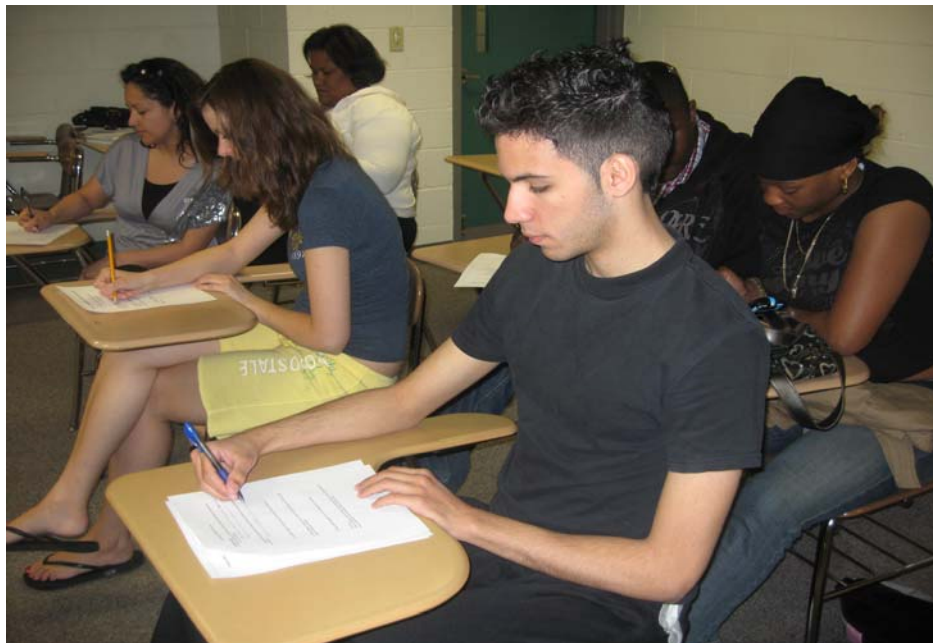


# Union County College

Cranford Elizabeth Plainfield

*Center for Student Success:  
Institute for the First Year*



Developmental English

Learning Community Faculty Handbook

**Fall 2010**





## About UCC...



Union County College (UCC), the oldest community college in New Jersey, is a public comprehensive college with a historic commitment to serving one of the most diverse populations in the country. Building on what began as an educational opportunity for students in the midst of the depression, UCC celebrates its 75<sup>th</sup> anniversary in 2008 with a renewed commitment to fulfill its mission of serving the higher education needs of the increasingly diverse citizenry of Union County, representing more than 80 languages and cultures.

Its primary mission is to provide the highest quality collegiate and career education opportunities that enable students to transfer to four-year colleges and universities or to pursue immediate entry into a career. UCC has an open admissions policy for both transfer and career programs and is committed to the fundamental values of public higher education.

Illustrating its commitment to serving diverse populations, UCC is a federally designated Hispanic-Serving Institution under Title V. Moreover, UCC's Institute for Intensive English, a national model, is the second largest ESL program in the State. Our students come from 80 different countries and speak 334 languages.

In 2007, the U.S Department of Education awarded the College a five-year Title V grant to implement researched-based strategies designed to increase the academic success and retention rate of our students. The new program, implemented in January 2008, is part of a college-wide initiative within the Center for Student Success. The multi-year project uses a holistic approach to address the academic needs of students during and after their first year.

A central component of the program is the establishment of Learning Communities, whereby designated sections of developmental math, developmental English and English 111 (composition for speakers of other languages) are paired with sections of UCC 101 (the First Year Seminar course). Another major component is the professional development activities for staff and faculty.

UCC is comprised of four campuses: Cranford, Plainfield, Scotch Plains, and Elizabeth, and all serve an increasingly at-risk population drawn from surrounding urban communities. The College is committed to building the diversity of the faculty and staff to reflect the cultural diversity of the county. In this regard, the college has made major progress in increasing diversity of faculty with the number of minority faculty almost tripling since 1990.



The faculty and staff readily embrace the inherent challenges of serving predominantly low-income students. Respectful of their students' diverse learning styles, faculty members continually experiment with new teaching methods and welcome professional development opportunities. The faculty and staff have also successfully expanded activities and services that have shown positive results with students in a target population to a broader college population.

An example is the First Year Seminar Course UCC 101, that is now required for all new students. This course was specifically designed to help students adjust to college life by helping them to clarify their goals, become familiar with the academic environment, and enhance their ability to learn and think critically.

This handbook was developed as a useful retention resource for the faculty. We encourage you to review and refer to it often for helpful information, including teaching strategies, tools and resource materials, and UCC processes and procedures. The handbook will also be available online at our website: [www.ucc.edu/go/css](http://www.ucc.edu/go/css) as a PDF file and html Word file. To access it, click Professional Development, then Faculty Resources, and finally the individual department you teach in. We welcome your feedback and comments.

# Section 1



## Developmental English

- Overview
- Movement of Students through Developmental English
  - Developmental Course Timeline
  - Academic Calendar

# Overview of Developmental English



There are five non-credit Developmental English classes in the English-Fine Arts- Modern Languages Department at UCC, which offer an introduction to college reading and writing. This segment of the EFAML Department is overseen by a Developmental English Coordinator, who handles scheduling, faculty and program oversight and student advising.

- The first level of Developmental English is English 087, an intensive 6-credit course in reading and writing.
- This is followed by English 088, mid-level Developmental Reading, and English 098, mid-level Developmental Writing.
- The top level consists of English 089 (Reading) and English 099 (Writing).

These courses are designed to provide reading and writing instruction for students whose placement test scores indicate a lack of readiness for college level work in certain skill areas. Students can place into Developmental English courses at any one of the three levels. Students may also place into a higher level of reading than writing, or the opposite.

Finally, some students, although not many, may be required to take only one Developmental English course (reading or writing). Upon completing the Developmental sequence in reading and/or writing, students are required to be re-tested and must pass the Basic Skills Re-test in order to pass out of Developmental Reading and/or Writing.

All students entering UCC, except those with certain exemptions, are required to take the Basic Skills Placement Tests in Reading, Writing, and Math. These tests are administered through the Academic Testing Office on the Cranford Campus. The Reading portion of the testing consists of a 40 question multiple-choice test; the Writing Portion consists of a 40 question multiple-choice grammar test and a 30 minute essay. Depending upon a student's score on these tests, he/she may be required to take one or more Developmental English classes.

All students see a counselor before and after the Testing process in order to complete their academic advisement and scheduling. Counselors are available on all three campuses to assist students with this process.

**See Section Five for information on the role of Counselors.**

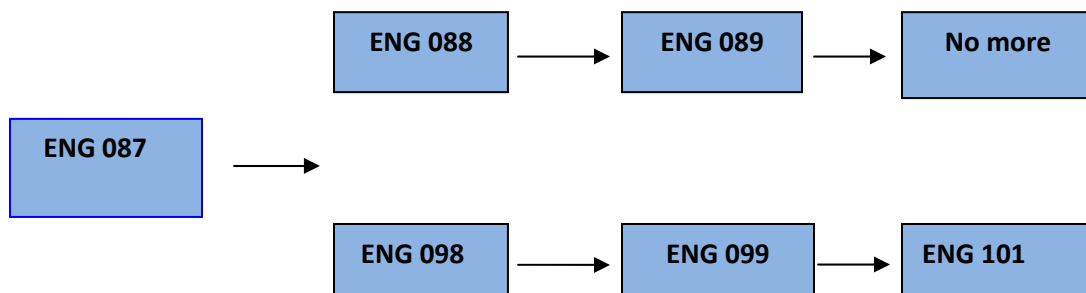
Union County College has Academic Learning Centers to assist students in their classes. Tutoring is available at all three campuses, with designated tutors for learning community students.

**See Section Five for information on tutoring services and the role of tutors.**



# Movement of Students through Developmental English

Here is the sequence:



An important piece of information here is that ENG 102 and ENG 122 have two pre-requisites: Both ENG 101 **and** ENG 089. If a student has completed 101 but still has 088 or 089, the student may not register for ENG 102 or 122 until the completion of the reading courses.

## **Early registration:**

- Students in 087 may register for 088 and 098.
- Students in 088 may register for 089.
- Students in 098 may register for 099.

Important note: If the students fail 088 or 098, they will be pulled out of the higher courses, **as well as courses that have 088 or 098 as prerequisites**. Please be sure students understand they must come back to adjust their schedules if they receive an F or W in 088 or 098.

Students in 089 and 099 who bring signed waivers or notes from their teachers saying they are expected to pass may register as follows:

- Students in 089 do not need another reading course.
- Students in 099 may register for 101.

Otherwise, they can't register early for English, or they have to reregister for 089 and 099 until further notice.

**Regular registration:**

- Students in 087 may register for the next levels. However, once grades are put in the SIS system, students with U, UF or W are required to put 087 (back) into their schedules.
- Before grades are recorded, students in 088 and 098 may register for the next level. If they want to skip 089 or 099, they must show evidence of having passed with a note or waiver form from the teacher (filled out after the teacher has determined the final grades).
- After grades, check students' transcript and requirements. Students with F or W must retake the course and must adjust their schedule accordingly.
- Before grades are recorded, students in 089 and 099 must show evidence of having passed with a note or waiver form from the teacher (filled out after the teacher has determined final grades).
- After grades, check students' transcripts and requirements. Students with F or W must retake the course and must adjust their schedule accordingly.

## Developmental Courses Timeline



- Registration in Regular Courses is ongoing until the fifth day of classes. Students can add and drop classes until the fifth day.
- Registration in Late-Start Courses is ongoing until the fifth day of late-start. The last day to withdraw from classes is during the eighth week of the semester. Professors should advise all students who are failing prior to this date.
- About ten weeks into the semester, registration begins for the following semester.
- Students may ask you to sign waiver forms allowing them to register (see Movement of students through Developmental Courses in this section).
- During the last days of class, English 089 classes are given final reading activity (Dept. wide activity). English 099 classes are given the final in-class essay (also Dept. wide). All portfolios due for students who are passing the class, to be reviewed by the faculty during final exams, should be collected on the last day of class.
- Accuplacer Re-testing will be scheduled during the last week of classes before the final exam period begins. Professors will be given detailed instructions for administering the computer exam. Test scores are available immediately upon administering the exam. Second-chance Testing will be scheduled during final exam time.
- Final Conferencing with students should take place during the final exam period, after all final testing has been scored.

# Academic Calendar 2009-2010



**Registration begins May 10, 2010**

<p><b>September 1</b></p> <p>Fall Semester Classes begin</p>	<p><b>September 6</b></p> <p>Labor Day College closed</p>	<p><b>September 8</b></p> <p>Last Day to Late Register for Courses Beginning Sept. 1</p>	<p><b>September 9</b></p> <p>'W' Grade begins for Courses Beginning Sept. 1</p>	<p><b>September 15</b></p> <p>Fall Late Start Courses Begin (All classes end Dec. 14)</p>
<p><b>September 21</b></p> <p>Last Day to Late Register for Courses Beginning Sept. 16</p>	<p><b>October 13</b></p> <p>Midsemester</p>	<p><b>October 27</b></p> <p>Last Day to withdraw from Fall courses</p>	<p><b>November 24</b></p> <p>No Classes</p>	<p><b>November 25 - 28</b></p> <p>Thanksgiving Recess College Closed</p>
<p><b>December 13</b></p> <p>Last Day of Fall Classes</p>	<p><b>December 14</b></p> <p>Basic Skills Testing No classes held</p>	<p><b>December 15</b></p> <p>Final Exams Begin 16<sup>th</sup> - 22<sup>nd</sup></p>	<p><b>December 22</b></p> <p>Last Day of Fall Semester</p>	

# Academic Calendar 2009-2010

## Spring



**Registration begins November 1, 2010**

<b>January 17</b> Martin Luther King Jr. Day College Closed	<b>January 20</b> Spring Semester Classes Begin	<b>January 26</b> Last Day to Late Register for courses Beginning Jan. 22	<b>January 27</b> 'W' Grade begins for courses Beginning Jan. 22	<b>February 3</b> Spring Late Start Courses Begin (All classes end May 11)
<b>February 9</b> Last Day to Late Register for courses Beginning Feb. 5	<b>February 10</b> 'W' Grade begins for courses Beginning Feb. 5	<b>February 21</b> Presidents Day College Closed	<b>March 14 thru 20</b> Spring Recess No Classes	<b>March 11</b> Midsemester
<b>March 24</b> Last Day to withdraw from Spring Course	<b>April 22 – 24</b> Easter Weekend College Closed	<b>May 5</b> Basic Skills Testing No Classes Held	<b>May 6</b> Classes Resume	<b>May 9</b> Last Day of Spring Classes
<b>May 10-16</b> Final Exams	<b>May 23</b> Awards Night	<b>May 17</b> Last Day of Spring Semester	<b>May 25</b> Commencement No Evening Classes Held	

# Section 2

## Planning Materials, Teaching Tools and Resources



- **Teaching in the Developmental English Classroom**
  - **Sample Assignments**
  - **Shared Assignments**
- **Compare/Contrast Grade Sheet**
  - **Essay Evaluation**

# Teaching in the Developmental

## English Classroom

Teaching the community college student brings unique challenges. These students are sometimes older, returning students. Some are younger students who are not ready or prepared to attend a four-year school. The younger students are often under-prepared for college level work due to a number of factors: lack of support or encouragement at home—including a lack of emphasis on the importance of a college education; inadequate high school preparation; and/or a general misunderstanding of the nature and scope of the personal commitment that college studies require. Older or younger, community college students often must work full-time jobs and handle family responsibilities while going to school. With all this in mind, it is important to be aware of some very specific challenges to be faced in the Developmental English classroom at UCC.



