Ocean County College  
English I Syllabus

Semester: Spring 2011  
Course: 151-08  
Class Times: M/TH 11:00-12:15  
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/T/TH/F 10-10:50; TH 2:00-2:50  
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 (with a bit of leeway). I allow up to three (3) excused absences. Any more and you may be withdrawn from the class or
your grade will be reduced. Additionally, to prevent class disruption, you are allowed only two late arrivals: after that, you will have to miss that class (and any other additional classes you are late for) – and see previous sentences for absence policy. 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 11/8, the college will issue an “F” for a final grade.

**Civility**
Beeper 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. For more info see [www.ocean.edu/civility.htm](http://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.

**Required 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. *Rules for Writers.*
Ackley, Katherine Anne. *Perspectives on Contemporary Issues.*
*Ideas and Communication: On Campus.* Packet on sale at bookstore
American Heritage paperback dictionary (suggested)
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 (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

<table>
<thead>
<tr>
<th>Course:</th>
<th>Semester/Year</th>
<th>Last books read:</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td>Magazines/Newspapers regularly read:</td>
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<td>Address (include zip)</td>
<td>(Finish the following sentences)</td>
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<tr>
<td>Email:</td>
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<td>For me writing is... . . .</td>
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<tr>
<td>Phone:  D) N)</td>
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<td>For me reading is... . . .</td>
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<tr>
<td>Previous English courses taken/Professor:</td>
<td>I’m looking forward to this class because... . . .</td>
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</tr>
<tr>
<td>Previous courses taken/Course this semester</td>
<td>How did you land in my class? (pot luck? recommended? --by whom?)</td>
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**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.

Ocean Cruiser is the official email communication for students at OCC (firstname_lastname@occ.mailcruiser.com)

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 the textbook or handouts unless otherwise noted. All of the handouts are also available on the course site.

<table>
<thead>
<tr>
<th>M 1/24</th>
<th>Course Introduction; writing sample</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tbody>
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<thead>
<tr>
<th>Th 1/27</th>
<th>NOTE: This work needs to be completed before you come to class; you'll then bring it into class.</th>
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<tbody>
<tr>
<td>● Read and annotate “Annotating and Taking Notes” (I&amp;C – Ideas and Communication Packet 22)</td>
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<tr>
<td>● Read and annotate Assignment Sheet Essay #1 (I&amp;C 19)</td>
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<tr>
<td>● (HW #1) Reminder: number all homework</td>
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<tr>
<td>Read “Introduction to Writing” (I&amp;C 5) 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.</td>
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<tr>
<td>● Read the “Writer's Notes” (I&amp;C 23)</td>
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<tr>
<td>● (HW #2 time 1 hr.) Read and annotate Randal C. Archibold “What Kind Of Education Is Adequate? It Depends” (posted on the Course Site&gt;Course Documents&gt;Readings Essay #1). Use the questions on the “Writer’s Notes” page to guide your annotations.</td>
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</tr>
<tr>
<td>I will check annotations. Be prepared to complete in-class writing on reading selections. In class work on summaries and direct quotations</td>
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</table>

| M 1/31 | 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.

- (HW #3): Read and annotate “Tough Choices for Tough Times” (see Course Site>Course Documents>Readings Essay #1 for essay. Print the PDF version This is the longest and most detailed essay: Read closely.

For MLA Works Cited Entry: follow the “Book” format for MLA citation (3A on page 106 in I&C. Instead of author’s name, use title of document).

Th 2/3

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.

- (HW #4): Read and annotate Ted Gest’s “Fixing Your School” in class (if we do not get to this essay in class, notes for it will be due, along with the other work, for next class)

M 2/7

For the essay below, located on the course site (Course Documents>Readings Essay #1), annotate and then complete a “Writer’s Notes” (found in I&C 23 and on the course site in a downloadable format).

- (HW #5 1 hr.) Barbara Kantrowitz and Pat Wingert “What Makes a High School Great?” (posted on the Course Site>Course Documents>Readings Essay #1)

We will read and take notes on David McCullough’s “No Time to Read?” (349) from the Perspectives textbook in class (if we do not get to this essay in class, notes for it will be due, along with the other work, for next class) (HW#5b)

Th 2/10

- Read “A Quick Overview of the Writing Process” (I&C 4)
- Reread and annotate Assignment Sheet Essay #1 (I&C 19)
- (HW# 7 Time 30 min.) Come in with a draft thesis and division statement (see 26 for pattern) and completed body paragraph’s based on one of your divisions.
- If you haven’t done so already, organize your notes to correspond with your divisions (i.e. all of the notes on funding should be under “Funding” – all of the notes on emphasizing reading should be under “Reading”). See 26 I&C for example.

