



LIBERAL ARTS DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
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ENG101: ENGLISH COMPOSITION I
SYLLABUS
LECTURE HOURS/CREDITS: 3/3

CATALOG DESCRIPTION

Prerequisite: RDG099 – Introduction to College Reading III

This course provides students with extensive guided experience in writing essays. The course emphasizes the writing process; critical reading and thinking skills; and the concepts of audience, purpose and form. Attention is devoted to responsible research skills and the basic techniques of MLA documentation.

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Essays (4) • At least three (3) will be researched essays	Grading will be at least 65% of total grade and determined by individual instructors
Presentation	Grading to be determined by individual instructors
Information Literacy • Information Literacy Quiz	Grading to be determined by individual instructors
Individual instructors may include the following assessment(s): • Research Proposal • Annotated Bibliography • Homework • Class Work • Quizzes • Class Preparation and Participation	Grading to be determined by individual instructors
• End of Semester Portfolio Collection	Grading (if any) to be determined by individual instructors

Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

RCGC Core Competencies	
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

ENG101 CORE COMPETENCIES

This course focuses on three of RCGC's Core Competencies:

- Written and Oral Communication
- Technological Competency
- Information Literacy

STUDENT LEARNING OUTCOMES: ENGLISH COMPOSITION I

(Revised 2014)

<p align="center">Successful Completion of ENG101 will help students:</p>	<p align="center">RCGC Core Competencies</p>	<p align="center">Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</p>
<p>1. Recognize and apply the principles of effective communication when writing and speaking:</p> <ul style="list-style-type: none"> a. Develop and organize around one central idea b. Support central idea and related ideas with detail and evidence c. Create an essay to follow organization d. Use precise word choice and correct grammar, punctuation, and spelling 	<p>- Written and Oral Communication</p>	<p>Essays Observation and Discussion Presentation</p>
<p>2. Adapt to a variety of audiences and occasions:</p> <ul style="list-style-type: none"> a. Correlate dictation, voice, tone, and evidence to various audiences b. Create a consistent voice when using sources in an essay 	<p>- Written and Oral Communication</p>	<p>Essays Presentation Class Participation</p>
<p>3. Design and execute effective searches for information:</p> <ul style="list-style-type: none"> a. Use appropriate library tools to access information in print and electronic formats relevant to a particular topic b. Evaluate and consider reliability (including consideration of academic vs. popular sources) when deciding how to use sources in an essay c. Apply technology effectively to locate, interpret, organize, and present information 	<p>- Technological Competency - Information Literacy</p>	<p>GCC library issued <i>Information Literacy Workbook</i> Essays</p>

STUDENT LEARNING OUTCOMES: ENGLISH COMPOSITION I (CONTINUED)

(Revised 2014)

Successful Completion of ENG101 will help students:	RCGC Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
4. Communicate in ethical ways: <ol style="list-style-type: none"> a. Use basic phrases and quotation marks, as well as accurate MLA internal citation and Works Cited in essays using sources b. Construct a reasoned and fair argument without deception or inflammatory language c. Evaluate other writers' credibility and authority 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy 	Essays
5. Describe, paraphrase and summarize college-level material accurately: <ol style="list-style-type: none"> a. Identify purpose, point of view, and key concepts b. Integrate researched material smoothly into an essay 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy 	Essays
6. Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload: <ol style="list-style-type: none"> a. Listen and contribute comments to class discussion without dominating the conversation b. Prepare for peer activities c. In peer activities, use the language of academic writing to talk about essays (thesis, organization, transitions, etc.) and articulate strengths and weaknesses in writing d. In small groups, stay focused on work at hand; offer input that is helpful and insightful, not distract by socializing; and occasionally record and report 	<ul style="list-style-type: none"> - Written and Oral Communication 	Observation and Discussion Class Participation

TOPICAL OUTLINE

WRITING EFFECTIVE ESSAYS:

- Audience
- Purpose
- Unity
- Coherence (Including Transitions)
- Development

WRITING PROCESS:

- Prewriting
- Outlining
- Writing
- Revising
- Editing and Proofreading

PARTS OF AN ESSAY:

- Introduction (Opening Remarks/Lead-In and Thesis Statement)
- Body of Support (Using Transitions Appropriately)
- Conclusion

METHODS OF DEVELOPMENT:

- Exposition (Example, Comparison/Contrast, Classification, Cause/Effect, Process, Definition)
- Narration
- Description
- Argumentation