### **Attendance:**

First, irregular student attendance is a significant problem. Faculty will often remark, “I cannot help them if they’re not here in the classroom!” Some helpful techniques to encourage attendance are:

- Try to help students to identify potential schedule problems early. Have them write out a weekly schedule/plan that accounts for all of their responsibilities (including at-home study time).
- Try to develop a sense of camaraderie in the classroom, helping students to feel as if they are an important and necessary part of classroom work. Learn their names as soon as possible. Have students write and share profiles of each other, getting to know one another as students.
- Make class participation, discussion, and in-class work a key component of their grade.
- Establish a clear attendance policy early on and let the students know and see that you are keeping regular records.
- Meet with students mid-semester and have any students with significant absences sign an attendance commitment to pass the class or encourage the student to withdraw from the class.

**Discipline:**

Includes students who talk during class, students using cell phones/ipods, students who are disrespectful to other students or professors, students who go in and out of the classroom.



- ✓ Start by fostering an atmosphere of respect from the beginning, addressing students respectfully as an example.
- ✓ Make sure students feel that they have something at stake in the class, that you need them to work together in order for them to learn properly.
- ✓ Establish clear rules early on and stick with them. If the rules are fair and realistic, students are more likely to abide by them. If you feel comfortable with very strict rules (no cell phones at all, no food, drinks, or gum, all students always paying attention) be prepared to enforce them consistently.
- ✓ For discipline issues that you cannot resolve on your own, contact the Dean of Students, Dr. Ralph Ford (908-709-7142). For immediate assistance, contact Public Safety (see below for information).

**Public Safety**

<b>Cranford Campus</b>	<b>Elizabeth Campus</b>	<b>Plainfield Campus</b>
<b>908-709-7152</b>	<b>908-965-6070</b>	<b>908-412-3595</b>



## Students with Learning Difficulties/Disabilities

Any student with a learning disability must self-identify. It is not appropriate for a faculty member to ask a student if he/she has a disability. Once a student self-identifies, he/she will most likely provide the professor with an accommodations alert form. This will specify what accommodations he/she is allowed in the classroom (a note-taker, extra time on test, tape recorder, etc). However, the following are some other suggested techniques that might help students:



- At the start of each class session, provide students with an overview (spoken or written) of what is going to happen that day. It will help them to organize their notes and their work for the day.
- Encourage students who are tape recording the class to also take written notes.
- Offer a step-by-step plan that breaks larger tasks down into smaller tasks. You might consider doing this for the students who are allowed extra time for a test. Sometimes, the extra time is not enough—what they need is help in actually accomplishing the task—so breaking it down for them can help (“start by doing this for a few minutes, then move on to this . . .”)
- For some students, a graphic template is helpful for an assignment/class activity see <http://www.ldonline.org/article/5765>.
- For students with reading difficulties, books on tape can be very helpful. Try contacting the text publisher for assistance, or see the English Dept.

# Additional Suggested Teaching Strategies for Developmental English

## Six Key Senses to be Developed in Developmental Reading and Writing Classes:

(Adapted from *A Whole New Mind* by Daniel Pink)

1. Design: not just function. Students should be encouraged to create something that is not only functional but also beautiful, whimsical, or emotionally engaging.
2. Story: not just argument. The essence of persuasion is to fashion a compelling narrative. Stories help us to remember things. This is a skill being taught in medical schools (many of our students are going into healthcare careers).
3. Symphony: moving from analysis to synthesis, seeing the big picture.
4. Empathy: ability to know/explain how others think, to forge relationships and to care for others. (the health care and criminal justice majors need this!)
5. Play: laughter, lightheartedness, games and humor
6. Meaning: purpose, transcendence, and spiritual fulfillment.

These senses/qualities can be encouraged/nurtured through:

1. Student writing assignments: writing a biography of another student is a great exercise in many of these senses.
2. Student activities (journals, free writing) and discussion/interaction in class.
3. Student reading: in the kinds of questions we have them ask themselves as they read, in looking for these senses/qualities in the reading.

Nurturing these qualities can help us and the students move beyond the more limited “unity/development/coherence” qualities we look for in student work and help them strive to find and to produce something that is more relevant, meaningful, and useful to them. We have to help them develop the tools to make their way in this world!

Because Developmental English courses are essentially skills-based courses, they should be conducted workshop style, rather than lecture style. Some suggested teaching strategies that foster the workshop atmosphere include:

**Small Group Work:**

- Give the students a specific, multi-part task to accomplish as a group.
- Assign specific roles to each member of the group (e.g. group leader, writer, reporter, observer/feedback person).
- Ask students ahead of time to provide something that the group will need to work with (a piece of their writing, an article from the library, and a response to a reading). This component helps to ensure that every member contributes something to the group effort.

**Peer Review/Peer Editing** (for writing classes)

- Have students bring several copies of their work to class.
- Provide students with written guide/questions for reviewing their classmates' papers.
- Allow time for instructor participation and review of the process.
- Give students feedback on their reviewing of others' work.

### **Suggested Peer Review Activities (provided by Deb Scheibe, Adjunct)**

- Review major essay rough drafts: Model first how to peer edit. Use peer review sheets in groups of 3 where each person's paper is reviewed twice.
- Homework review: in groups share written answers to reading assignments. Teacher monitors groups and randomly questions student's written responses.
- Skill sheet work review: groups of students first do skill sheet individually (at home or in class as exercise). Students briefly review answers together. Teacher calls on groups for answers.
- Journal sharing: this activity frees teacher from commenting on every written piece. Peers share journal writes about anything assigned (see Freewrites below) and students offer general comments on what they liked about the piece and what they might change. The teacher may just note that the work has been done, randomly assess pieces, or pick particular items to assess.
- Freewrites – see how much your student's can write in 5 minutes. Whether students stay on topic or not, this exercise builds tone and fluency in writing. You're looking for volume here. Please see handout of writing prompts. Music is also a great prompt.
- Shared writing: Ask students to exchange journals and write a response to a peer's freewrite on the same page.
- Create a Wiki. The group compiles information on an assignment (e.g. a notorious American). Each student is assigned one component. The teacher may monitor Wiki input and give individual and group grades.

## **SAMPLE PEER REVIEW FORM / RESEARCH DRAFT #1**

**Name of Peer reviewer:**

**Name of paper author:**

**Paper title:**

1. Thesis. Without looking at the paper, summarize or paraphrase the author's argument or main point that s/he is trying to convey to the reader.
2. Introduction: strategies. Does the introduction make you want to keep reading? Why or why not? Is it a fairly traditional opening? How would you characterize the writing strategies used in the introduction?
3. Introduction: Follow-through. Having read the rest of the draft, did you find that the introduction gave you a good idea of what the author actually will address in the rest of the paper? If not, what is the main point that the author seems to be making?
4. Background and Definition. Does it seem like the author will provide his/her reader with a sufficient background or theoretical framework to understand the paper's central argument? Are all the important terms defined? Is this definition done at an appropriate place in the paper?
5. Organization I. Look at the overall organization of the paper. What type of underlying logic or strategy does the author seem to be using to structure his/her essay? In other words, what is the rationale behind the order in which s/he presents his/her material?
6. Organization II. Can you find any places where you feel the organization could be rearranged for better effect? Spend some time really envisioning how the paper will look as a completed essay - how it will flow - before answering this question. Is there any way to reorganize the elements in the essay to make it a better "narrative" - i.e., a more engaging read?
7. Research. As far as you can tell, are there any holes in the author's research? What points need further development? Can you think of any interesting and perhaps unusual approaches to the research that the author might not have considered (i.e.: for a paper on cell phone and driving abuses, sitting at a traffic light during rush hour and noting how many people who pass by are talking on their cell phones as they drive) - that might enrich his/her argument?
8. Relevance vs. Tangents. Are there any points of the argument that don't seem to fit - where the author seems to go off on a tangent? Are there any points that don't really seem relevant to the discussion at hand?
9. Opposition and Concession. Does the author take into account viewpoints opposed to his or her own? Does s/he need to do more of this? Does s/he need to tone it down?

10. Presentation. Can you offer the author any formal (meaning pertaining to the form of the essay) suggestions for the paper? Would an epigraph work? How about sub-headers? What further examples could be incorporated into the paper to concretize and support the argument? What sort of graphs, tables, or other visual materials could be integrated into the body of the argument to support the author's points?
11. Conclusion I. Does the conclusion seem to tie the paper together? Does it rely too heavily on summary? Do you feel that the author ends on a powerful note? Even more importantly, read the conclusion next to the introduction. Does the author end up proving what s/he said s/he would in the beginning of the paper?
12. Conclusion II. List below two alternative strategies that you feel might work well in the conclusion to this paper. Put a star next to the one that you think would be the most effective and discuss. (Strategies might include: using an example [i.e. saving one the author used elsewhere in the paper for the end]; using a quote; broadening out to include x and y ideas, etc.)

**First strategy:**

**Second strategy:**

13. Documentation & Quoting. Is the documentation, as far as it is used in the draft, correct? Does the author use quotes effectively? Does s/he integrate them well, or are they simply inserted? Does the author use too many quotes? Too few? Are there appropriate uses of paraphrase and summary as well?
14. Visual Rhetoric. Does the author include visual rhetoric in the draft? If so, is it used effectively? Is its function ornamental or argumentative? Please give the author advice about the use of visual rhetoric, including suggestions for inclusions (or exclusions!) that may impact the argument of the paper.
15. Final comments. Below, write the author a brief note about the paper. In particular, focus on what your agenda for the next two weeks would be if this were your paper.

**The Writing Center On-line, Allegheny Collegy**

**<http://webpub.allegheny.edu/dept/writingcenter/>**

**accessed May 2010, published Aug. 2008**

# Uses of Technology in the Developmental English Classroom

1. Angel Web-based teaching platform: faculty members can set up communities on the Angel platform that can be used for students to communicate with each other, for the professor to send announcements to students, and for students to share work. Faculty must undergo Angel training prior to setting up a community.
2. “Smart Classrooms”: several classrooms are available that offer computers with internet access, document cameras, and dvd players, all of which can be used as teaching tools. The classrooms also have projectors and large screens. These tools can be used to critique writing samples, review texts, teach research methods, and do many other classroom activities. The internet can be accessed to demonstrate use of the library periodical databases, to explain the proper techniques for internet research, and to access video clips for class discussions. All of the classrooms in the new Kellogg Building in Elizabeth are equipped in this manner.

See “Sample Assignments” later in this section for specific classroom activities and more ideas. See also our newly developed “Computer Classroom Teaching Manual”

# Sample Assignment 1



**English 098/ Instructor:** Sophia Mitra

## **Assignment:**

Write a narrative essay about a well-known person who is worthy of admiration for his or her achievement in a field such as the arts, sports, science, business, or public service.

## **Directions:**

- Go to the website- [www.achievement.org](http://www.achievement.org).
- Click on the heading called *Gallery of achievers*.
- Click on any hall of achievement such as Hall of the Arts or Hall of Science.
- For each person in the gallery, the site provides a picture, a personal profile, a biography, and an interview. You can even search for a person by using his or her name as a keyword.
- Try printing out your required pages.
- You do not need to include all information in your essay, just plan your story around a significant incident in that person's life.
- Your essay must be between 4-5 paragraphs. Times New Roman, type 12 font and double-spaced.



**“HINT”**

Plan your essay by answering the following questions regarding your famous personality: What happened? Who was there? When did it take place? Where did it happen? Why did it happen? How did it happen, or what were the details and circumstances?



## Sample Assignment 2

**English 098/ Instructor:** Elise Donovan

### Essay Three

**Purpose:** To write an investigative essay that explores the various uses and merits of a particular product or service.



### Readings:

**Preliminary Writings:** Done in class on November 17th

1. What five devices/appliances/products do you use most often in your home? Could you function without them if one or more were to break down?
2. What is the biggest purchase you anticipate making in the next six months?
  - ❖ Briefly describe the decision making process you will follow.
3. Describe a recent experience of a service that was positive. Describe one that was negative.

