



Communication and Creative and Performing Arts Division
 1400 Tanyard Road, Sewell, NJ 08080
 856-468-5000

ENG 101: Enhanced English Composition I

Syllabus

Lecture Hours/Credits: 4/4

Catalog Description

Prerequisite: RDG099 or ENG 104

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.

Click here to see current textbook prices at www.rcgc.bncollege.com.

Evaluation Assessment

Grading Distribution

- Essays (5) worth 100 points each (65%)
 - At least three (3) will be source-based essays
 - At least two (2) will be researched essays*Presentation worth 30 points (5%)
- Information Literacy
- Research Proposal
- Annotated Bibliography
- Presentation
- Homework
- Classwork
- Quizzes
- Class Preparation and Participation
- End of Semester Portfolio Collection

* A minimum of four essay assignments is required. Three of these four should be "source-based," meaning that the essays require the incorporation of sources. Two of these four essays should be "researched," meaning that students should play a part in locating, evaluating, and selecting the sources they incorporate into the essays. Researched essays are a subcategory of source-based essays. The Departmental Common Essay Assessment counts toward the source-based requirement, but not toward the researched essay requirement since the source is provided to the students by the department.

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 South Jersey 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 RCSJ 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.

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.

ENG 101e Core Competencies

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

- Written and Oral Communication
- Technological Competency
- Information Literacy

Student Learning Outcomes: Enhanced English Composition I

(Revised 2019)

Successful Completion of ENG 101e will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Apply the writing process: invent, draft, revise, and edit using the conventions of academic writing.	Written and Oral Communication	<ul style="list-style-type: none"> ● Essays ● Research Proposal ● Annotated Bibliography ● Homework ● Classwork ● Quizzes ● Presentation ● Class Preparation and Participation ● End of Semester Portfolio Collection
Analyze and synthesize textual evidence to produce academic writing with attribution. <ol style="list-style-type: none"> a. Use appropriate library tools to access information relevant to a particular topic b. Evaluate and consider reliability, accuracy, relevance, and impact when deciding how to use sources in an essay 	Written and Oral Communication Information Literacy	<ul style="list-style-type: none"> ● Essays ● Research Proposal ● Annotated Bibliography ● Homework ● Classwork ● Quizzes ● Presentation ● Class Preparation and Participation ● End of Semester Portfolio Collection ● RCSJ library issued <i>Information Literacy Workbook</i>
Evaluate and integrate sources using proper documentation. Use accurate and up-to-date MLA internal citation and Works Cited in essays using sources	Written and Oral Communication Information Literacy	<ul style="list-style-type: none"> ● Essays ● Research Proposal ● Annotated Bibliography ● Homework ● Classwork ● Quizzes ● Presentation ● Class Preparation and Participation ● End of Semester Portfolio Collection RCSJ library issued <i>Information Literacy Workbook</i>
Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse.	Written and Oral Communication Information Literacy	<ul style="list-style-type: none"> ● Essays ● Research Proposal ● Annotated Bibliography

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 Rubric**Criteria for Preparing and Submitting Essays:**

1. Must be MLA-formatted according to the most current edition.
2. Essays must be word-processed, double-spaced, on standard-sized paper (8.5 x 11 inches) with top/bottom margins of 1 inch and left/right margins of 1 inch.