In Class

- Develop a body paragraph
- In-class: Citing Sources Review
- In-class: development of essay #1

Quiz on terms from Dr. Bordelon’s Glossary (I&C 13):
Thesis, Body Paragraph, Direct Quote, Division/Forecasting statement, Essay, Introductory phrase, Parenthetical Citation, Topic sentence, Revision, Proofreading, and Works Cited Entries.

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.

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.

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.

M 2/14

- Review Peer Review questions (I&C 33)
- Using your notes and outline, and following instructions from I&C, 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 after your first draft is finished.
- Rough draft Essay #1 Due: 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.

Tip #4 Remember to make an appointment to meet with me 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&C 91) BEFORE coming to your appointment
Th 2/17
- (Time: 20) Read and annotate “Citing Sources” in (I&C 84+)
- (Time: 5 min.) Read definition of plagiarism in Glossary (starting on I&C 13)
- Read and annotate “Revision Ideas for Essay #1” (I&C 34+)
- (HW #8) Read and annotate “The Maker’s Eye” (found on Course Site>Course Documents>Readings for Fun and Mental Profit) and “Overview on Revision” (I&C 75) and “Basic Revision Plan” (I&C 76) 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)
- Email revised copy of your essay to yourself so you can access it in class and bring in copy on flash drive.
- Following suggestions from HW#8 above, work on revising two of your body paragraphs.

Tip #5 You should be changing at least half of your essay. Look over essay 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.

Did you make an appointment with me yet to review your essay?

Tip #6
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.

M 2/21 | President’s Day: No Classes

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.

Th 2/24 | Continued work revising your essay

Reminder: While meeting the word count doesn’t guarantee a passing grade, not meeting it guarantees a D or less. Most "good" essays are longer than the minimum word count. Specific examples from the readings or reported examples from your own experience go a long way towards explaining this information to readers

M 2/28
- (Time: 20 min.) Read and annotate “Citing Sources” 84, “An Overview of Proofreading” and “Proofreading Instructions” (I&C 78+)
- Read and follow suggestions in “Things to Watch Out For” (I&C 41)
- **Proofreading draft Essay #1 Due (Consider this your finished essay):** Come in with two 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.

Th 3/3
- Continue revising/proofreading Essay #1
- (Time: 30 min.) Read and annotate Assignment sheet for Essay #2, including “Directions for In-Class Essay” (I&C 44, 61)
- (HW #9 Time: 30 min.) From the Course Documents > Readings for Fun and Mental Profits link on the course site, download, print, and annotate read and annotate Kinsley’s “The Intellectual Free Lunch”

Print out PDF file, read, and annotate the reading below (found on Course Site>Course Documents>Readings Essay #2 page). We will take notes in class.
- (HW 10 - 2 hr – longest essay) PDF file of “Death Penalty Controversies” (Course Site>Course Documents>Readings Essay #1)

In Class
- Discuss Essay #2; Listen to www.withoutsanctuary.org

M 3/7
- (Time: 2 –3 hours) Finish proofreading essay and make any changes. Remember to follow
suggestions on “Editing Checklist” ([I&C 89]) and submit this page with final draft.  
(See “What to Hand in With Final Draft” ([I&C 8]) 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**

Print out the readings below: we will read and annotate in class: (found on Course Site>Course Documents>Readings Essay #2 page)

- (HW 11) “The Death Penalty Deters Crime” (Course Site>Course Documents>Readings Essay #2)
- (HW 12) “The Death Penalty Does Not Deter Crime” (Course Site>Course Documents>Readings Essay #2)

**Th 3/10** For the reading below annotate and complete a “Writer’s Notes” ([I&C 49] and Course Site>Course Documents>Readings Essay #2 page).

**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.**

- (HW 13a) “Capital Punishment Should be Abolished” (Course Site>Course Documents>Readings Essay #2)
- (HW 13b) “Deadly Stakes: The Debate Over Capital Punishment” (401) Perspectives textbook
- (HW 13c) “Victims Not of One Voice” (Course Site>Course Documents>Readings Essay #2)

By this point, all sources for essay #2 must be read, annotated, and have completed writer’s notes: time to begin discussing.