**Essay Assignment:** Rough Draft: November 29th Final Draft: November 8<sup>th</sup>

In a unified, coherent, and well-developed four to six paragraph essay, describe a particular product or service and evaluate its merits. You must use two outside resources to provide detailed support (one magazine or newspaper article or ad and one web page).

# Sample Assignment 3

**English 098/Instructor:** Katherine Mastrantonio

## Introduction To College Writing II

### Essay Four

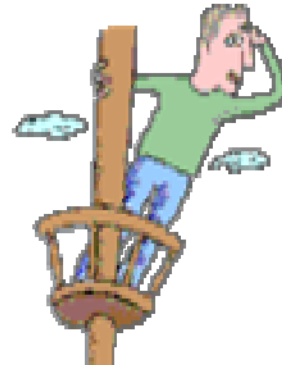
In this essay I want you to express your own theory about intelligence/language and its impact on learning. Consider the five essays we have read and use ideas from at least three of them to explain and substantiate your theory. You also should use specific examples of yourself as a learner both in this class, and in your previous schooling. Your essay should use the three essays you choose and your own experience as evidence of the theory that you have developed.

**Length: 3-5 pages. MLA FORMAT REQUIRED**



# Sample Assignment 4

**English 099/Instructor:** Elise Donovan



## Essay Four

**Purpose:** To explore the nature of a problem facing American society and to write a unified, developed, and coherent thesis-driven essay in which you define and describe that problem and propose a detailed solution that accounts for the problem's causes.

**Readings:** Outside research (3-4 periodical articles gathered from online databases)

### Preliminary Assignments:

1. Observe your immediate world.
2. Then, make a list of examples/manifestations of social problems that you see around you that you read or hear about.

**Essay Assignment:** Two rough drafts.

In a coherent, well-developed and organized 6-8 paragraph essay:

**Describe a particular problem facing our American society and propose a solution to that problem.**

You should spend at least two body paragraphs describing the problem with specific examples of where you have seen this problem manifest in our society (what effects does it have? how is it hurting our society?). Then you should spend at least two body paragraphs defining your solution. With a proper introduction and conclusion, you should have 6-8 paragraphs.

**You must refer to your research in your paper and cite it properly.**

# Sample Assignment 5

**English 099 Instructor:** Katharine Mastrantonio

## Assignment 5:

Following the class lesson on note-taking, please take and type up notes from each piece of research (should have 4 total: interview, databases, internet) you are reading.

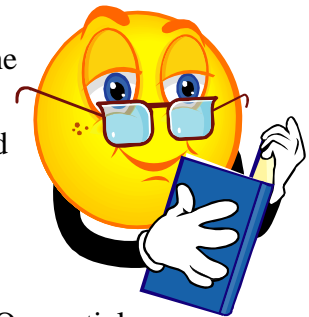


- Remember the format for notes is as follows:
  - ◆ Research question at top of each page
  - ◆ List the source with all information needed for your Works Cited
  
- For each line:
  - ◆ Copy the line
  - ◆ Put in your own words
  - ◆ Connect to your question/ comment on the quote
  - ◆ Connect, if possible, to other research

I expect that each source should give you at least four or five quotes!!!!

## **For a Reading Class:**

This particular assignment is based on this year's election. However, the topic can be changed. The overall goal is for student is to be exposed to periodical research and summarizing/quoting/paraphrasing, citations and bibliography.



## **Library Activity Three Due: December 6th, Oral part December 4th**

1. Find two articles on one of the 2008 candidates for President. One article must be from a newspaper and one from a magazine (use Lexis-Nexis and Academic Search Premier/EBSCO).
  
2. Find two articles on the other 2008 candidate for President. One article must be from a newspaper and one from a magazine (use Lexis-Nexis and Academic Search Premier/EBSCO).

3. Pick two key issues in the campaign (e.g. health care, the war in Iraq, jobs, education, global warming) and describe each candidate's position on those two issues (may be done in outline form). Be specific about what the candidate has proposed/said on the issue. After each detail, cite the article it came from (author and page). Should include one direct quotation for each candidate on one of the issues.
4. Write a list of three biographical/personal facts about each candidate.
5. Write a one-paragraph summation about which of the candidates you like best and why. Your argument should be based upon the information in the articles.
6. Include a complete and proper bibliography.

# Sample Assignment 6

**English 088/Instructor:** Elise Donovan

## Library Project

**Oral Presentation:** April 24<sup>th</sup>

**Written Project Due:** May 5th



1. Choose any famous American person.
2. Find one book on your subject.
  - a. Find one article from a magazine or newspaper on your subject.
  - b. Find one website on your subject.
3. Write one-two pages describing what you learned about your subject from the different resources. Be sure to describe specific information from each resource, using quotations as necessary, with proper format.
4. Write an imaginary conversation you might have with this person. It must be at least twenty lines long and must include important details about the person.
5. Include a complete bibliography.

# Sample Assignment 7

English 099/Instructor: Elise Donovan

Writer:

Reader:



## Essay Evaluation

1. What is the thesis of this essay (write it word-for-word here):
2. How is the paper broken down into subtopics (list them here):
3. Are there enough specific examples in each of the body paragraphs? Which one(s) need more?
4. Are the body paragraphs properly constructed? (explain)
5. Has the writer referred to the reading in the essay?
6. Make at least one more suggestion for improvement:

# Sample Assignment 8



## AUTOBIOGRAPHY WRITING ASSIGNMENT:

ENG 099 – Introduction to Writing 2 (Prof. Marjorie Barnes)

### **An Important Change**

Write an essay in which you relate an important change in your life. This may be a change of living circumstances, relationship (such as marriage or divorce or break-up with a lover), employment, physical appearance or health, or membership in a religious or social group (either joining or leaving). Here is a suggestion – begin by developing each part of the story fully: explain the circumstances that led to the change, tell about how you felt during the change, and analyze what the change has meant in your life. You will probably need to write several drafts to ensure that each part is detailed enough and complete, so that the whole story is told. **The final draft of your essay should be 3-5 pages, typed, double-spaced.**

However, before you begin writing the actual essay, I'd like for you to write a Rhetorical Situation which will remind you of some very important issues you need to consider BEFORE and WHILE you write the essay.

### **Rhetorical Situation**

**Topic:** Who or What will your essay be about?

**Thesis:** What main point, message and/or argument will your essay make about your topic?

**Audience:** Who will be the intended audience for your essay? (Be sure to include in your audience at least 3 of the following: race, ethnicity, nationality, gender, age, socioeconomic class, education level, etc.)

**Why this audience?** In this space, you need to explain your reasons for choosing this particular audience. You also need to consider how your thesis is connected to your audience. In other words, why do you feel your main point/message/argument is “appropriate” for your audience.

### **Note to Instructor:**

**A Follow-up Exercise:** The 1<sup>st</sup> draft of the autobiography can simply be the narrative; however, between the 1<sup>st</sup> and final drafts, you can use this opportunity to teach students some very basic research techniques by having them do **primary research** for their autobiographies. To begin, have students interview one or two people in their lives who witnessed the important changes they wrote about in the previous drafts of their autobiographies. Students should write up a list of interview questions and set up appointments for their interviewees. Then students must integrate the interviews in their final papers. Also, their final papers must include a **Works Cited** page that documents their interviewees as sources.



# Suggested Shared Assignments for English/ UCC 101 Learning Communities



1. Early in semester:
  - a. Schedule a class visit, with the English professor visiting UCC 101 and vice-versa.
  - b. In **both classes**, review the other class's syllabus as a class.
  - c. In **UCC 101**, have students complete a weekly schedule, showing all of their obligations, including homework time for all of their classes. Have students submit a copy to both instructors and discuss in both classes.
  - d. In either **UCC 101 or English class**, have students complete a semester-by-semester academic plan (listing the classes they plan to take each semester to complete their degree). Students can consult the catalogue and/or their counselor for assistance. Should be submitted to both professors and discussed in both classes. Students can also complete an "autobiography" detailing their experience in previous English classes and their goals for the current class (can be in essay form, or answers to a list of questions). For **English classes**, this autobiography can be done as a special writing/reading assignment, with one student interviewing the other and writing up it up as a biographical sketch, while the interviewee writes it up as an autobiography.
  - e. In **English class**, students could be given a homework assignment that must be submitted via email. In **UCC 101**, students are taught to use their email accounts, and sending their English assignment (to both instructors) is their task.
2. Mid-semester/Late-semester
  - a. For **Reading class**: pick a chapter from the UCC textbook, and read through it together, demonstrating proper reading techniques/process.
  - b. In **UCC 101**, for lesson on note-taking, have student bring in an essay from their **writing class** to take notes on for peer review or have student s watch a video for their **reading class** and take notes for a reading assignment.

- c. To complement the **career unit in UCC 101**, in **writing classes**, students can write a persuasive essay in the form of a letter of application for a job or can write an argumentative essay/letter appropriate for their career. In **reading classes**, students could complete an annotated bibliography of periodical articles appropriate to their career field.
3. On-going:

In **UCC 101 and English classes**, students can keep journals (with assignments specific to each class) and instructors can assign entries that ask them to reflect on work being done/experiences in the other class.

## **Learning Community Activities for English 099/Math 011:**

1. In 099, students write one to two **journal entries** each class session. At least one of these entries will always be related to math (using many of Martha McNulty's prompts) to address concerns of math anxiety, general test anxiety, the relevance of math skills to real life, connections of math to art and pop culture, etc.
2. **With help from math professor**, students in 099 will review **relevant math vocabulary** and do some practice with reading and writing word problems and with taking notes in math class.
3. Early in the semester, **math professor will identify study partnerships and small study groups** from among the math students. The math partnerships will then be the partners for the first English 099 essay and the math study groups will be the reading and peer-editing discussion groups for 099 (subject, of course, to professor changes, as needed).
4. Students will use in-class time in English 099 to draft and edit their **math autobiographies** versions one and two. They will count as a quiz grade in 099.
5. About two-thirds of the way through the semester, students in 099 will begin work on a research paper that requires 3-5 outside sources. Students must make use of **statistics in the research paper**. This use of statistics can be reinforced in the math class.

## Grade Sheet for Compare/Contrast

- ❖ Have an interesting, creative and clear central idea built from analysis of at least two essays.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Summarize two essays accurately.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Show similarities and/or differences between the two essays to build an idea/main point.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Use quotes from each essay with proper MLA internal citations.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Introduce the quotes, reflect on their meanings, and connect them to the central idea.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Have a logical organizational pattern.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Proofread and correct grammar in connection to errors listed in grammar log.

Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Use correct MLA documentation.

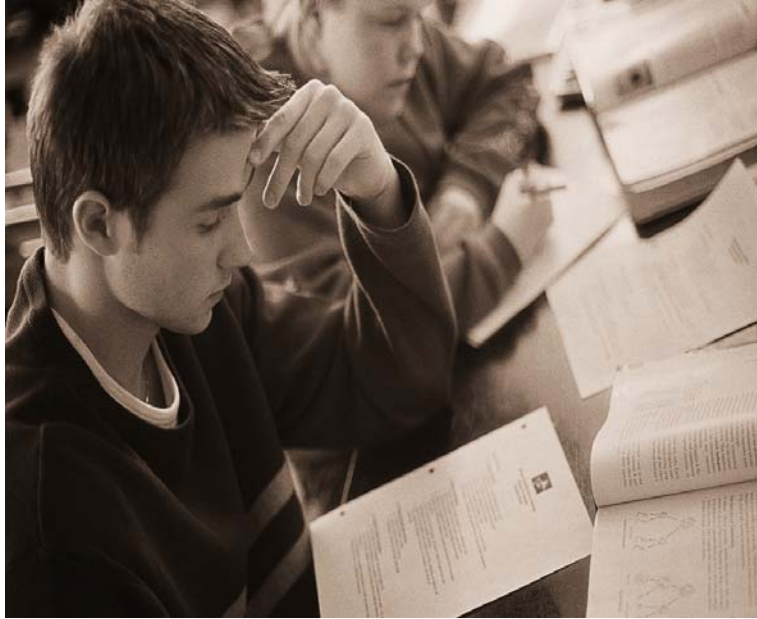
Excellent	Good	Fair	Poor	Unsatisfactory

- ❖ Turned in with all previous work and grammar log.