ENG 101e Essay Rubric

Criteria	Upper Range	Middle Range	Lower Range
Content	<p>Upper Range Content means:</p> <ul style="list-style-type: none"> • Writing reflects an in-depth, original, masterful, and correct understanding and high-level analysis of the topic. • Reasoning, including the thesis statement, is logical, accurate, relevant to the assignment, and extremely convincing. • Details, research, and examples are well-chosen, well-integrated, and creative. • Thesis statement is direct, academic, and addresses the assignment. 	<p>Middle Range Content means:</p> <ul style="list-style-type: none"> • Writing reflects an acceptable level of understanding of and familiarity with the material and topic. • Reasoning, including the thesis statement, is generally logical, mostly convincing, and relevant to the assignment. • Details, research and examples are evident and fairly well-developed and integrated. • Thesis statement is identifiable, academic in nature, and related to the topic. 	<p>Lower Range Content means:</p> <ul style="list-style-type: none"> • Writing reflects a lack of understanding of and unfamiliarity with the material and topic. • Reasoning within the body and/or the thesis is flawed and unconvincing. • Little to no or ineffective analysis is evident. Details, research, and examples are minimal, not developed, or unidentifiable. • Thesis statement is unrelated or a thesis cannot be identified.
Research	<p>Upper Range Research means:</p> <ul style="list-style-type: none"> • Writing incorporates sources that are valid, reliable, relevant, and accurate, demonstrating highly competent information literacy skills. • Sources are selectively chosen to contribute meaningfully to the assignment. 	<p>Middle Range Research means:</p> <ul style="list-style-type: none"> • Writing incorporates sources; most are valid, reliable, relevant, and accurate, demonstrating an acceptable level of information literacy skills. • Sources adequately contribute to the assignment. 	<p>Lower Range Research means:</p> <ul style="list-style-type: none"> • Writing incorporates sources that are unreliable, demonstrating incompetent information literacy. • No evidence of careful choice of sources and/or no sources used.
Style	<p>Upper Range Style means:</p> <ul style="list-style-type: none"> • Prose is creative, very engaging, and demonstrates a clear sense of the audience and purpose. • Prose adopts an academic but authentic, personal style to enhance content meaning. • The overall structure of the writing is logical and precise. • The overall structure of the writing exhibits high-level organization and coherency. • Quotes support, but do not make, the points of the assignment. • Quotes are not overused. 	<p>Middle Range Style means:</p> <ul style="list-style-type: none"> • Prose is functionally acceptable and meets the basic standards for college writing. • Prose adopts a style that maintains an academic tone, while acceptably incorporating the writer's voice/ideas. • The overall structure is generally logical and somewhat precise. • The overall structure of the writing exhibits organization and coherency. 	<p>Lower Range Style means:</p> <ul style="list-style-type: none"> • Prose is functionally unacceptable and does not meet passing standards for college writing. • Prose incorporates a style and tone that is not acceptable for an academic essay. • The overall structure is rambling or unidentifiable • Quotes are misused, are overused, or are not properly integrated.

Criteria	Upper Range	Middle Range	Lower Range
		<ul style="list-style-type: none"> Quotes are relatable to the content and are appropriately integrated and explained. 	
Introduction	<p>Upper Range Introduction means:</p> <ul style="list-style-type: none"> Introduction contains perfectly clear thesis. Introduction provides and fully develops any necessary background information, such as the introduction of primary sources. Introduction employs creative and appropriate means to engage audience in the topic. 	<p>Middle Range Introduction means:</p> <ul style="list-style-type: none"> Introduction contains a reasonably clear thesis. Introduction provides some necessary background information. Introduction employs appropriate means to address the topic to the audience. 	<p>Lower Range Introduction means:</p> <ul style="list-style-type: none"> Introduction is missing the thesis or the thesis is not clearly identifiable. Introduction fails to provide or fully develop necessary background information. Introduction fails to employ appropriate means to address the topic to the audience.
Body Paragraphs	<p>Upper Range Body Paragraphs mean:</p> <ul style="list-style-type: none"> Body paragraphs fully develop the sub point contained therein through a variety of facts, examples, and observations. Separate body paragraphs avoid repeating the same or similar arguments in different wording. Body paragraphs are well developed in length and broken up appropriately given the topic, style, and assignment length guidelines. Each body paragraph includes a clear topic sentence that supports the thesis statement. Compelling evidence strongly supports ideas, and is smoothly integrated. Organization of and within paragraphs is appropriate and consistent with thesis. 	<p>Middle Range Body Paragraphs mean:</p> <ul style="list-style-type: none"> Body paragraphs adequately develop the sub point contained therein through appropriate facts, examples, and observations. Separate body paragraphs avoid repeating the same or similar arguments in different wording. Body paragraphs are appropriate lengths and broken up appropriately given the topic, style, and assignment length guidelines. Most of the body paragraphs include topic sentences that logically support the thesis. Evidence might not clearly support ideas or might not be well-integrated. Organization might be unclear and not always consistent with the thesis. 	<p>Lower Range Body Paragraphs mean:</p> <ul style="list-style-type: none"> Body paragraphs fail to adequately develop the sub point and are largely unsupported by relevant facts, examples, and observation. Body paragraphs repeat the same or similar arguments in different wording. Body paragraphs are not adequately developed in length. Body paragraphs lack topic sentences. Paragraphs lack organization and do not relate to thesis.
Conclusion	<p>Upper Range Conclusion means:</p> <ul style="list-style-type: none"> Conclusion returns to the central idea of the essay and effectively connects to other ideas. Conclusion leaves the reader with a clear and positive final impression. Conclusion expertly finalizes the writer's perspective on the topic and meets the assignment requirements. 	<p>Middle Range Conclusion means:</p> <ul style="list-style-type: none"> Conclusion makes a reference to the essay's topic or restates verbatim what has already been said. Conclusion coherently signifies to the reader that the essay has come to an end. Conclusion adequately finalizes the writer's perspective on the topic and meets the basic assignment requirements. 	<p>Lower Range Conclusion means:</p> <ul style="list-style-type: none"> Conclusion offers only personal opinion or fails to conclude. Conclusion leaves the reader stranded and/or is not coherently separated from the body. Conclusion does not meet the basic assignment requirements, or is missing entirely.
MLA Academic Documentation	<p>Upper Range MLA Documentation means:</p> <ul style="list-style-type: none"> Writing consistently uses 	<p>Middle Range MLA Documentation means:</p> <ul style="list-style-type: none"> Writing exhibits some errors in in- 	<p>Lower Range MLA Documentation means:</p> <ul style="list-style-type: none"> In-text citations and/or Works

