

Ocean County College

School of Language and the Arts

ENGL 095 – Reading & Writing II

# Dr. T. Madison Peschock

“You don’t write because you want to say something, you write because you have something to say.” F. Scott Fitzgerald.

# Semester: Fall 2016

**Office:** Russell 228

**Office Phone:** 732-255-0400 ext. (If not in, leave a message)

**English Dept:**  732-255-0400 ext. 2097

**E-mail:** tpeschock@ocean.edu

**Office Hours:** M & Thurs 3:15-4:15; Tues/Fri 3-4; Wed 10-11 & by appt.

**Sections, Days:** Sections 5 & 27 - (days/times M/Thurs 8:00-9:15, Tues/Fri 12:30-1:45)

Labs: Wed 8:30-9:20 & Tues/Fri 2:00-2:50.

**COURSE DESCRIPTION**:

ENGL 095 is required for students who need a second level developmental English course as preparation for college-level coursework. The course builds on and expands fundamental reading and writing skills taught in ENGL 091. Instruction focuses on reading strategies for college work and on the process of composing essays, primarily in an academic voice. A minimum of 2500 words of finished writing will be assigned, supported by intensive reading and language study. One hour weekly is taught in a computer laboratory. A minimum grade of C must be earned to progress to the next course in the composition sequence. ENGL 095 replaces ENGL 011 and ENGL 021. The course cannot be used to satisfy degree requirements.

**REQUIRED TEXT and OTHER MATERIALS:**

* Brown, Sandra. Experiencing Reading and Writing. Dubuque: KendallHunt,

2014. Print.

* Packet for the course with handouts and readings
* Notebook
* Flash Drive
* Blue/Black Pens, pencils
* 2-pocket folder for writing assignments and 1 for handouts
* Mini stapler
* A printer at home OR a go print card with money on it to print papers

**COURSE OBJECTIVES:**

Students who successfully complete this course will demonstrate the entry level reading, writing, and critical thinking skills needed for success in college courses and will use a reflective

Composing process that includes generating ideas, drafting, revising, and editing as indicated in the skills below:

1. Write expository essays with focused thesis statements and broad introductory paragraphs.
2. Develop cohesive body paragraphs with effective topic sentences and specific details and examples drawn from source materials.
3. Recognize and use standard written English, including correct sentence structure, grammar, and punctuation.
4. Conduct basic research; accurately employ MLA documentation procedures.
5. Using source materials, draw inferences that display college level reading and textual analysis skills: preview and survey techniques, vocabulary and contextual study, text annotation, numerical and spatial analysis (for charts and graphs), critical reading, etc.
6. \*Write summaries and textual analyses of increasing complexity.
7. \*Use word processing as a tool for composing, revising, and editing essays.

\*The skills notes with an asterisk will be assessed through classroom assignments rather than through the institutional assessment of this course.

**POLICIES AND PROCEDURES**

**PLAGIARISM:**

Plagiarism is the use of another writer’s words or ideas without disclosure of the source. All essays and papers submitted by students for credit in English courses at Ocean County College must make honest and full disclosure of any sources used, including but not limited to books, print articles, films, and other media, the Internet, and professional or non-professional co-writers. Failure to make full disclosure of sources will subject students to penalties prescribed by Plagiarism policy #5180. See the current student handbook for further explanation. If a student is caught copying information directly from the internet and pasting the information in papers without citing or giving credit to the source, he/she will FAIL THE COURSE.

**ABSENCE AND LATENESS:**

Class participation and preparedness are essential components to any course. Students that miss classes will significantly lower their grade. It is not necessary to inform me of expected absences in advance; however, it is good practice to do so. (Please email me if you are going to be absence, and be responsible and ask what you will miss and what will be due the next class). Missing one to three classes will lower your participation grade; missing four to six classes will lower your final grade for the course a full letter grade; missing seven or more classes will result in failure of the course. Class will begin promptly at the start time. **It is imperative that you arrive to class on time.** **Three times** late will equal one absence. Habitual lateness will be reflected in lowered participation grades or, in egregious instances, counted as an absence. Attendance in lab is mandatory and recorded. Failure to attend lab may result in a failing course grade. You may **miss 4 courses for whatever reason**. Once you miss 5 absences, you will **lose 10 points** per miss. **Once you miss 6 absences you will be automatically dropped from the course.**