Yes		<b>COMMENTS:</b>
Yes, on time		
No (loss of ½ letter grade)		
No (loss of ½ letter grade per day)		
<b>FINAL GRADE</b>		

# Section 3

## Assessment, Grading and Evaluation Procedures



- **Final Assessments**
- **Grading in Developmental English**

## Final Assessment for English 099 and 098



1. Students will be evaluated for readiness for English 101 on the basis of a portfolio review:
  - a) The portfolio review process will be conducted on the first or second day of final exams.
  - b) Students will have assembled within their portfolios for review. The professor should work with the students to make sure that their portfolios are **neat and in order. Work should be setup so that all essays are together chronologically, with other work kept separately within the portfolio:**
    - i. Four formal essays, **one of which is a research paper** (with proper in-text citation and bibliography), each with any and all drafts/revisions and with professor's final grades.
    - ii. Written responses to a variety of reading materials.
    - iii. In-class writing in response to a variety of prompts.
    - iv. Various grammar and writing exercises.
    - v. **One final in-class essay, written in response to a dept-wide prompt during the last week of class. This should be kept prominently in the portfolio, as it will be read first by the portfolio reader.**
  - a) The Academic Testing Office will print and distribute the materials for the final in-class writing to **all English 099 classes**. Academic Testing Office will also send a letter to **English 098 professors** asking if they have any students designated for testing out of 099 and for whom they will need the final essay materials
  - b) The students' professor will complete a cover sheet for each portfolio, indicating whether or not the student has included all of the required material and whether or not the student is passing the class. If the instructor is unsure as to whether the student should pass, he/she should indicate that on the cover sheet. **Actual letter grades should not be listed on the cover sheet.**
  - c) The portfolio review teams will consist of at least one full-time faculty member (most teams have two) and up to three adjunct faculty members, **all of whom teach English 099.**
  - d) The goal of the portfolio review process is to reach a consensus on each student's portfolio, with at least one additional professor validating the original professor's assessment.
2. Note: select students in **English 098** who have demonstrated a readiness for English 101 may, at the professor's discretion, have their portfolios submitted to a designated English 099 portfolio group for review.

**Portfolio Standards for ENG 099 – Intro. Writing II**

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>*Level 1 (Not Passing)</b>
<b>Writing Process:</b>	<p><b>Evidence of the writer’s ability to consistently:</b></p> <p>a. offer insightful responses to the reading of published texts.</p> <p>b. incorporate personal observation and secondary sources in the writing process.</p> <p>c. incorporate teacher and/or peer response in the revision process</p>	<p><b>Evidence of the writer’s ability to usually:</b></p> <p>a. offer thoughtful responses to the reading of published texts.</p> <p>b. incorporate personal observation and secondary sources in the writing process.</p> <p>c. incorporate teacher and/or peer response in the revision process.</p>	<p><b>Evidence of the writer’s ability to sometimes:</b></p> <p>a. offer informed responses to the reading of published texts.</p> <p>b. incorporate personal observation and secondary sources in the writing process.</p> <p>c. incorporate teacher and/or peer response in the revision process.</p>	<p><b>Evidence of the writer’s difficulty, inability or unwillingness to:</b></p> <p>a. offer sufficient responses to the reading of published texts.</p> <p>b. incorporate personal observation and secondary sources in the writing process.</p> <p>c. incorporate teacher and/or peer response in the revision process.</p>
<b>Critical Thinking:</b>	<p><b>Evidence of the writer’s ability to consistently:</b></p> <p>a. state ideas clearly and effectively, provide substantial, fair and well reasoned support for ideas, and discuss ideas in a manner that reflects the complexity of issues.</p>	<p><b>Evidence of the writer’s ability to usually:</b></p> <p>a. state ideas clearly and effectively, provide substantial, fair and well reasoned support of ideas, and discuss ideas in a manner that reflects the complexity of issues.</p>	<p><b>Evidence of the writer’s ability to sometimes:</b></p> <p>a. state ideas clearly and effectively, provide substantial, fair and well reasoned support for ideas, and discuss ideas in a manner that reflects the complexity of issues.</p>	<p><b>Evidence of the writer’s difficulty, inability or unwilling to:</b></p> <p>a. state ideas clearly and effectively, provide substantial, fair and well reasoned support for ideas, and discuss ideas in a manner that reflects the complexity of issues.</p>
<b>Structure Style:</b>	<p><b>Evidence of the writer’s ability to consistently:</b></p> <p>a. move the reader effortlessly through complex presentation of ideas and issues; the structure of the text is organic, shaped by the demands of the ideas and issues.</p>	<p><b>Evidence of the writer’s ability to almost always:</b></p> <p>a. move the reader effortlessly through complex presentation of ideas and issues; the structure of the text is organic, shaped by the demands of the ideas and issues.</p>	<p><b>Evidence of the writer’s ability to sometimes:</b></p> <p>a. move the reader effortlessly through complex presentation of ideas and issues; the structure of the text is organic, shaped by the demands of the ideas and issues.</p>	<p><b>Evidence of the writer’s difficulty, inability or unwillingness to:</b></p> <p>a. move the reader effortlessly through complex presentation of ideas and issues; the structure of the text is organic, shaped by the demands of the ideas and issues.</p>
<b>Grammar:</b>	<p><b>Evidence of the writer’s ability to consistently:</b></p> <p>a. demonstrate his/her ability to construct &amp; punctuate mature and complex sentences without compromising rhetorical effectiveness or introducing stigmatized errors.</p>	<p><b>Evidence of the writer’s ability to usually:</b></p> <p>a. demonstrate his/her ability to construct &amp; punctuate mature and complex sentences without compromising rhetorical effectiveness or introducing stigmatized errors.</p>	<p><b>Evidence of the writer’s ability to sometimes:</b></p> <p>a. demonstrate his/her ability to construct &amp; punctuate mature and complex sentences without compromising rhetorical effectiveness or introducing stigmatized errors.</p>	<p><b>Evidence of the writer’s difficulty, inability or unwillingness to:</b></p> <p>a. demonstrate his/her ability to construct &amp; punctuate mature and complex sentences without compromising rhetorical effectiveness or introducing stigmatized errors.</p>
<b>Inform Literacy:</b>	<p><b>Evidence of the writer’s ability to consistently:</b></p> <p>a. Use internet and library resources.</p>	<p><b>Evidence of the writer’s ability to usually:</b></p> <p>a. Use internet and library resources</p>	<p><b>Evidence of the writer’s ability to sometimes:</b></p> <p>a. Use internet and library resources</p>	<p><b>Evidence of the writer’s difficulty, inability or unwillingness to:</b></p> <p>a. Use internet and library resources</p>

# Portfolio Review Sheet

Professor: \_\_\_\_\_

Student: \_\_\_\_\_

Class: \_\_\_\_\_

Essay One \_\_\_\_\_

Essay Two \_\_\_\_\_

Essay Three \_\_\_\_\_

Essay Four \_\_\_\_\_ Proper citations and bibliography \_\_\_\_\_

Final in-class 30 minute essay \_\_\_\_\_

Other work: (please check if there are any of the following):

Quizzes \_\_\_\_\_

Response to reading \_\_\_\_\_

In-class essays \_\_\_\_\_

Various exercises \_\_\_\_\_

Other \_\_\_\_\_

Student is \_\_\_\_\_ passing 099 \_\_\_\_\_ failing 099 \_\_\_\_\_ not sure

Reader #1: Name:

Pass

Fail

Comments:

Reader #2: Name

Pass

Fail

Comments:



## **Final Assessment for English 089 and 088:**

- i. Students will be evaluated for passing out of Developmental Reading on the basis of their work in the class and a **passing score on the accuplacer exam.**
  - a) Students will **take the accuplacer exam during the last week of class (for the Fall 2010 semester it will be on the day that had previously been the Basic Skills Testing day, Dec 14) in a designated classroom with computers for each student.**
    - i. The Academic Testing office will provide each English 089 instructor with the following:
      1. A printout of instructions for administering the accuplacer exam to his/her students, including access codes for the students and instructor
      2. A printout of the students' **original accuplacer scores used for placement**
      3. A printout of the students' scores on the **final accuplacer exam provided immediately following the professor's administration of the exam to his/her class.**
        - a. If a student who is passing the class does not pass the accuplacer exam, he or she will be evaluated on the basis of a portfolio review of his/her reading work for the class.
          - i. The students' portfolios will include a variety of work done in response to a variety of texts (fiction and non-fiction, including periodicals and textbook material):
            1. Short answer responses
            2. Multi-choice exercises/quizzes
            3. Longer, essay length written responses
            4. Research activities that include citation and bibliography
            5. **A final in-class Dept.-wide reading response activity**
          - ii. These portfolios will be distributed for review among the portfolio groups established for the English 099 portfolio review process described above. **If an 089 professor also teaches 099, then he/she should bring any 089 portfolios to his/her 099 portfolio group. All other 089 professors should submit their portfolios to the English Dept. no later than 10 am Tuesday May 11<sup>th</sup>.**

Note: select students in **English 088** may, at the professor's discretion, be given the opportunity to take the accuplacer exam to test out of English 089. These students **must pass the test to skip English 089. If you have any 088 students to whom you would like to offer the opportunity to test out, please let me know so that we can assign a time slot for those students to take the test.**

# Grading in Developmental English



1. English 087 students earn an S (for passing) or a U (not passing).
2. English 088 and English 098 students earn a J (for passing) or an F (not passing). Selected students can earn a letter grade if the student was selected for and passed the Basic Skills testing. Those students would skip the next level and proceed to credit level courses.
3. English 89 and English 099 students earn letter grades if they pass the course.

## **IMPORTANT NOTES:**

1. If a student never attended (NA), the proper grade is UF. If a student stopped attending, he/she received a UF grade, and the date of last attendance should be recorded on the grade form
2. A late withdrawal grade (W) is only given if paperwork has been filled out by the student and signed and submitted (by the teacher) to the registrar.
3. In addition, there are no minus grades.

# Section 4



## Sample Syllabi

- **English 087**
- **English 088**
- **English 089**
- **English 098**
- **English 099**

# Sample Syllabus – ENG 087

Course Number	Course Name	Lecture Hours	Credit	Prerequisites
ENG 087	Introduction to Language Arts	6	6 Institutional Credits	Placement into ENG 087

## **COURSE DESCRIPTION:**

Introduction to Language Arts is a preparatory course designed to create a context for development reading and writing. The primary objectives of the course are to develop in the students the ability to manage time relevant to the requirements of ENG 088 and ENG 098, to assimilate diverse educational materials centered on a theme, and to assist students in the expression of their ideas, both written and oral.

## **COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

1. Provide a strong basic study skills component (including attendance, punctuality, and preparedness for class).
2. Give students a method for vocabulary development.
3. Expose students to a broad range of reading material at an appropriate level of difficulty, including short stories and essays.
4. Coach students in written self-expression: several coherent, focused writing free of gross surface errors.
5. Introduce students to writing an academic-type essay: thesis with supporting evidence derived from reading.

## **STUDENT RESOURCES:**

Required texts as chosen by teacher and coordinator from Suggested Course Materials: e.g.

- 10 Steps to Improving College Reading (Langan)
- Patterns and Themes (Rogers)
- Short Stories (Christ and Shostak)
- Sentence Essentials: A Grammar Guide (Wong)
- Having Our Say (Delany)

## **COURSE REQUIREMENTS:**

Attendance (absences not to exceed 6 hours); class participation; homework; assigned readings and writing about the reading assignments; short answer and essay tests on the reading; vocabulary work (10 words per week); minimum of 2 personal narratives, 1-2 pages (through several drafts); minimum of 2 academic-type papers with support from texts, 1-2 pages (through several drafts); grammar exercises and quizzes; retaking the Accuplacer placement test.

## **EVALUATION AND GRADING METHODS:**

- Checks (and plusses and minuses) on homework and quizzes.
- “incomplete” or “completed” on essays; grades on tests.
- Students need to successfully complete all four papers and achieve satisfactory marks (plus or better) on 70% of assignments.
- At start and finish of the semester, students will take old forms of the NJCBSPT in reading, and at the end of the semester retake a writing sample (the same kind they took entering the school).
- Students should show progress on both tests. These course-wide tests will be used to help evaluate student’s progress and not be a sole indicator of pass/fail.

## CLASS SCHEDULE:

The syllabus should list the assignments and their due dates. Following is a sample 15-week syllabus using two books, *Short Stories and Having Our Say*. It is only a guide. To write assigned papers, class should go to the computer room two hours per week.