WRITING CORRECT AND EFFECTIVE SENTENCES:

- Word and Phrase Addition
- Coordinate and Subordinate Addition
- Choosing Appropriate Grammar, Punctuation, Spelling and Diction

CORRECTING COMMON ERRORS:

- Fragment
- Comma Splice/Run-On
- Dangling/Misplaced Modifier
- Pronoun Agreement/Reference
- Faulty Subject-Verb Agreement
- Unnecessary Shift in Tense or Voice
- Faulty Diction

CRITICAL THINKING:

- Logic and Logical Fallacies
- Inference (To be Demonstrated in Reading and Writing)

BASIC RESEARCH:

- Writing a Thesis
- Using Sources to Support Statements
- Using Paraphrase/Summary Writing for Taking Notes
- Using MLA Style for Internal Citations, Works Cited Page, and Bibliography
- Using Library Research Tools and Quality Internet Sources

READING (EMPHASIS ON ESSAYS):

- Comprehension – Ideas for Discussion and Writing
- Structural Analysis – Using Models for Writing

ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS

Criteria for Preparing and Submitting Essays:

1. All essays must be word-processed, double-spaced, on one side of standard-sized paper (8.5 x 11 inches) with top/bottom margins of 1 inch and left/right margins of 1inch.
2. A title page is unnecessary. Instead, provide the MLA four-line, double-spaced header in the top left corner of the first page. This header includes the student's name, instructor's name, course number and section, and the date submitted. Then, on this first page, center the title below the header, and begin the essay below the title.
3. Pages must be numbered consecutively in the upper right corner, one-half inch from the top and flush with the right margin **and** include your last name.
4. The Works Cited begins on a separate page, the last page, and is labeled Works Cited centered at the top of the page. Double-space within and between entries. Do not include URLs for web-based entries.

Class Preparation and Participation Rubric:

- A:** Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
- B:** Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
- C:** Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material.
- D:** Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
- F:** Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

Information Literacy:

- The Information Literacy Workbook provides basic instruction in locating, evaluating, and documenting information. Workbook questions are electronically submitted and graded via eLearning.

ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS (CONTINUED)

ENG101 ESSAY RUBRIC

Criteria	Superior	Average	Unacceptable
Title and Introduction	<ul style="list-style-type: none"> • Title is sophisticated and clearly reflects the thesis. • Introduction contains perfectly clear thesis and briefly introduces strong argumentative points the paper will use. • The structure is flawlessly logical and precise. • Demonstrates a masterful transition to the body. 	<ul style="list-style-type: none"> • Title generally reflects the thesis. • Introduction contains a reasonably clear thesis and introduces some of the points the paper will use. • The structure is generally logical and somewhat precise. • Demonstrates a reasonably smooth transition to the body. 	<ul style="list-style-type: none"> • Title is missing or non-reflective of the thesis. • Introduction is missing the thesis or the thesis does not reflect the assignment. • The points are not set up. • The structure is absent or rambling. • Demonstrates no transition to the body.
Body Paragraphs	<ul style="list-style-type: none"> • Essay has a minimum of three body paragraphs • Each paragraph has a minimum of six sentences • Each body paragraph begins with a clear topic sentence that supports the thesis statement • Each topic sentence is supported by a variety of facts, examples, and observations • Compelling evidence strongly supports ideas, and is smoothly integrated • Organization of paragraphs is appropriate and consistent with thesis 	<ul style="list-style-type: none"> • Essay has a minimum of three body paragraphs • Nearly all paragraphs have a minimum of five sentences • Most of the body paragraphs begin with topic sentences • Most topic sentences are supported by facts, examples, and observations • Evidence might not clearly support ideas or might not be well integrated • Organization might be unclear and not always consistent with thesis 	<ul style="list-style-type: none"> • Essay has two or fewer paragraphs • Three or more paragraphs have three or fewer sentences • Body paragraphs lack topic sentences • Body paragraphs are largely unsupported by relevant facts, examples, and observations • No evidence or inappropriate evidence is used • Paragraphs lack organization and do not relate to thesis
Conclusion	<ul style="list-style-type: none"> • Returns to the central idea of the essay and effectively connects to other ideas. • Leaves the reader with a positive final impression. • Contains at least six sentences. 	<ul style="list-style-type: none"> • Makes a reference to the essay's topic or restates verbatim what has already been said. • Contains at least four sentences. 	<ul style="list-style-type: none"> • Offers only personal opinion or fails to conclude. • Leaves the reader stranded. • Contains three or fewer sentence.
Content	<ul style="list-style-type: none"> • Reflects an in-depth, original, masterful, and correct understanding and high level of analysis of the topic. • Reasoning is flawlessly logical, accurate, and extremely convincing. • Prose is creative, very engaging, and demonstrates a clear sense of the audience. 	<ul style="list-style-type: none"> • Reflects a reasonable understanding of and familiarity with the material and topic. • Reasoning is generally logical and mostly convincing. • Some analysis is evident. • Prose is functionally acceptable and meets the minimum standards for college writing. 	<ul style="list-style-type: none"> • Reflects a lack of understanding of and unfamiliarity with the material and topic. • Reasoning is flawed and unconvincing. • Little to no or ineffective analysis is evident. • Prose is functionally unacceptable and does not meet passing standards for college writing.