**LATE ASSIGNMENT POLICY:**

Submitting assignments by or before the assigned due date is an essential element in ensuring student understanding of the concepts covered. **Absenteeism cannot be used as an excuse** for not handing in an assignment on time or not being prepared for the next class. LATE homework will not be graded or given credit. **Home work is DUE ON THE DATED LISTED IN THE SYLLABUS**, even if you are absent. It is the responsibility of the student to acquire the make-up work that he or she has missed. Check our course schedule daily. If it is on the syllabus, stated verbally by me in class/posted on the chalk board and/or posted in the course, you are responsible to have the assignment completed. Essays turned in late without a previously arranged extension, will be dropped a full letter grade.

**COURSE ASSIGNMENT POLICIES:**

**HOMEWORK:**

* All textbook work MUST be completed by the date listed on the syllabus or stated by me verbally.

**JOURNALS:**

* At the beginning of some class meetings, I will give you about 10-15 minutes to write in your journal. Some journal responses will be homework. Journals will be checked at random. Students will need to have their journal up to date. You are responsible to catch up on journal entries if you are absent.

**LAB:**

* Every week, you will be responsible for taking part in lab work. This work will be graded and CANNOT be made up if class/lab is missed for the week. Skipping lab will result in a lowered course grade, and in some instances may result in a failing course grade if too many lab sessions are missed.

**FORMAL ESSAYS:**

* Formal Essays will be written through a series of drafts in accordance with the Writing Process. Failure to provide a draft when due will result in a lowered essay grade by 20 pts. If you are absent on the day that a draft is due, please make sure that you make an appointment to visit the Writing Center to get help. By getting your essay reviewed by the Writing Center you can gain partial credit. Rough drafts WILL NOT be read via email submissions. Know I’d be happy to look over essays or parts of essays during office hours.
* All essays must be handed in via a hard copy. All essays must be typed on 8.5x11 paper and must follow MLA formatting.
* All essays must have a title, and use 1 ½ inch margins.

**QUIZZES:**

* Quizzes are given at random to ensure that the work is being read and completed in a timely manner. As many of these are “surprise” quizzes, they MAY NOT be made up.

**THE WRITING CENTER WORKSHOPS:**

Students will be required to attend one workshop held by the Writing Center. This will count towards a student’s class participation grade. Students may attend other workshops for additional help and extra credit.

**HELPFUL INFORMATION:**

* Individual conferences can be scheduled at any time to review your progress. Contact me by email or at ext. 2274
* Keep all returned work in a separate folder—not the folder you turn essays in.
* Keep all typed assignments saved on a flash drive, which you need to bring with you to each class and lab meeting.
* If school closings occur due to weather or other conditions, you are responsible to follow the “Announcements” that will be posted within our course. All assignments will be required the day class resumes.
* In the event that I am absent, you will be emailed as soon as possible and an announcement will be posted containing instructions regarding assignments and course work.

**CIVILITY STATEMENT:**

Ocean County College defines civility primarily as the demonstration of respect for others, basic courtesy, reciprocity (treating others as we wish to be treated), and behaviors that create a positive environment in which to learn and to work. [See [www.ocean.edu/civility.htm](http://www.ocean.edu/civility.htm)]

The Trustees of the College and the College Administration set the tone for civil behavior through their professional conduct and through their leadership of the institution. All members of the college community create a positive environment characterized by considerate and principled conduct.

While no civility statement can guarantee considerate and principled conduct, the values set forth herewith represent institutional ideals and should serve as guide posts:

1. Respect for the work of all persons
2. Courteous discourse (oral, verbal, non-verbal and electronic)
3. Honest interactions and utterances
4. Fair and just treatment
5. Integrity and keeping promises
6. Commitment to the community college philosophy: Access, transfer, career preparation, workforce development, partnering, and community outreach. (<http://www.ocean.edu/welcome/mission_vision.htm>).
7. Open professional communications
8. Diversity, professionalism, and collegiality
9. Free expression of views without meanness or a desire to do harm
10. Tolerance of differing points of view
11. Zero tolerance for any forms of cyber stalking, cyber bullying, or cyber sexual harassment (see the Attorney General’s letter).
12. A culture of honor that enhances our students’ ethical and moral development and clearly communicates and consistently adheres to the definitions of and sanctions for academic dishonesty.