Week/Meeting	Assigned Work	Activities
1	Handout: "The Most Dangerous Game"	<b>Introduction:</b> Writing Sample Margin note-taking
2	Finish Story	<b>Vocabulary:</b> Summaries Paper #1: Generating Ideas
3	Handout: "Snow White"	<b>Vocabulary:</b> The period Revise Paper #1
4	Library: Grimm's Fairy Tale Bettelheim handout	<b>Vocabulary:</b> Model Paper with Thesis. Paper #2: I would/not read fairy tales to children
5	Having Our Say, Parts 1 & 2	<b>Vocabulary:</b> Take home questions, group essays, present tense Revise Paper #2
6	HOS, Parts III & IV	<b>Vocabulary:</b> Take home q's, Present tense: be do have, Generate ideas for autobio
7	HOS, 135-152, 153-173	<b>Vocabulary:</b> Take home q's: read for main idea, Paper #3: First narrative Past tense, regular
8	HOS, 175-203, 205-231	<b>Vocabulary:</b> Take home q's Revise first narrative Past tense: be do have

<b>9</b>	HOS, parts VI & VIII	<b>Vocabulary:</b> Take home q's, Paper #3: Second Narrative
<b>10</b>	HOS, in-class essay test	Past tense, irregular Revise second narrative
<b>11</b>	"The Chaser" "The Fun They Had"	Paragraph on the story (ies) with examples, Do vac & comprehend q's, Paper #3: Third narrative
<b>12</b>	"The Fog Horn" "The Secret"	Voc & comprehend q's, Helping words with simple present
<b>13</b>	"The Blanket"	Voc & comprehend q's, Conclusion to paper 3, Review writing a summary
<b>14</b>	"Raymond's Run" "Wine in the Desert"	Voc & comprehend q's, Paper #4: Survival or char. Contrast in "RR" and "wine in the Desert"
<b>15</b>		Revise paper 4 Final

**SUGGESTED TEACHING/LEARNING METHODOLOGIES:**

- Whole class and small group discussion.
- Individual reading and writing conferences.
- Work in computer lab while students compose essays on a word processor.
- Vocabulary logs or quizzes.
- Time management logs.
- Grammar exercises.
- Highlighting, margin notes and/or outlining.
- Modeling the reading and writing process.

**CORRELATION OF PROGRAM OR GENERAL EDUCATION OUTCOMES, STUDENT OUTCOMES, AND ASSESSMENT METHODS:**

<i>General Education Goals: Students Having Taken 087 will be able to:</i>	<i>Students outcomes: Students Having Taken ENG 087 will be able to:</i>	<i>Assessment Method of Outcomes:</i>
<b>GenEd 1.1:</b>  Comprehend and evaluate what they hear and read	Demonstrate literal reading comprehension by identifying main ideas, major details and minor details in reading material	Summaries, quizzes, class discussions
<b>GenEd 1.2:</b>  State and evaluate the views and findings of others	Demonstrate through written assignments comprehension of an author's work	Written summaries, short essays, personal responses
<b>GenEd 1.3:</b>  Write and speak clearly and effectively in standard American English	Show an increase in word knowledge; demonstrate an awareness of proper sentence structure, punctuation marks, commonly misused words, and word endings; write 2 personal narratives	Quizzes, vocabulary logs, grammar exercises, writing short answers, essays, personal narratives of 1-2 + pages, class discussions
<b>GenEd 1.4:</b>  Logically and persuasively state and support orally and in writing their points of views or findings	Write at least 2 academic essays with thesis statement, supporting paragraphs with evidence from a text, and concluding paragraph	Passing grade on two academic-style essays of 1-2+ pages, class discussions
<b>GenEd 1.5:</b>  Evaluate and edit their communication	Compose essays on a word processor, including revising and editing	Composing and completing essays in the computer lab, individual conferences



Many other General Ed goals, such as identifying the ethical implications of an issue or situation, or formulating and evaluating possible solutions to problems and selecting and defending chosen solutions, are also dealt with during the semester. Certainly, in order to communicate effectively, critical thinking comes into play; in writing essays, students must determine the best topic, decide how to develop it, choose the most effective words and examples, etc. In the course of discussing reading selections, ethical issues are necessarily raised and discussed.

# Sample Syllabus – ENG 088

Course Number	Course Name	Lecture Hours	Credits	Prerequisites
ENG 088	Introduction to College Reading I	4	4 Institutional Credits	Successful Completion of ENG 087 with a grade of S or Placement into ENG 088

**COURSE DESCRIPTION:**

Introduction to College Reading is a middle-level course designed to help students whose reading ability indicates the need for concentrated involvement in the reading process, particularly to improve comprehension, critical reading and vocabulary. Placement is determined by scores on the NJCBSPT or by successful completion of English 087.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

1. Expose students to a broad range of reading material, including news media, short fiction, novels and biographies and other non-fiction.
2. Introduce study techniques (e.g. SQRRR, summarizing, note-taking, library research).
3. Help students read critically: ask their own questions, reflect on what is significant in a text, and relate to their own personal experience.
4. Require students to respond orally and in writing (formal and informal, essay and objective questions) to their reading assignments.
5. Work on building vocabulary.

**STUDENT RESOURCES:**

Required texts as chosen by teacher and coordinator from Suggested Course Materials:

- *Introduction to the Short Story* ( Boynton/Cook)
- *Look Who’s Talking: an Anthology* (Bruce Weber, Ed)
- *Outlooks and Insights* (St. Martins); *Points of View* (Moffett and McElheny, Eds.)
- *The Short Story: 30 Masterpieces* (St. Martin’s)

- *The Reader's Corner* (Houghton-Mifflin)
- *Newsweek; The New York Times Doing Well in College* (Langan and Nadell)
- *Student Success* (Walter and Siebert)
- *Black Boy* (Richard Wright)
- *The Color of Water* (James McBride)
- *I Know Why the Caged Bird Sings* (Maya Angelou)

### **COURSE REQUIREMENTS:**

1. Attendance (absences not to exceed 4 hours)
2. Class participation:
  - a. Homework
  - b. Summaries and personal responses
  - c. Reading logs and journals
  - d. Objective question activities/quizzes/tests.
  - e. Vocabulary exercises/quizzes/tests.
  - f. Library activities/projects

### **EVALUATION AND GRADING METHODS:**

- Students will be graded on a variety of projects, essays, quizzes, and tests.
- Students must demonstrate accomplishment of the stated outcomes by receiving a grade of C or better on all graded work, and a preponderance of checks or check pluses on all exercises and activities. A grade of “J” indicates that the student has attended class faithfully, has participated fully in required work, and has made significant gains in reading competence. A “J” grade means the student is ready to move on to English 089. If the student’s achievement is not satisfactory, the student will receive a grade of “F” and will have to repeat the course.
- Students may be asked to take the NJCBSPT Re-test. With a strong teacher recommendation based on class performance as well as on a solid achievement on the end-of-term re-test, the student may receive a grade enabling him/her to waive English 089.

## CLASS SCHEDULE:

The syllabus should list the assignments and their due dates.



<b>Week/Meeting</b>	<b>Assigned Work</b>	<b>Activities</b>
<b>1</b>	Begin <i>Caged Bird</i>	<b>Introductions:</b> First Journal Entry Pre-reading
<b>2</b>	<i>Caged Bird</i> Chapters 1-3 <i>Reader's Corner</i> Selection One  <i>Caged Bird</i> Chapters 4-6 <i>Reader's Corner</i> Selection Two	Journal Entries 2 and 3 <i>RC</i> Selection Questions  Journal Entries 4 and 5 <i>RC</i> Selection Questions
<b>3</b>	<i>Caged Bird</i> Chapters 7-11 <i>Reader's Corner</i> Selection 4  <i>Caged Bird</i> Chapters 12-15 <i>Reader's Corner</i> Selection Five	Journal Entries 6 and 7 <i>RC</i> Selection Questions  Journal Entries 8 and 9 <i>RC</i> Selection Questions
<b>4</b>	<i>Caged Bird</i> Chapters 16-19 <i>Reader's Corner</i> Selection Six	Journal Entries 10, 11 & 12 <i>RC</i> Selection Questions
<b>5</b>	<i>Caged Bird</i> Chapters 20-23 <i>Reader's Corner</i> Selection 7	Journal Entry 13 <i>RC</i> Selection Questions
<b>6</b>	<i>Caged Bird</i> Chapters 24-26 <i>Reader's Corner</i> Selection 9  Library Visit	Journal Entries 14 and 15 <i>RC</i> Selection 1 Questions Library activity
<b>7</b>	<i>Caged Bird</i> Chapters 27-32 <i>Reader's Corner</i> Selection 11	Journal Entries 16 and 17 <i>RC</i> Selection Questions
<b>8</b>	<i>Caged Bird</i> Finish Book <i>Reader's Corner</i> Selections 11 and 12	Journal Entries 18 and 19 Summary and Response to <i>RC</i> selections 11 and 12
<b>9</b>	Watch <i>Caged Bird</i> film	Journal Due <i>Caged Bird</i> Quiz
<b>10</b>	Short Fiction Handout: "The Story of an Hour"  "A & P" <i>Readers Corner</i> Selection 16	Summaries and Responses to short fiction <i>RC</i> Selection Questions

<b>11</b>	“The Lesson” and Everyday Use”, <i>Reader’s Corner</i> Selection 17	Summaries and Responses to short fiction <i>RC</i> Selection Questions
<b>12</b>	Short Fiction Handout	Short Fiction Quiz Short Fiction Project
<b>13</b>	Library Visits	Library Project Outlines
<b>14</b>	<i>Reader’s Corner</i> 28 and 30	<i>Reader’s Corner</i> Selection Questions/ Summaries and Responses  Library Oral Report
<b>15</b>	<i>Reader’s Corner</i> 34 and 38 and 39	<i>Reader’s Corner</i> Selection Questions/Group Summaries, Responses/Evaluations Library Project

**SUGGESTED TEACHING/LEARNING METHODOLOGIES:**

- Whole class and small group discussion.
- Individual reading conferences
- Written summaries of readings
- Written responses to readings
- Vocabulary logs
- Research activities, individual and group

**CORRELATION OF PROGRAM OR GENERAL EDUCATION OUTCOMES, TUDENT OUTCOMES, AND ASSESSMENT METHODS:**

<i>General Education Goals: Students having taken 088 will be able to:</i>	<i>Student outcomes: Students having taken ENG 088 will be able to:</i>	<i>Assessment Method of Outcomes</i>
<b>GenEd 1.1:</b> Comprehend and evaluate what they hear and read	Be familiar with a broad range of reading material, including textbook type material, more complex expository prose, and full length non-fiction	Summaries, quizzes, class discussions
<b>GenEd 1.2:</b> State and evaluate the views and findings of others	State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author’s arguments and supports for a particular thesis, and draw implications from the selection	Written summaries, short essays, personal responses
<b>GenEd 1.3:</b> Write and speak clearly and effectively in standard American English	Write a complete essay in response to their readings, demonstrating an ability to integrate their understanding of main point, supporting details, and conclusions into that essay.	Formal essays
<b>GenEd 2.2:</b> Use appropriate library tools such as library cataloging systems to access information in reference publications, periodicals, bibliographies, and databases	Find, evaluate and synthesize information from databases and other electronic and library sources.	Library activities/projects

<p><b>GenEd 2.5:</b> Recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading</p>	<p>State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author’s arguments and supports for a particular thesis, and draw implications from the selection</p> <p>Synthesize material from several authors into coherent, well-written, well-supported observations</p>	<p>Personal responses, reading logs, journals, formal essays</p>
<p><b>GenEd 3.2:</b> Analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation</p>	<p>State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author’s arguments and supports for a particular thesis, and draw implications from the selection.</p> <p>Synthesize material from several authors into coherent, well-written, well-supported observations</p>	<p>Personal responses, reading logs, journals, formal essays</p>

# Sample Syllabus - ENG 089

Course Number	Course Name	Lecture Hours	Credits	Prerequisites
ENG 089	Introduction to College Reading II	4	4 Institutional Credits	Successful completion of ENG 088 with a Grade of J or Placement in ENG 089

## **COURSE DESCRIPTION:**

Introduction to College Reading is an upper level designed to help students whose reading ability indicates the need for concentrated involvement in the reading process, particularly to improve comprehension, critical reading, and vocabulary. Placement is determined by scores on the NJCBSPT or by successful completion of English 088.

## **COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

1. Expose students to a variety of reading material, but with an emphasis on non-fiction, information-oriented texts.
2. Help students read critically, improve note taking, ask their own questions, reflect on what is significant in a text, and relate to their own personal experience.
3. Introduce the academic essay as a means of exploring and discussing ideas found in the texts, as well as require students to respond to readings by means of informal writing and objective questions.
4. Increase information literacy through library database and Internet assignments.
5. Work on building vocabulary.

## **STUDENT RESOURCES:**

Required texts as chosen by teacher and coordinator from Suggested Course Materials:

- *Academic Reading and Study Skills* (Harcourt Brace Jovanovich)
- *The Contemporary Reader* (Scott Foresman)
- *Introduction to Critical Reading* (Holt, Rinehart, Winston)
- *Life Studies* (Bedford Books/ St. Martin's)



- *Improving Reading Comprehension* (Langan)
- *When Heaven and Earth Changed Places* (Le Lay Hayslip)
- *Refuge* (Terry Tempest Williams)
- *Nickel and Dimed* (Barbara Ehrenreich)
- *The Narrative of the Life of Frederick Douglass, An American Slave* (Frederick Douglass)
- *Bless Me, Ultima* (Rudolfo Anaya)
- *The House on Mango Street* (Sandra Cisneros)

### **COURSE REQUIREMENTS:**

1. Attendance (absences not to exceed 4 hours)
2. Class participation:
  - a. Homework.
  - b. Summaries and personal responses.
  - c. Reading logs and journals.
  - d. Formal essays.
  - e. Objective question activities/quizzes/tests.
  - f. Vocabulary exercises/quizzes/tests.
  - g. Library activities/projects

### **EVALUATION AND GRADING METHODS:**

Students will be graded on a variety of projects, essays, quizzes, and tests. In addition, students must take the [NJCBSPT Re-Test](#) at the end of the semester and must attain a passing score.