**M 3/14 & Th 3/17** Spring Break

**M 3/21**

- (HW 14) Following instructions under planning, come in with rough draft of thesis and division statement for essay #2
- Read and annotate Parts of an Argumentative Essay (50)

**In-Class**

- Planning essay #2
- Remember to remind me to review works cited entries.

**Quiz on terms from Dr. Bordelon’s Glossary,**

- Argument, Audience, Context, Evidence, Explanation, Reasons, Introductory phrase, Counter-argument, rebuttal, direct quote

**Th 3/24**

- (Time: 60 min) Reread “Directions for In-Class Essay” ([I&C 61]) and complete steps 1-8
- Review “Sentences for arguments” ([I&C 52]) and include when writing the in-class essay
- Review verbs from “Verb List for Citing Sources” ([I&C 85]) and include them when setting up arguments

**In Class**

1st draft of Essay #2 – All work will be collected at end of class. Any work on a computer will be saved to a disk and collected by me at end of class. You cannot take draft of essay home.

**M 3/28** Cont’d work on essay #2

- Essay #2 must be completed by the end of this class period.

**Th 3/31**

- Read and annotate Assignment Sheet for Essay #3 ([I&C 63]).
- (HW 15) 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.

Make appointment to review essay #3 as soon as possible. Remember you can make multiple appointments as well.

**M 4/4**

- (HW 16) Read, annotate and complete a “Writer’s Notes” (Course Site>Course Documents>“Essay #3 Topics and Readings” page) for the second set of readings.

**Th 4/7**

- (HW 17) Using the college’s databases (click on “Library Link” from the Course Site) find two sources and bring both annotated essays with writer’s notes on your topic.
- (HW 18) Following suggestions under planning for essay #3 (see packet for your topic), come in with rough draft of thesis and division statement for essay #3

In-class:

- Begin planning essay #3: organizing ideas, thesis statements, body paragraphs, etc.
Review peer review guidelines (I&C 64).
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.

Remember – while you should complete an entire draft (title, intro, body paragraphs, conclusion), this should be considered your Zero draft: the real writing starts after your first draft is finished.

Rough draft essay #3 due Come in with two typed copies 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.

Find and read any additional essays you find necessary to complete your arguments
Read and incorporate suggestions on Revision essay #3 (packet 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.

Proofreading Rough draft essay #3 due Come in with two typed copies (including works cited page) of rough draft.
Email revised copy of your essay to yourself to access in class and bring in essay on flash drive.

Email revised copy of your essay to yourself to access in class and bring in essay on flash drive.
No, you’re not seeing double – two days of proofreading.

(Time: 2 –3 hours) Finish proofreading essay and make any changes. Remember to follow suggestions on “Editing Checklist” (I&C 90) and submit this page with final draft.
(See “What to Hand in With Final Draft” (I&C 8) 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 #3 due
Read and annotate Assignment Sheet essay #4 (I&C 69)

In-class
Work on finding/gathering information on final essay; email Topic Sheet for essay #4 (I&C 71). By end of class you should have two essays for your topic.

Read, annotate, and complete a Writer’s Worksheet incorporating questions specific to your essay #4 topic from at least two essays from the college’s databases, a textbook, or other approved source.

In-class work on finding additional sources
By end of class you should have at least two additional essays or sources.

(HW 19) Come in with rough draft of thesis statement for essay #4 and completed Reasons and Evidence Sheet

In-Class
Continued planning and work on essay

Read and annotate Peer Reviews for Essay #4 (I&C 72)
Using your notes, Reasons and Evidence sheet, and following the ideas we’ve been using throughout the course (it may help to look through I&C on previous essays) complete 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 after your first draft is finished.

Rough draft essay #4 due Come in with two typed copies of rough draft.

Email revised copy of your essay to yourself to access in class and bring in essay on flash drive.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</table>
| M 5/9  | - Using the college databases, find, read, annotate, and complete writer’s notes for any additional essays you find necessary to complete your arguments  
|        | - Review Transitions (I&C 76) and work on smoothing out transitions between sentences by supplying context to set up quotes.  
|        | - (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 and bring in essay on flash drive. |
| Th 5/12 | - **Proofreading Rough draft essay #4** Come in with two typed copies (including works cited page) of rough draft. Email revised copy of your essay to yourself to access in class. |
| M 5/16 | - **Submit Final draft of essay #4**  
|        | - See “What to Hand in With Final Draft” (I&C 8) for what to hand in with final draft: Hate to be a stickler, but if all material is not included and in folder, then essay is not complete. |