring this completed work to class)**   * **Final Draft Essay 4** due: submit Essay 4 final draft into its Dropbox(Canvas course site > Essay 4 module> Essay 4: Reflection)   **In Class**   * Conferences |