These ideals are consistently modeled by those in leadership positions in the administration, staff, faculty, and student body, and should provide direction for all members of the college community.

**CLASSROOM CONDUCT:**

* All cellular phones and electronic devices are to be turned off, and all headphones are to be removed while class is in session. Anyone caught texting or listening to music, playing games during class will receive a zero for the day for class participation AND you may be asked to leave class.
* Be aware that during class discussions you are responsible to conduct yourself in a professional and academic manner. Your means of communicating to each other through ideas and suggestions for improving work will be part of your class participation grade.
* CHEATING will NOT be tolerated. Cheating will result in a ZERO for all parties involved. Depending on the severity of the offense you may fail the course. If entire papers are copied or plagiarized you will FAIL the course.
* Talking excessively among each other about non-class topics, or using cell phones during a quiz or exam will result in a zero.
* Disruptive behavior will NOT be tolerated. I will warn you 1 time. A second offense will result in the student being moved up to the front of the room permanently. The third offense will result in the student being asked to leave the class/withdrawn from the class.

**CAMPUS RESOURCES and SERVICES:**

Tutoring is available in the Writing Center for writing assignments in all subject areas, not just English courses, and in the Mathematics Tutoring Center. Tutoring information for all other subjects can be found on the Tutoring page on the college website.

**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 you may also discuss this with a staff member in the Center for Academic Excellence or Disability Services. You can reach them at 732-255-0456.

**DISCLAIMER:**

Individual faculty members may make reasonable changes to this course outline exclusive of course requirements, course calendar, and grading procedures. 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.

**IMPORTANT NOTES:**

Ocean Cruiser is the official email communication for students at OCC: **first name\_last name@students.ocean.edu**

* All email correspondence for this course MUST take place within the course online.
* Failure to pay for a course may result in your being dropped for non-payment.

**USEFUL OUTSIDE RESOURCES:**

* It contains numerous interactive exercises to help you strengthen areas of grammar, spelling, sentence mechanics and research skills:

<http://owl.english.purdue.edu/>

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**GRADING:** Percentage Points

Homework and class activities 20% 200 points

4 formal essays 50% 125 each x 4 =500 pts

Class participation, Lab attendance & conference 10% 100 points

Quizzes 5% 50 points

Journal responses 5% 50 points

Final portfolio 10% 100 points

**Tentative reading schedule – English 095: Reading and Writing II**

**September**

***Week 1***

Sept 9 (Fri):

**Lecture topics:** Welcome and overview of the course. Introductions, activity.

**Homework:** Read info I assign via handouts.

***Week 2***

Sept 13 (Tues)

**Lecture topics:** Discussion includes the PROCESS STEPS OF WRITING: pre-writing, free writing making a list, clustering, writing a 1st draft. (See a clip of *Finding Forester*). Practice of 1 Process technique. Answer the prompt – What is one major incident that happened to me (good or bad)? Why did it impact you?

**Homework:** Finish writing this as a diagnostic. Due next class.

Sept 16 (Fri)

**Lecture topics:** Collect diagnostic writing. Discussion points include review of the PROCESS and the importance of having at least 2 drafts before a final draft is submitted. Also, we will discuss the concept of making 3 separate points and learn to support points with details and examples. Activity (RENNS).

**Homework:** Read pp 147-149 – in the textbook about composing an introduction and thesis. Stop at Paragraph patterns in an essay.

***Week 3***

Sept 20 (Tues)

**Lecture topics:** Discuss what an introduction consists of: an attention grabber and a thesis statement. Practice creating thesis. Watch part of “Intimate Portrait” and look at worksheet/activity I distribute. Also, discuss how to support the thesis with specific evidence. Activity.