## CLASS SCHEDULE:

The syllabus should list the assignments and their due dates.



Week/Meeting	Assigned Work	Activities
<b>1</b>	<b>Handout:</b> “The Most Dangerous Game”	<b>Introductions:</b> Writing Sample, Margin note-taking
<b>2</b>	Finish story	<b>Vocabulary:</b> Summaries, Paper #1: Generating Ideas
<b>3</b>	<b>Handout:</b> “Snow White”	<b>Vocabulary:</b> The period, Revise paper #1
<b>4</b>	<b>Library:</b> Grimm’s fairy tale Bettelheim handout	<b>Vocabulary:</b> Model paper w. thesis, <b>Paper #2:</b> I would/not read fairy tales to children
<b>5</b>	<i>Having Our Say</i> , parts I & 2	<b>Vocabulary:</b> Take home questions, Group essay Present tense, Revise paper #2
<b>6</b>	<i>HOS</i> , parts III & IV	<b>Vocabulary:</b> Take home q’s, Present tense: be do have, Generate ideas for autobio
<b>7</b>	<i>HOS</i> , 135-152, 153-173	<b>Vocabulary:</b> Take home q’s: read for main idea, Paper #3: First narrative, Past tense regular
<b>8</b>	<i>HOS</i> , 175-203, 205-231	<b>Vocabulary:</b> Take home q’s, Revise first narrative, Past tense: be do have
<b>9</b>	<i>HOS</i> , parts VI & VII	<b>Vocabulary:</b> Take home q’s, Paper #3: second narrative

<b>10</b>	<i>HOS</i> : in-class essay test	Past tense, irregular Revise second narrative
<b>11</b>	“The Chaser” “The Fun They Had”	Paragraph on the story (ies) with examples, Do voc & comprehend q’s Paper #3: third narrative
<b>12</b>	“The Fog Horn” “The Secret”	Voc & comprehend q’s Helping words with simple present, Revise third narrative
<b>13</b>	“The Blanket”	Voc & comprehend q’s Conclusion to paper 3 Review writing a summary
<b>14</b>	“Raymond’s Run” “Wine in the Desert”	Voc & comprehend q’s Paper #4: Survival or char. Contrast in “RR” and “Wine in the Desert”
<b>15</b>		Revise paper 4, Final

**SUGGESTED TEACHING/LEARNING METHODOLOGIES:**

- Whole class and small group discussion.
- Individual reading conferences.
- Written summaries of readings.
- Written responses to readings.
- Vocabulary logs.
- Research activities, individual and group.

**CORRELATION OF PROGRAM OR GENERAL EDUCATION OUTCOMES, STUDENT OUTCOMES, AND ASSESSMENT METHODS:**

<i>General Education Goals: Students having taken 089 will be able to:</i>	<i>Student Outcomes: Students having taken ENG 089 will be able to:</i>	<i>Assessment Method of Outcomes</i>
<b>GenEd 1.1:</b> Comprehend and evaluate what they hear and read	Be familiar with a broad range of reading material, including textbook type material, more complex expository prose, and full length non-fiction	Summaries, quizzes, class discussions, formal essays
<b>GenEd 1.2:</b> State and evaluate the views and findings of others	State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author's arguments and supports for a particular thesis, and draw implications from the selection	Written summaries, short essays, personal responses
<b>GenEd 1.3:</b> Write and speak clearly and effectively in standard American English	Write a complete essay in response to their readings, demonstrating an ability to integrate their understanding of main point, supporting details, and conclusions into that essay.	Formal essays
<b>GenEd 2.2:</b> Use appropriate library tools such as library cataloging systems to access information in reference publications, periodicals, bibliographies, and databases	Find, evaluate and synthesize information from databases and other electronic and library sources.	Library activities/projects

<p><b>GenEd 2.5:</b> Recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading</p>	<p>State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author’s arguments and supports for a particular thesis, and draw implications from the selection</p> <p>Synthesize material from several authors into coherent, well-written, well-supported observations</p>	<p>Personal responses, reading logs, journals, formal essays</p>
<p><b>GenEd 3.2:</b> Analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation</p>	<p>State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author’s arguments and supports for a particular thesis, and draw implications from the selection. Synthesize material from several authors into coherent, well-written, well-supported observations</p>	<p>Personal responses, reading logs, journals, formal essays</p>

# Sample Syllabus – ENG 098

Course Number	Course Name	Lecture Hours	Credit	Prerequisites
ENG 098	Introduction to College Writing I	4	4 Institutional Credits	Placement into ENG 098 or Successful Completion of ENG 087

**COURSE DESCRIPTION:**

English 098 is the middle level of a three-level sequence designed to help the student whose writing indicates the need for concentrated attention to and practice in the process of language use. Particular attention is given to producing compositions that have sufficient information. Placement is determined by the score on the College's placement test or by successful completion of English 087. English 098 meets 4 hours per week, with 4 institutional credits.

**COURSE OBJECTIVES/ STUDENT LEARNING OUTCOMES:**

1. Help students to develop fluency in their writing.
2. Teach students the structural elements of a composition.
3. Coach students to explore in writing their personal experience and ideas in response to short text reading.
4. Teach students the grammatical conventions of correct written English.
5. Introduce students to the basic elements of academic library research.

**STUDENT RESOURCES:**

A required text and a writing skills handbook as chosen by the teacher from the following suggested materials:

- *Visions Across the Americas*
- *Steps for Writers Vol 2*
- *A Basic Reader for College Writers*
- *Writing Skills Handbook* Houghton Mifflin
- *The Least You Should Know About English Writing Skills*

## **COURSE REQUIREMENTS:**

1. Attendance (absences not to exceed 4 hours)\
2. Class participation:
  - a. Daily homework.
  - b. Including assigned readings and writings based on the text assignments.
  - c. At least 4 typed essays of 3 to 5 pages using a variety of writing strategies, including one using library research
  - d. Grammar exercises and quizzes
  - e. In-class writing exercises
  - f. Taking the final exam

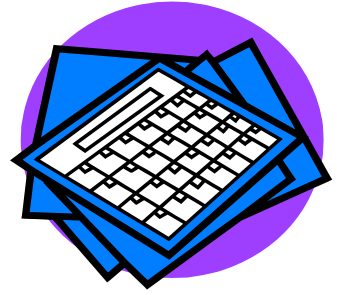
## **EVALUATION AND GRADING METHODS:**

- Checks, check-pluses, and check-minuses on homework and in-class writing.
- Letter grades on quizzes; for the final drafts of each of the major papers, letter grades of A,B,C,D, and F or a holistic scoring scale of 1 to 6 (1 and 2 unsatisfactory, 3 and 4 satisfactory, 5 and 6 excellent) will be used.
- To receive a passing grade of "J" in English 098 and move on to English 099, students must:
  - Attend class faithfully and be prepared with their homework.
  - Achieve satisfactory grades of check or better on 80 % of homework responses and in-class writings.
  - Show improvement and a passing average grade of 70 % on all grammar quizzes.
  - Successfully complete all drafts of each major paper and receive a passing grade on the final draft.

Those students who have done outstanding work on homework, class assignments, quizzes, and on their major papers may be given a chance to take the Basic Skills re-test, at the end of the semester. Students who pass both parts of the re-test (essay and Sentence Sense test) will receive a letter grade allowing them to waive English 099 and go straight to English 101.

## CLASS SCHEDULE:

The following schedule is based on the books *The Townsend Thematic Reader* and *Rules for Writers*. It is for use as a guide. All first drafts are reviewed in conference with teacher; subsequent drafts are “closed” or continue to be worked on individually until “closed.” Teacher might wish to set a final due date for each paper.



<b>Week/Unit</b>	<b>Assigned Work</b>	<b>Class Activities</b>
<b>1</b>	Free-writing in journals	Writing Sample The Period Exercise Free-writing in Journals
<b>2</b>	“Let’s Get Specific” 113 “Emergency Room,” handout, Journal Writing for observation	Semicolon and Coordinating Conjunctions Rewrite for detail: A Valentine
<b>3</b>	First Draft Paper #1—description “On 96 <sup>th</sup> Street,” handout, “The Chase” 247, 250-word piece: Encounter with a Stranger, Journal Writing for memory	Workshop #1 Subordinating Conjunctions Developing topic sentence with details, Journal Writing for memory
<b>4</b>	Journal Writing, “Shame” 79 250-word piece from “Writing about Ideas” 85	Conjunctive Adverbs and transitional phrases Introductions
<b>5</b>	“Dad” 95, First Draft of Paper #2—a memory, Journal Writing	Q’s on “Dad”, Workshop #2 Conclusions
<b>6</b>	“Sister Flowers” 56, “Do It Better” 45 Journal Writing	More on Conjunctive Adverbs and Transitional Phrases Q’s on “Sister Flowers” “Do It Better” q’s on problem-solution In-class Essay



<b>7</b>	<p>“Rudeness at the Movies” 137</p> <p>250-word piece on rudeness on transportation/ at school, “Crime of Compassion” 37</p>	<p>“Rudeness at the Movies”</p> <p>q’s on problem-solution</p> <p>Relative pronouns</p> <p>Modeling Quotations from Text</p>
<b>8</b>	<p>“In Praise of the F Word” 87, 250-piece, either #1 on p. 91</p>	<p>Brainstorming problems in school (from readings)</p> <p>Begin writing about one or two of those problems</p>
<b>9</b>	<p>First Draft of Paper #3— problem/solution paper in education based on readings (with quotes from the texts), Reread “Crime of Compassion”</p>	<p>Workshop #3</p> <p>Participial Phrases</p> <p>Generating q’s for research</p> <p>Free-writing Answers in Journal</p>
<b>10</b>	<p>Reading and Revising a sample student paper, “Tickets to Nowhere” 9</p> <p>“One Poke Over the Line” 143</p> <p>250-word piece #1 or #2, top, 147</p>	<p>The Apostrophe</p> <p>Generating q’s for research</p> <p>Free-writing Answers in Journal</p>
<b>11</b>	<p>Read one selection of choice</p> <p>Library research</p>	<p>Generating q’s for research</p> <p>Free-write Answers in Journal</p> <p>Works Cited Page</p> <p>Reading Sample Papers</p>
<b>12</b>	<p>Reading articles, making margin notations</p> <p>Library Visit (again)</p>	<p>Works Cited Page, Setting up Paper #4, Introduction, Paragraphs, Conclusion</p>
<b>13</b>	<p>First Draft Paper #4— Research on an Issue, Revising</p>	<p>Workshop #4</p> <p>Confused Words</p>
<b>14</b>	<p>Conferences on Paper #4</p> <p>Students prepare folders for handing in at the end of the year</p>	<p>Journal Writing</p> <p>20-minute Writing Sample (graded by teacher)</p>
<b>15</b>	<p>Final Draft Due</p>	<p>Teacher Evaluation</p> <p>Final exam question(s): In-class Essay on the Journal Writing</p>
<b>16</b>		<p>Final Teacher-Student Conferences</p>

## **SUGGESTED TEACHING/ LEARNING METHODOLOGIES:**

- Journal writing or brainstorming at least 3 times weekly.
- Daily written homework responses to each text reading.
- Small group and whole class discussion and analysis of each reading.
- Peer review groups with feedback for revising the first draft of each paper.
- Class time in the computer room for drafting papers and for revising.
- Frequent quizzes and class review of common mistakes in grammar, punctuation, verb tenses, and word usage.
- Individual teacher-student conferences for help with revision and editing.
- In-class essay writing, timed or untimed.
- Library research, to be done in conjunction with a short research paper.
- Having students maintain a portfolio of all written work: quizzes, responses, in-class essays, major papers with all drafts

