Course Number & Name: ENG 085 College Language Studies

Credit Hours: 6.0  Contact Hours: 6.0  Lecture: 6.0  Lab: N/A  Other: N/A

Prerequisites: Placement

Co-requisites: ENG 085T  Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This is a combined reading and writing skills course designed to assist students to comprehend, interpret, and analyze text. Students will learn how to think critically about what they have read, and write meaningfully on selected readings and other assignments. The writing portion of the course emphasizes fluency, the writing process, sentence and paragraph structure, grammar, essay development, and the articulation of critical thoughts in writing. The reading portion emphasizes creating a written response to assigned reading material and articulating ideas in a class setting. Students will recognize main ideas, distinguish main ideas from details, recognize patterns of development, draw conclusions and inferences, recognize and understand author’s purpose, make judgments and distinguish fact from opinion. Students will also learn the Modern Language Association (MLA) style format for college compositions.

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. demonstrate proficiency in reading, writing, speaking, and listening skills.

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

1. Write a composition:
   1.1 prepare an outline;
   1.2 develop a thesis;
   1.3 write an introductory paragraph with a clearly defined thesis;
   1.4 write body paragraphs in support of the thesis statement;
   1.5 write appropriate closing paragraphs;
   1.6 use fluency and variety in sentence structure and vocabulary;
   1.7 use correct grammar and mechanics;
   1.8 word process the paper; and
   1.9 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. Demonstrate proficiency in reading, writing, speaking, and listening skills:
   3.1 explain orally the meaning and interpretation of a given text;
   3.2 respond in writing to any given written, visual, audio, or verbal text; and
   3.3 take accurate notes of an oral lecture

Methods of Instruction: Instruction will consist of lectures, discussions, group and individual study, and board work.

Outcomes Assessment: Assessment methods are as follows:

1. Checklist rubrics will be used to evaluate student compositions/essays for the presence of the measurable objectives.
2. A survey will be administered following the Midterm Essay to evaluate student preparation for response writing to essays.
3. Rubrics will be used to evaluate the recognition of main ideas and critical reaction to them in sampled writing assignments.
4. Checklist rubrics will be used to evaluate the various elements of the oral explanations.

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 four 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 various texts.
4. 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:

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td>• 4 Multi-Paragraph Compositions (to be assigned by instructor)</td>
<td>40 – 50%</td>
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<tr>
<td>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.</td>
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<td>• Divisional Midterm Essay</td>
<td>10 – 25%</td>
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<td>The same objectives apply as with multi-paragraph compositions.</td>
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<tr>
<td>• Divisional Final Essay</td>
<td>20 – 35%</td>
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<tr>
<td>The same objectives apply as with multi-paragraph compositions. Passage of the final essay is a requirement of course completion.</td>
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**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.

**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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter/Topics</th>
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</table>
| 1    | **Diagnostic Essay**  
Course Introduction/Class Syllabus Review  
Chapter 1 The Simple Sentence  
1.1 Recognizing a Sentence  
1.2 Recognizing Verbs  
1.3 Recognizing Subjects  
1.4 Chapter Test  
Review: Chapter 20 Writing a Paragraph |
| 2    | Chapter 2 Beyond the Simple Sentence: Coordination  
2.1 Options for Combining Simple Sentences  
2.2 Option 1: Using a Comma with a Coordinating Conjunction  
2.3 Option 2: Using a Semi-Colon Between Two Sentences  
2.4 Chapter Test  
Review: Chapter 20 Keeping a Journal  
Relevant Reading Assigned |
| 3    | Chapter 3 Avoiding Run-on Sentences and Comma Splices  
3.1 Run-on Sentences  
3.2 Comma Splices  
3.3 Chapter Test  
Review: Chapter 21 Writing a Paragraph: Planning & Chapter 22 Writing a Paragraph: Drafting |
| 4    | Chapter 4 Beyond the Simple Sentence: Subordination  
4.1 Option 4: Using a Dependent Clause to Begin a Sentence  
4.2 Option 5: Using a Dependent Clause to End a Sentence  
4.3 Chapter Test  
Chapter 5 Combining Sentences  
5.1 Chapter Test  
Review: Chapter 23 Writing a Paragraph: Polishing/Proofreading  
**First Multi-Paragraph Composition** |
| 5    | Chapter 6 Avoiding Sentence Fragments  
6.1 Recognizing Fragments  
6.2 Correcting Fragments  
6.3 Chapter Test  
Review: Chapter 24 Writing a Narrative Paragraph  
Relevant Reading Assigned |
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| 6    | Chapter 7 Using Parallelism in Sentences  
      | 7.1 Achieving Parallelism  
      | 7.2 Chapter Test  
      | Chapter 8 Using Adjectives and Adverbs  
      | 8.1 What are Adjectives?  
      | 8.2 What are Adverbs?  
      | 8.3 Chapter Test  
      | Review: Chapter 25 Writing a Descriptive Paragraph |
| 7    | Chapter 9 Correcting Problems with Modifiers  
      | 9.1 Correcting Modifier Problems  
      | 9.2 Reviewing the Steps and Solutions  
      | 9.3 Chapter Test  
      | **Second Multi-Paragraph Composition**  
      | Review: Chapter 26 Writing an Illustration Paragraph |
| 8    | Midterm Essay Review  
      | Review: Chapter 29 Writing from Reading & Chapter 10 Verbs: The Four Main Forms  
      | 10.1 Using Standard Verb Forms  
      | 10.2 The Present Tense  
      | 10.3 The Past Tense  
      | 10.4 Irregular Verbs  
      | 10.5 Chapter Test |
| 9    | **Divisional Midterm Essay** (in class)  
      | Chapter 11 More on Verb Tenses  
      | 11.1 Helping Verbs and Verb Tenses  
      | 11.2 Present Progressive Tense  
      | 11.3 Past Progressive Tense  
      | 11.4 Present Perfect Tense  
      | 11.5 Past Perfect Tense  
      | 11.6 Chapter Test |
| 10   | Chapter 28 Moving from Paragraphs to Essays  
      | 28.1 What is an Essay?  
      | 28.2 Comparing the Single Paragraph and the Essay  
      | 28.3 Organizing an Essay  
      | 28.4 Writing a Thesis  
      | Relevant Readings Assigned  
      | Review: Chapter 12 Verbs: Consistency and Voice |
| 11   | Chapter 13 Making Subjects and Verbs Agree  
      | 13.1 Special Problems with Agreement  
      | 13.2 Chapter Test  
      | Review: Chapter 16 Punctuation  
<pre><code>  | **Third Multi-Paragraph Composition** |
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<thead>
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| 12   | Chapters 14 and 15 Using Pronouns Correctly  
14.1 Agreement and Reference  
15.1 Consistency and Case  
Chapter Tests  
Review: Chapter 18 Words that Sound Alike/Look Alike  
Relevant Reading Assigned |
| 13   | Chapter 19 Using Prepositions Correctly  
19.1 Prepositions that Show Time  
19.2 Prepositions that Indicate Place  
19.3 Expressions with Prepositions  
**Fourth Multi-Paragraph Composition** |
| 14   | Final Essay Review |
| 15   | **Divisional Final Essay** (in class) |