**Homework:** Read pp 149-150 in the textbook – “Paragraph Patterns in an Essay” and Transitions in an Essay.” Keep expanding your practice essay – What is one major incident that happened to me (good or bad)? Why did it impact you? Write an introduction with a thesis statement and discuss 1 major way it impacted you. Use specifics and details.

Sept 23 (Fri)

**Lecture topics:** Discuss what the purpose of the body of an essay is. Make a point, support it—practice it more. Discuss transition. Discuss conclusion.

**Homework:** Finish your practice essay. The following elements should be included in your practice essay: 1 paragraph for intro, 3 or more paragraphs for body, 1 paragraph for the conclusion, and transition should be seen to connect paragraphs. Students should revise for subject/verb agreement. **Practice essay due 1 week from today.**

***Week 4***

Sept 27 (Tues)

**Lecture topics:** Discuss how to create a conclusion. Time to rewrite/edit practice essay. This essay is due next class.

**Homework:** do exercises I assign. Add your conclusion. Practice essay due next class.

Sept 30 (Fri)

**Lecture topics:** **Practice Essay due**. Focus on grammar issues. Fragments, run-on sentences, and comma splices. Focus on the use of Point of View and Active Verbs.

**Homework:** Read pages I assign in your packet and Do exercise I assign.

***Week 5***

**October**

Oct. 4 (Tues)

**Lecture topics:** Review Fragments, run-ons and comma splices. Also, discuss different styles of writing/rhetorical modes and exposition on pp 97-101.

**Homework:** Do exercises I assign and read the article I assign.

Oct. 7 (Fri)

**Lecture topics:** Discuss pp 101-104 “How to Assay an Essay” from the textbook. Distribute directions for essay 1 – Exposition/Reflection. Discuss what Reflection is. Read article I distribute on Sam Berns. Students will have time to practice summarizing the article, taking notes and/or annotating in groups and write a paragraph on the article as a group. We will watch Tedxtalk with Sam Berns. Students will have time to write in their journals about their reaction to Sam and his condition.

**Homework:** Do any exercises I assign and begin brainstorming what prompt you want to answer for mini essay. You should begin by creating an invention document.

***Week 6***

Oct. 11 (Tues)

**Lecture topics:** Watch the documentary *Life According to Sam*. While watching it, students should take notes.

**Homework:** complete your questions on the handout I distribute about Sam, his parents and his life. Start to brainstorm and think about your reaction to Sam’s story. Create an invention document of your thoughts about Sam’s story and his positive attitude. Begin writing journal article #1 about how you think you would react to having a condition like Sam’s. Could you be as positive? What inspired you about Sam? What shocked or amazed you about him? Journal #1 due next class.

Oct. 14 (Fri)

**Lecture topics:** **Journal #1 Due**. If needed, finish watching *Life According to Sam* and discuss more student reactions. Read article I distribute on Owen Howkins. Students will have an opportunity to summarize the article in groups and write a group paragraph/summary on the article & Owen’s story. If time permits, watch Owen’s story.

**Homework:** Journal entry #2 due next class. Write your initial reaction to Owen’s story. What did you think of Owen? What did you think of Owen’s attitude? Could you be as positive if you were diagnosed with his condition? What shocked or amazed you about him?

***Week 7***

Oct. 18 (Tues)

**Lecture topics:** **Journal #2 Due.** Finish watching any videos on Owen. Hear students’ reactions. Time to write in your journal about Owen. What did you learn about his condition?

**Homework:** Students should choose what story they want to reflect on to write their formal essay 1. (Do you want to reflect on Sam’s Story or Owen’s story?) For next class, find one source that discusses EITHER Progeria or Schwartz-Jampel Syndrome. Print the article and have an invention document of ideas you want to write about in your reflection essay and find information on either.

Oct. 21 (Fri)

**Lecture topics:** Review of fragments, run-ons and comma splices. Review of subject/verb agreement. Time to write your reflection essay.

**Homework:** Peer Edit for revise and edit essay 1 on Sam’s or Owen’s story. A rough draft of this essay is due next class.

***Week 8***

Oct. 25 (Tues)

**Lecture topics:** **Final Draft & Process of Reflective essay due.** Distribute directions for formal Essay 2– Division & Classification. Start “Division & Classification” essay Discuss what division and classification is and watch part of a dog show. Do class activity.