**CORRELATION OF GENERAL EDUCATION OUTCOMES, STUDENT OUTCOMES,  
AND ASSESSMENT METHODS**

<i>General Education Goals: Student who complete English 098 will be able to:</i>	<i>Student Outcomes: Students who complete English 098 will be able to:</i>	<i>Assessment Method of outcomes:</i>
<p><b>GenEd 1.1:</b> Comprehend and evaluate what they hear and read</p> <p><b>GenEd 1.2:</b> State and evaluate the views and findings of others</p>	<p>Write responses to assigned readings that focus on the thesis and the main ideas</p>	<p>Whole class and small group discussion and analysis of readings; oral reading of student responses; grading of students' written responses, with instructor's comments</p>
<p><b>GenEd 1.3:</b> Write and speak clearly and effectively in standard American English</p> <p><b>GenEd 1.4:</b> Logically and persuasively state and support orally and in writing their points of view or findings</p> <p><b>GenEd 1.5:</b> Evaluate and edit their communication</p>	<p>Write 3 to 5 page typed papers which demonstrate a variety of ways to develop one's ideas, e.g., using narration, description, compare/contrast, definition, or argument</p> <p>Demonstrate their understanding of the revision process by revising and expanding their drafts into longer, more developed papers</p> <p>Demonstrate their proficiency in correct grammatical usage in the following areas: subject-verb agreement; verb tenses and endings; fragments, run-ons, and correct sentence-combining; parallel constructions; proper use of transitional words</p>	<p>Class exercises on writing in different genres; peer review and individual instructor-student conferences on each draft of a paper; grading with instructor comments on the final draft of each paper</p>
<p><b>GenEd 2.2:</b> Use appropriate library tools to access information</p>	<p>Write a short research paper using and documenting at least one library source</p>	<p>Whole-class library tutorial, run by reference librarian; individual conferences; passing grade on the final draft of the research paper</p>

# Sample Syllabus – ENG 099

Course Number	Course Name	Lecture Hours	Credit	Prerequisites
ENG 099	Introduction to College Writing II	4	4 Institutional Credits	Prerequisites

**COURSE DESCRIPTION:**

English 099 is the last course in a multi-level sequence designed to help the under-prepared student to improve writing skills in preparation for writing on the college level. Placement is determined by scores on the College's placement test or by successful completion of English 098.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

1. Teach students to respond in writing to a broad range of expository readings.
2. Teach students to develop text-based writings on a variety of themes, making use of a variety of genres, including narrative and description, analysis and interpretation of a text, and the persuasive essay. These papers go through several drafts and a final editing.
3. Introduce students to the research paper.
4. Use a writing skills handbook to teach students to write focused in-class essays free of surface errors, in preparation for passing both parts of the Basic Skills test at term's end.

**STUDENT RESOURCES:**

A required text and a writing skills handbook as chosen by the teacher from the following suggested materials:

- *We Are America* (Joy)
- *Patterns Plus* (Conlin)
- *College Writing Skills, Media Edition* (Langan)
- *Sparks: a Reader to Energize Writing* (D. Barnard)
- *The New World Reader* (G. Muller)
- *Rules for Writers* (Hacker)

## **COURSE REQUIREMENTS:**

Attendance (absences not to exceed 4 hours); class participation; homework; assigned readings and writings based on the text assignments; at least 4 well-developed text-based typed essays of 3 to 5 pages, including a research paper; timed in-class essays; grammar exercises and quizzes; retaking both parts of the Basic Skills test.

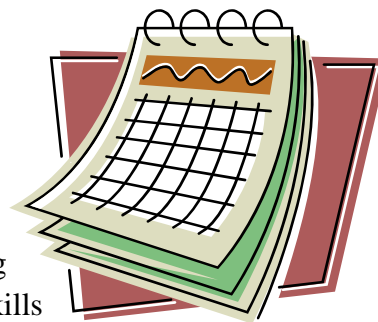
## **EVALUATION AND GRADING METHODS:**

- Checks, check-plusses, and check-minuses on homework.
- Letter grades on quizzes; A, B, C, D, and F on final drafts of major papers, as follows:
  - An "A" paper has a well-developed thesis or main focus, has improved through revision, and has been carefully edited and corrected. It also engages well with the text used.
  - A "B" paper also relates well with the text, has a focused thesis, and shows a good understanding of revision strategies and editing. It may have more errors and be less well-developed than an "A" paper.
  - A "C" paper has problems with its language, its coherence, and its engagement with the text. But it still shows evidence of development, and some understanding of revision and editing.
  - A "D" paper has clear weaknesses in its focus, its organization, its development, and its editing.
  - An "F" paper shows major problems in the above areas that make it unacceptable as a finished paper.

To receive a passing grade of A, B, C, or D in English 099, a student must:

- Successfully complete all major papers with a passing grade.
- Achieve satisfactory grades of check or better on 80 % of homework responses.
- Show improvement and a passing average grade of 70% on all grammar quizzes.
- Pass both parts of the College's Basic Skills re-test: Essay and Sentence Sense.
- Turn in a complete folder of all written work for the term, including all drafts of each paper .

**CLASS SCHEDULE:**



The Syllabus should List the assignments and their due dates. Following is a sample 15-week syllabus using two books. A reading Text, Developing Connections and a Grammar Handbook, Writing Skills Handbook.

Week/Unit	Assigned Work	Class Activities
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>The Family</b></p>	<p>"Reading to Respond," 11-21 1-page typed response to: "Leaving El Salvador, 15</p>	<p>Writing Sample Partner Interview and Introductions Grammar Quiz</p>
<p style="text-align: center;"><b>2 &amp; 3</b></p>	<p>Study Grammar handbook: 113-124 and 67-78 1-page typed responses to: "From Father with Love," 109 "Like Mexicans," 113 "The Promised Land," 62 "Fitting In," 81 "The Son from America," 95 First Draft of Paper 1: Family Influences</p>	<p>Class and small group discussion of each story Oral reading of student responses in small groups Grammar quiz on "words commonly confused" and on sentence errors Peer Review of Paper 1</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Men &amp; Women</b></p>	<p>Study handbook: 127-136 Revised and expanded Paper 1 Due 1-page typed responses to: "Black Men and Public Spaces," 262 "The Myth of the Latin Woman," 272</p>	<p>Grammar quiz on punctuation and sentence combining Class and small group discussion of stereotyping and prejudices Creating a thesis statement and outlining a compare/contrast paper Computer room: draft short paper built on a thesis statement</p>

<p style="text-align: center;"><b>5 &amp; 6</b></p>	<p>Study handbook on verbs, 82-93  Compare/Contrast Paper Due  1-page typed responses to:  "How Boys Become Men," 268  "Unfair Game," 282  "The Storm," 291  "The Men We Carry in Our Minds,  286</p>	<p>Grammar quiz on verbs  Oral reading of student responses in small groups  Groupwork: creating points of comparison and contrast  Grammar: Punctuating Dialogue  Computer room: Create a 4-way dialogue on the topic of "Men and Women" among 4 authors</p>
<p style="text-align: center;"><b>7 &amp; 8</b>  <b>Ways of Learning</b></p>	<p>Study handbook on transitions, 31-33  Due: First Draft of Paper 2  1-page typed responses to:  "I Show a Child What Is Possible," 171  "What Is Intelligence, Anyway?" 176  "Finishing School," 179</p>	<p>Peer Review of Paper 2  Class discussion of "Ways of Being Intelligent"  Grammar quiz on transitions  Library research on Howard Gardner's Theory of Multiple Intelligence  Computer Room: short paper on "Howard Gardner and My Intelligences"</p>
<p style="text-align: center;"><b>9 &amp; 10</b></p>	<p>Final Revised Version of Paper 2 Due  1-page typed responses to:  "I Just Wanna Be Average," 193  "Prison Studies," 206</p>	<p>Midterm: 30 Minute timed essay  Class holistic scoring of midterm  Groupwork: Oral reading of responses to "I Just Wanna Be Average"  Oral Presentations, in Groups, of a section of Mike Rose's essay  Each group creates topic for Paper 3, based on "Ways of Learning Inside and Outside of School"  Computer room: Begin Paper 3</p>
<p style="text-align: center;"><b>11</b>  <b>Gangs</b></p>	<p>First Draft of Paper 3 Due  2-page typed response to :  "Mothers, Sons, and the Gangs,  123</p>	<p>Groups: Peer Review of Paper 3  Oral reading in groups of responses to "Mothers and Gangs"  Practice "Sentence Sense" Basic Skills test</p>

<b>12</b>	Final Corrected Version of Paper 3 Due 1-page typed response to: "La Vida Loca: The Crazy Life", handout	Group Brainstorming of Research Questions on "Gangs" Library Instructional, Using 2 Databases and reference sources Each student prints up 5-6 articles on "Gangs" MLA Citation Guide: Handout on Documentation
<b>13</b>	Due: Student 15-line write-ups on each of their 6 gang articles Also: 1-page typed introduction to Paper 4	Group discussion and sharing of gang articles Class discussion: how to incorporate research into a paper; how to use quotations and paraphrase; how to do a "Works Cited" page "Practice Punctuation" handout
<b>14</b>	First Draft of Paper 4	Peer Review on Paper 4, "Gangs" Computer Room: Instructor-student conferences on paper 4
<b>15</b>	Revised and Edited Final Version of Paper 4 Students prepare final folders to hand in, with all responses, all quizzes, all drafts of each paper	Group reading of final papers 20-minute State Essay final exam Practice "Sentence Sense" exam
<b>16</b>	Students take "Sentence Sense" State Exam	Final Instructor-Student Conferences  Final grades given

**SUGGESTED TEACHING/LEARNING METHODOLOGIES:**

- Class and home exercises on marking and annotating a text.
- Daily written responses to assigned text readings.
- Small group sharing of responses and discussion of texts.
- Grammar quizzes from the assigned handbook.
- Peer review of major papers: students work in small groups to suggest revision strategies, following instructor's guideline.



- Use of computer lab for drafting and revising papers.
- Individual writing conferences with instructor.
- Library research using reference sources, databases, the Internet.
- Practice timed 20-minute essays in class, followed by class holistic scoring

**CORRELATION OF GENERAL EDUCATION OUTCOMES, STUDENT OUTCOMES, AND ASSESSMENT METHODS:**

<p><i>General Education Goals:</i> <i>Having taken English 099, Students will be able to:</i></p>	<p><i>Student outcomes: Having Taken English 099, Students will be able to:</i></p>	<p><i>Assessment Methods of Outcomes:</i></p>
<p><b>Gen.Ed 1.1:</b> Comprehend and evaluate what they hear and read.</p> <p><b>Gen.Ed 1.2:</b> State and evaluate the views and findings of others.</p>	<p>Read an assigned text, underline and make margin notes, then respond in writing to the work’s major ideas.</p>	<p>Checking students’ texts; daily collection and grading of responses, with instructor comments</p>
<p><b>Gen.Ed 1.3:</b> Write and speak effectively in standard American English.</p> <p><b>Gen.Ed 1.5:</b> Evaluate and edit their communication.</p>	<p>Write in a variety of sentence structures and sentence types; demonstrate the grammar skills to proofread, edit, and revise their essays.</p>	<p>Class and homework grammar exercises; weekly grammar quizzes; evaluating and grading students’ revised papers, with comments</p>
<p><b>Gen.Ed 1.4:</b> Logically and persuasively state and support orally and in writing their points of view or findings.</p>	<p>Write well-developed essays of 3 to 5 pages using a variety of strategies: narration, description, compare/contrast, persuasion, and exposition; develop their ideas using details, anecdotes, and illustrations, as well as references to and quotations from a text.</p>	<p>Individual conferences; oral readings of papers in small groups; grading of final drafts of each essay, with comments</p>

<p><b>Gen.Ed 3.1:</b> Identify the ethical implications of an issue or a situation.</p> <p><b>Gen.Ed 3.2:</b> Analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation.</p> <p><b>Gen.Ed 3.3:</b> Take a position on an ethical issue or situation and defend it with logical arguments.</p> <p><b>Gen.Ed 2.2:</b> Use appropriate library tools to access information.</p>	<p>Write a least one major expository paper that uses persuasion as its primary strategy; write an exploratory research paper which requires creating a thesis statement, then obtaining and evaluating relevant library material from a variety of databases, the Internet, and from other reference resources.</p>	<p>Class discussion; reading aloud in small groups of works in progress; individual instructor conferences; grading with instructor comments on each draft; final grading of the finished paper</p>
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# Section 5

## *Program Overview*



- **Overview of Learning Communities**
  - **The Role of Faculty**
  - **The Role of Coordinators**
- **The Role of Student Development Specialists**
  - **The Role of Tutors, Mentors**
- **Who's Who with Contact Information**

# Overview of Learning Communities



Union County College received a five-year, federal Title V grant in October 2007 to specifically focus on UCC's student persistence and graduation rate. The program, housed within the **Center for Student Success: Institute for the First Year**, has offices in the Cranford and Elizabeth Campuses.

The basic components of the grant are:

## 1. **Learning Communities:**

This activity uses a holistic approach to address the persistence and academic needs of students during and after their first year. It includes the development of linked or paired courses with UCC 101 First Year Seminar as the foundation course linked to team teaching with developmental math, developmental English, and Eng 111.

