**ESSEX COUNTY COLLEGE**

**Humanities Division**

**ENG 096 – English Foundations**

**Course Outline**

**Course Number & Name:** ENG 096 English Foundations

**Credit Hours:**  4 .5 **Contact Hours:**  4.5 **Lecture:** 4.5 **Lab:**  N/A **Other:**  N/A

**Prerequisites**: Grade(s) of “C” or better in ENG 085 **or** in ESL 105 and ESL 106 or placement

**Co-requisites:** ENG 096T **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course is designed to enable the student to write at college level.  By applying the writing process, the student will write a number of multi-paragraph compositions, adhering to the principles of English grammar, usage, mechanics, and punctuation. Students will be introduced to the principles of rhetoric through logical analysis of expository writing. Research techniques and Modern Language Association (MLA) rules for documentation will also be introduced and emphasized.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. write a composition;

2. implement critical reading techniques to analyze selected materials; and

3. write a documented paper.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Write a composition:

* 1. *prepare an effective outline;*
	2. *develop an effective thesis;*
	3. *write an effective introductory paragraph with a clearly defined thesis;*
	4. *write body paragraphs in support of the thesis statement;*
	5. *write appropriate closing paragraphs;*
	6. *use fluency and variety in sentence structure and vocabulary;*
	7. *use proper grammar and mechanics;*
	8. *word process the paper;* and
	9. *revise and edit the draft in the development of an appropriate final copy*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Implement critical reading techniques to analyze selected materials:

2.1 *develop textual analysis by reading, explaining, and commenting on various passages taken from selected readings;*

2.2 *use note taking, highlighting the main idea, and other annotation skills;*

2.3 *identify expository and argumentative writing in assigned readings;* and

2.4 *demonstrate critical reading toward one’s own writing through improved essay development and revision*

3. Write a documented paper:

3.1 *use a variety of appropriate research techniques;*

3.2 *use proper MLA style format for in-text parenthetical citations;*

3.3 *develop a “Works Cited” page;* and

3.4 *provide and discuss appropriate textual evidence from sources to support the points one wishes to make*

**Methods of Instruction**: Instruction will consist of lectures, discussions, and the development of four multi-paragraph essays, one of which will count as the documented paper.

**Outcomes Assessment:** Checklist rubrics will be used to evaluate student compositions/essays and the various elements of composition/essay documentation for the presence of course objectives. A survey will be administered following the Midterm Essay to evaluate student preparation for response writing to essays. Rubrics will be used to evaluate the recognition of main ideas and critical reaction to them in sampled writing assignments. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Submit a diagnostic writing sample given at the beginning of the semester to assess individual needs and writing problems and to correct placement errors.

2. Write three multi-paragraph compositions (in-class or at-home) in addition to the Divisional Midterm and Final Essays, which must be written in class.

3. Complete the reading and analysis of several texts.

4. Write one documented paper using the MLA parenthetical form of citation and a variety of research techniques.

5. Write a satisfactory in-class Final Essay. Note**:** Passage of the Divisional Final Essay is one of the requirements for passing the course.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* 3 Multi-Paragraph Compositions (to be assigned by instructor) 30 – 50%

Compositions will show evidence of the extent to which students meet course objectives including, but not limited to, developing an outline, a thesis, introductory and closing paragraphs, as well as paragraph and essay structure showing evidence of editing and revision.

* 1 Documented Paper (to be assigned by instructor) 15 – 25%

The documented paper will show evidence of the extent to which students meet course objectives including, but not limited to, choosing an appropriate topic, developing a logical discussion or argument with an introduction, and a thesis, body paragraphs and essay structure, and a closing paragraph, using MLA parenthetical citations and providing a “Works Cited: page. In addition, the student will utilize research sources in support of the thesis, while clearly maintaining his or her own voice.

* **Divisional Midterm Essay 10 – 20%**

The same objectives apply as with multi-paragraph compositions.

* **Divisional Final Essay 20 – 30%**

The same objectives apply as with multi-paragraph compositions. Passage of the final essay is a requirement of course completion.

Note: The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester. Also, the Divisional Final Essay must be passed in order to receive a passing grade in the course.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text (required for adjunct instructors/optional for full-time faculty) by Connelly, Mark. *Get Writing: Paragraphs and Essay*, 2nd edition. Boston: Wadsworth/Cengage, 2010. ISBN-13 #: 978-1-4282-6215-7; and the book by Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: Penguin Books, 2000. ISBN #: 978-0-14-043795-9

**Week Chapter/Topics**

1 **Diagnostic Essay**

 Course Introduction/Class Syllabus Review

 Chapter 1 Why Write?

 1.2 The Writing Context

 Review: Chapter 34 Capitalization

2 Chapter 2 The Writing Process

 2.1 Prewriting Techniques

 2.2 Planning the Essay

 2.3 Writing Activity

 2.4 Revising and Editing

 Review: Chapter 22 Understanding the Sentence

3 Chapter 3 Developing Topic Sentences and Controlling Ideas

 3.1 What is a Paragraph?

 3.2 Writing Topic Sentences

 3.3 Revising Paragraphs

 Library Visit (Must be scheduled by the Instructor)

4 Chapter 4 Supporting Topic Sentences with Details

 4.1 What are Supporting Details?

 4.2 Steps to Building Effective Paragraphs

 4.3 Types of Support

 Relevant Readings Assigned

 **First Multi-Paragraph Composition**

5 Chapter 5 Developing Paragraphs Using Description

 5.1 What is Description?

 5.2 Creating Dominant Impressions

 5.3 Supporting Details

 Relevant Readings Assigned

 Review: Chapter 20 Using Sources and MLA Documentation

6 Chapter 6 Developing Paragraphs Using Narration

 6.1 What is Narration?

 6.2 Making a Point

 6.3 Using Transitions

 6.4 Using Dialogue

 Review: Chapter 23 Avoiding Fragments

**Week Chapter/Topics**

7 Chapter 7 Developing Paragraphs Using Example

 7.1 What is an Example?

 7.2 Writing Example Paragraphs

 7.3 Writing Example: Using Transitions

 **Second Multi-Paragraph Composition**

 Review: Chapter 25 Repairing Run-ons and Comma Splices

8 Midterm Exam (Essay) Review

 Review: Chapter 14 Planning Essays & Chapter 31 Adjectives and Adverbs

9 **Divisional** **Midterm Essay** (in class)

10 Chapter 8 Developing Paragraphs Using Definition

 8.1 What is Definition?

 8.2 Establishing Meaning

 Review: Chapter 16 Revising Essays & Chapter 28 Subject-Verb Agreement

 Relevant Readings Assigned

 **Third Multi-Paragraph Composition**

11 Chapter 11 Paragraphs Using Process

 11.1 What is Process?

 11.2 Writing Paragraphs that Explain

 11.3 Exam Skills

12 Chapter 12 Developing Paragraphs Using Cause and Effect

 12.1 What is Cause and Effect?

 12.2 Critical Thinking

Review: Chapter 17 Improving Style and Consistency & Chapter 19 Improving Word Choice

 Relevant Readings Assigned

 **Documented Paper**

13 Chapter 13 Developing Paragraphs Using Argument

 13.1 What is Argument?

 13.2 Critical Thinking Exercise

Review: Chapter 29 Verbs: Tense, Mood, and Voice, Chapter 32 Commas and Semicolons & Chapter 33 Other Marks of Punctuation

14 Final Essay Review

15 **Divisional** **Final Essay** (in class)