**Homework:** Read the essay I give you. Write a summary of the essay in packet.

Oct. 28 (Fri)

**Lecture topics:** Discuss student essays in Chapter 15 in packet. Also, read essay I distribute “The Dog Ate My Disk and Other Tales of Woe” by Carolyn Foster Segal. Group work on questions I assign.

**Homework:** Begin to brainstorm and create an invention doc. for what prompt want to write on for essay 2. (You need your invention document for Wednesday’s Lab so you can start your rough draft of essay 2.

***Week 9***

**November**

Nov. 1 (Tues)

**Lecture topics:** Look at set up of paper. pp 325-326, also read 330-333 in packet.

**Homework:** write your rough draft of your paper.

Nov. 4 (Fri)

**Lecture topics:** Review of comma splices and comma usage. Exercises. Review of punctuation: the period, question mark, exclamation point, colon and semi-colon.

**Homework:** Do exercises I assign from packet and write your rough draft of your paper.

***Week 10***

Nov. 8 (Tues)

**Lecture topics:** Class time to write paper and get help from me.

**Homework:** Finish your paper at home and be ready for peer edit in lab.

Nov. 11 (Fri)

**Lecture topics:** **Classification and Division essay due.** Hold eating experiment.

**Homework:** Begin brainstorming two ideas that you would like to compare/contrast for essay 3. Create your invention document.

***Week 11***

Nov. 15 (Tues)

**Lecture topics:** Discuss the eating experiment and brainstorm other possibilities of compare/contrast. Why do we use it in life? Discuss the two terms—Basis for comparison and points of comparison.

**Homework:** Have brainstorming done for next class/Lab—what you want to compare/contrast. You will have time in lab to research and get topics approved by me. Start writing rough draft of essay 3.

Nov. 18 (Fri)

**Lecture topics:** Practice Basis for comparison and points of comparison. We will also discuss arranging development and practice this with McDonald’s vs. Burger King. Students will have time to practice. Read pp281-284 in packet to explain how to set up a compare/contrast paper. Look at “One Side at a Time” and “Point by Point.”

**Homework:** read pp281-284 to “One Side at a Time” and “Point by Point” (in packet) if you don’t understand it. Research if needed and pick out Basis of Comparison and points of comparison for your essay. Create a chart if necessary.

***Week 12***

Nov. 22 (Tues)

**Lecture topics:** Read essay on Robert Marshall & Charles Stuart. Students will be in pairs picking out Basis for comparison and points of comparison. Group time to write paragraph.

**Homework:** Work on your paper – create all paragraphs. We will discuss transition and how to tie paragraphs together when we come back.

Nov. 24, 25 (Fri)

Off for Thanksgiving

**Week 13**

Nov. 29 (Tues)

**Lecture topics:** Take Marshall/Stuart paragraphs and tie them together with transition. Do exercise.

**Homework:** Add transition to your paper. Bring essay to Lab for peer edit.

**December**

Dec. 2 (Fri)

**Lecture topics:** **Essay 3 – Compare/Contrast DUE.** Begin Essay 4 – The Film Critique. Distribute list of films to watch as a group. Discuss what a film critique does. Look at an academic film critique. Watch episode of *The Big Bang Theory*.

**Homework:**

**Week 14**

Dec. 6 (Tues)

**Lecture topics:** Discuss the Big Bang Theory. Look at Film Critique. Vote on film.

**Homework:** Find a plot summary of the film we are writing on and read it and understand it.

Dec. 9 (Fri)

**Lecture topics:** Watch film

**Homework:** complete questions I assign as your brainstorming list.

***Week 15***

Dec. 13 (Tues)

**Lecture topics:** Watch film.

**Homework:** complete questions I assign as your brainstorming list.

Dec. 16 (Fri)

**Lecture topics:** Distribution of directions for Essay 4. We will discuss what students noticed about the film. Discussion of characters, costumes, special effects, etc.

**Homework:** Write your essay. Rough draft due next class for peer edit.

Dec. 20 (Tues)

**Lecture topics:** Peer Edit of film critique.

Homework: edit/perfect your final essay. Due in Lab or on Wednesday.