ENG101 ESSAY RUBRIC (CONTINUED)

Criteria	Superior	Average	Unacceptable
Use of Language	<ul style="list-style-type: none"> • Sentences and paragraphs reflect a superior level of language proficiency and accuracy. • Formal language used is consistent with academic writing, avoids slang and abbreviations. • Avoids use of 2nd person “you.” • Uses 1st person “I” only when assigned. • Avoids announcements (“I think,” “I believe,” “In my opinion”). • Contains few, if any, grammatical, punctuation, and spelling errors, and those are of a minor variety (none affect the flow or clarity of the essay). 	<ul style="list-style-type: none"> • Sentences and paragraphs reflect an acceptable level of language proficiency and accuracy. • Language might be somewhat informal. • Avoids use of 2nd person “you.” • Inappropriately uses 1st person “I” and/or announcements (“I think,” “I believe,” “In my opinion”). • Little sentence structure variety; most sentences written in basic and repetitive structures. • Contains errors which can interfere with the reader’s understanding. 	<ul style="list-style-type: none"> • Sentences and paragraphs reflect an unacceptable level of language proficiency and accuracy. • Language is informal, might contain slang and abbreviations. • Excessive use of 2nd person “you,” inappropriate use of 1st person “I,” and/or announcements (“I think,” “I believe,” “In my opinion”). • Simplistic or incoherent sentences outweigh intelligible sentences. • Inaccurate or limited vocabulary. • Contains errors so severe that they detract from the reading of the paper.
Research	<ul style="list-style-type: none"> • Variety of sources that are valid, reliable, and accurate demonstrating highly competent information access and evaluation. • Strong evidence of careful choice of sources. 	<ul style="list-style-type: none"> • Variety of sources; most are valid, reliable, and accurate demonstrating an acceptable level of information access and evaluation. • Some evidence of careful choice of sources. 	<ul style="list-style-type: none"> • Nearly all or all sources are unreliable demonstrating incompetent information access and evaluation. • No evidence of careful choice of sources.
MLA Academic Documentation (In-Text Citations and Works Cited)	<ul style="list-style-type: none"> • Consistently uses accurate in-text citations and has a flawless Works Cited page. • In-text citations are introduced smoothly and support (not make) the student’s point. • Does not overuse quotes. • All sources cited in the essay are listed in the Works Cited. • Separate Works Cited page is labeled. • Works Cited sources are listed alphabetically, double-spaced, in hanging indent format. • All sources in the Works Cited are referenced in the essay. 	<ul style="list-style-type: none"> • Some errors in in-text citations and/or Works Cited page. • Essay is notably lacking in three items in the Superior category. For example, quotations and paraphrases may be too long and some are not in MLA style. 	<ul style="list-style-type: none"> • In-text citations and/or Works Cited page are so flawed that they are not recognizable as MLA format. • Complete lack of in-text citations and/or complete lack of a Works Cited page will be treated as plagiarism resulting in a zero grade for the essay.
Essay Format	<ul style="list-style-type: none"> • Entire essay is double-spaced with 1-inch margins. • Double-spaced header (student’s name, instructor’s name, course, date) in top left corner of first page. • Title centered on first page below header. • Student’s last name before page number in upper right corner of every page. 	<ul style="list-style-type: none"> • Notably lacking two of the items in the Superior category. For example, lines of the MLA header are confused and the essay has 2-inch margins. 	<ul style="list-style-type: none"> • Nearly all or all formatting is incorrect or inconsistent.

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.