Criteria	Upper Range	Middle Range	Lower Range
(In-Text and Bibliographic Citations)	<p>accurate in-text citations and has a well-executed Works Cited (or Annotated Bibliography) using the most current style guide adopted by the department.</p> <ul style="list-style-type: none"> All sources cited in the writing are listed in the Works Cited and all sources listed in the Works Cited are incorporated in the writing. Separate Works Cited page is labeled. Works Cited sources are listed alphabetically, double-spaced, in hanging indent format. 	<p>text citations and/or Works Cited (or Annotated Bibliography) page.</p> <ul style="list-style-type: none"> Essay is notably lacking in three items in the Upper Level category. For example, quotations and paraphrases may be too long and some are not in MLA style. Works Cited or Annotated Bibliography page exhibits clear efforts at proper formatting and citation, but may contain minor errors. 	<p>Cited page are so flawed that they are not recognizable as MLA format.</p> <ul style="list-style-type: none"> 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.
Use of Language	<p>Upper Range Use of Language means:</p> <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 and avoids slang and abbreviations. Writing avoids use of 2nd person "you." Writing uses 1st person "I" only when assigned. Writing avoids overuse of announcements ("I think," "I believe," "In my opinion"). Writing 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). 	<p>Middle Range Use of Language means:</p> <ul style="list-style-type: none"> Sentences and paragraphs reflect an acceptable level of language proficiency and accuracy. Language might be somewhat informal. Writing avoids use of 2nd person "you." Writing 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. Writing contains errors which can interfere with the reader's understanding. 	<p>Lower Range Use of Language means:</p> <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. Writing excessively incorporates 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. Writing contains errors so severe that they detract from the reading of the paper.
Essay Format	<p>Upper Range Format means:</p> <ul style="list-style-type: none"> Entire essay is double-spaced with 1-inch margins using standard font size and style requirements. Double-spaced header (student's name, instructor's name, course, date) in top left corner of first page. Title is centered on first page below header. Title is sophisticated and clearly reflects the thesis. Student's last name appears before page numbers in upper right corner of every page. 	<p>Middle Range Format means:</p> <p>Notably lacking two of the items in the Upper Range category. For example, lines of the MLA header are confused and the essay has 2-inch margins.</p>	<p>Lower Range Format means:</p> <p>Nearly all or all formatting is incorrect or inconsistent.</p>

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is 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. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 llawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500