## 2. **Student Development Program:**

This activity includes enhancing counseling through intrusive counseling, on-line counseling, student orientation program, implementation of degree audit, administration of the Community College Survey of Student Engagement to which helps to measure "aspects of the student experience that are linked to student success." In addition, the project provides for an enhanced tutoring program for students in Learning Communities, on-line tutoring, and implementation of supplemental instruction for students in high risk courses.

## 3. **Professional Development Program:**

Professional development for faculty and staff focused on student persistence may contribute to the success of tutoring, advising, and instruction by providing new knowledge and skills about student learning strategies that positively affect retention. Professional development will be conducted through a coherent series of workshops, seminars, speakers, and on-line presentations focused on retention. In addition, the project provides stipends for adjunct faculty to attend professional development workshops, a call for faculty projects that positively impact retention, training of tutors and peer mentors, publication of Retention Strategy Handbooks (best practices) in math, English, and ESL, and project publication of two monographs of best practices in student persistence.

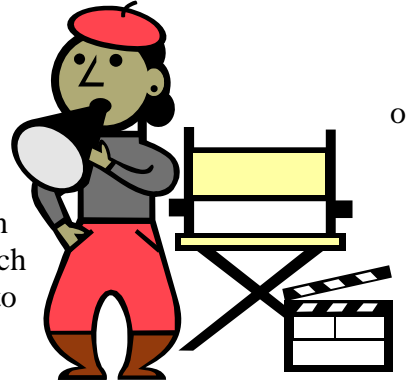
## 4. **Endowment Challenge:**

The UCC Foundation will match \$125,000 of federal dollars over the five year period to create an endowment to provide long term fiscal stability and plan for institutionalizing aspects of the grant project.

# Program Roles and Responsibilities

## The Role of Faculty

English 111 and UCC 101 courses are paired with the intention of bridging the content of the two courses and maximizing student success. The faculty in the two courses collaborate as they develop their own classes and work toward developing an integrated syllabus. Instructors should communicate with each other on student attendance and performance, and strive to develop class activities that build off each other.



Communication between instructors is vital in ensuring the success of a learning community. Faculty are initially encouraged to meet/communicate a few times before the start of the semester to share syllabi and develop some activities and assignments that will help bridge content between the two courses and make it apparent to the students that they are participating in a learning community class. At the beginning of the semester, faculty might want to meet weekly to share attendance issues in case immediate intervention of a Student Development Specialist (counselor) is necessary. It is also highly recommended that faculty share an attendance sheet to keep track of students' participation. Once the semester begins, meetings once or twice a month may suffice if faculty are good at keeping in touch through email or other modes.

The LC faculty will also be encouraged to participate in professional development activities, attend Learning Community meetings, communicate with tutors and mentors, and help in updating the English 111/UCC 101 handbook that will be revised each year.

## The Role of the Coordinator

The Coordinator's responsibilities include scheduling learning community classes, meeting with LC faculty and assisting them on academic and administrative matters, acting as a liaison between the English 111 LC and the other LC sections and services, and coordinating the writing of the English 111/UCC 101 handbook.

## The Role of Student Development Specialists

Student Development Specialists (counselors) are available to provide LC students information on skills and prerequisites, help students plan class schedules, discuss curriculum choices, explore career options, and provide academic and personal support. In addition, the three LC-designated counselors utilize intrusive counseling techniques to involve and motivate students. Intrusive counseling is a process of identifying students at academic crisis points and offering help and services. Counselors aggressively track down the students and use an "in-your-face" technique to ensure follow-through on a specified course of action.

Faculty is encouraged to use Student Development Specialists immediately at the beginning of the semester if they notice student(s) not showing up in class. These counselors are also helpful in talking to students if faculty notices that they are not participating in class or completing their assignments.

### **The Role of Tutors**

Free tutoring services are offered through the Academic Learning Center (ALC) at each campus. Each Learning Community (LC) has its own designated tutor who works closely with the faculty to provide targeted and specific assistance to LC students. Professional and peer tutors work with students on assignments and course work to help them develop course competencies and study skills. Instructors and tutor can meet/speak/email regularly throughout the semester to discuss topics being studied in class, how tutor can enhance classroom lessons, and address any problems that students may be experiencing with the material.

It is suggested that faculty meet with tutors on a semi-regular basis to inform them of class objectives and expectations. Faculty can also suggest activities /websites that tutors might want to use with the students.

### **The Role of Mentors**

Mentors are connected to UCC 101 classes. As part of the student support system, they guide students in their academic life at UCC, but do not tutor.

Full-time and Adjunct Faculty members are encouraged to communicate often with tutors, counselors, and each other to provide a holistic system of support services to LC students. At the start of each semester, the Center for Student Success will provide contact information for faculty, counselor and tutor for each learning community.

# Who's Who in the Learning Communities?



## Center for Student Success:

<b>Director</b>	<b>Sara Lacagnino</b> <a href="mailto:Lacagnino@ucc.edu">Lacagnino@ucc.edu</a> 908-709-7462 Cranford – Rm. L106
<b>Program Secretary</b>	<b>Ms. Avis Cabral</b> <a href="mailto:cabral@ucc.edu">cabral@ucc.edu</a> 908-709-7460 Cranford – Rm. L106

## Learning Community Faculty Coordinators:

<b>UCC 101</b>	<b>Dr. Susannah Chewning</b> <a href="mailto:chewning@ucc.edu">chewning@ucc.edu</a> 908-709-7182 Cranford
<b>Developmental English</b>	<b>Dr. Elise Donovan</b> <a href="mailto:donovan@ucc.edu">donovan@ucc.edu</a> 908-709-7497 Cranford
<b>Developmental Math</b>	<b>Prof. Linda Milteer</b> <a href="mailto:milteer@ucc.edu">milteer@ucc.edu</a> 908-497-4228 Cranford
<b>UCC 101</b>	<b>Prof. June Pomann</b> <a href="mailto:jpomann@ucc.edu">jpomann@ucc.edu</a> 908-659-5121 Elizabeth
<b>English 111</b>	<b>Prof. Carrie Steenburgh</b> <a href="mailto:steenburgh@ucc.edu">steenburgh@ucc.edu</a> 908-659-5193 Elizabeth



**Counseling Services:**

<b>Student Development Specialist</b>	<b>Lauren Falkowski</b> <a href="mailto:falkowski@ucc.edu">falkowski@ucc.edu</a> 908-497-4290
<b>Student Development Specialist</b>	<b>Narisa Svetvilas</b> <a href="mailto:svetvilas@ucc.edu">svetvilas@ucc.edu</a> 908-709-7137

**Tutoring Services (Academic Learning Center):**

<b>Director</b>	<b>Ms. Gail Hein</b> <a href="mailto:hein@ucc.edu">hein@ucc.edu</a> 908-709-7610 Cranford - Library
<b>Head Tutor</b>	<b>Ms. Jacqueline Leonard</b> <a href="mailto:leonard@ucc.edu">leonard@ucc.edu</a> 908-965-2356 Elizabeth
<b>Head Tutor</b>	<b>Ms. Sandra Drazinic-Petak</b> <a href="mailto:petak@ucc.edu">petak@ucc.edu</a> 908-412-3540 Plainfield
<b>Educational Support Coordinator- Retention</b>	<b>Ms. Mary Greco</b> <a href="mailto:mgreco@ucc.edu">mgreco@ucc.edu</a> 908-497-4347 Cranford 908-659-5215 Elizabeth

**Tutoring Services (ALC) Continued:**

<b>Educational Support Coordinator</b>	<b>Mr. Jose Paez Figueroa</b> <a href="mailto:paez@ucc.edu">paez@ucc.edu</a> 908-709-7084 Cranford
<b>Educational Support Specialist</b>	<b>Mr. Lewis Cohen</b> <a href="mailto:lcohen@ucc.edu">lcohen@ucc.edu</a> 908-965-2350 Elizabeth
<b>Coordinator</b>	<b>Ms. Karen Platt</b> <a href="mailto:platt@ucc.edu">platt@ucc.edu</a> 908-709-7528 Cranford

**Website:**

<b>IT Coordinator</b>	<b>Ms. Nancy Deliman</b> <a href="mailto:n_deliman@comcast.net">n_deliman@comcast.net</a> Cranford
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## Useful Forms

**PLEASE SUBMIT REQUEST 7-10 DAYS BEFORE REQUESTED VISIT**

Prospective Students

Current Students

Faculty and Staff

Alumni and Friends

Community and Business



[UCC Home](#) > [Library](#) > [Library Instruction and Research Guides](#)

- ▶ [About UCC](#)
- ▶ [Academics](#)
- ▶ [Administration](#)
- ▶ [Admissions](#)
- ▶ [Continuing Education](#)
- ▶ [Distance Education](#)
- ▶ [Financial Information](#)
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- ▶ [What's New](#)
- ▶ [Student Services](#)
- ▶ [Trustees and Governors](#)
- ▶ [Online e-services](#)
- ▶ [Vendor Opportunities](#)

## Library - Library Instruction Request - Cranford Campus

Please avoid using "&" and other special characters in filling out this form. If you get a Server Error when you submit this form, try removing special characters from all of the fields.

Please print or save this page first for your records.

(\*) Indicates a required field. The Form will not send unless you fill in the required fields.

Instructor's Name\*

Telephone\*

E-mail\*

Course Name, Number & Section Number\*

Number of Students in Class\*

Regular Class meeting times (Example: MW 8:00-8:55 am)\*

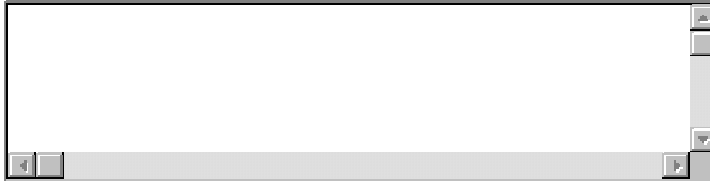
Preferred Date and Time for Library Class -First Choice\*

Preferred Date and Time -Second Choice\*

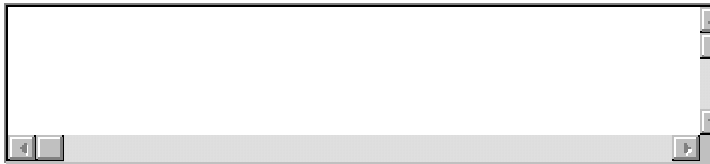
Please describe the topics and subjects that your students will be researching\*:

An empty rectangular text box with a thin black border and a light gray background. It has small square icons in the top-right and bottom-right corners, suggesting it is a screenshot of a software window.

What are your learning objectives for this class?\*(  
(Describe class level, skills & concepts students need to learn)

An empty rectangular text box with a thin black border and a light gray background. It has small square icons in the top-right and bottom-right corners, suggesting it is a screenshot of a software window.

What will your students' final product be?\*(  
(Example: research paper, bibliography, oral presentation, etc.)

An empty rectangular text box with a thin black border and a light gray background. It has small square icons in the top-right and bottom-right corners, suggesting it is a screenshot of a software window.

Questions?

At Cranford, call the instruction librarian (x7104) or email [bissett@ucc.edu](mailto:bissett@ucc.edu).  
At Elizabeth, call x6076 or email [deng@ucc.edu](mailto:deng@ucc.edu).  
At Plainfield, call x3546 or email [bruquier@ucc.edu](mailto:bruquier@ucc.edu).

# Schedule Preference Sheet

NAME: \_\_\_\_\_ Semester: \_\_\_\_\_ 20\_\_\_\_\_

A. List the courses you are willing to teach:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. Please list the days and times you are able to teach:

DAYS ARE: (MWF, MW, TUES/TR, & SAT)

Mon  Tues  Wednes  Thursd  Frid  Saturd

- Early a.m. \_\_\_\_\_
- Late a.m. \_\_\_\_\_
- Early p.m. \_\_\_\_\_
- Late p.m. \_\_\_\_\_
- Evening \_\_\_\_\_
- Friday p.m. \_\_\_\_\_
- Saturday a.m. \_\_\_\_\_

C. Indicate campus preferences:

Cranford  Plainfield  Elizabeth  Other

Are you will to teach on more than one campus? Yes  No

D. How many credits would you like to teach?: \_\_\_\_\_

If you have any special needs or requests, please explain below.

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**Please return form to ENG/FA/ML Main Office Cranford Campus (H-131)**

**COURSE ADOPTION INFORMATION**  
USE A SEPARATE FORM FOR EACH COURSE

**STORE NAME:** UCC – CRANFORD CAMPUS BOOKSTORE: UCC CRANFORD CAMPUS #614

**STORE #:** 0614

**DATE:** 7/30/08

TERM	<u>SPRING 2008</u>	INSTRUCTOR	_____	PLEASE RETURN THIS FORM BY:	<u>10/9/2007</u>
DIV/DEPT	_____	CAMPUS PHONE NUMBER	_____	ADOPT FOR ADDITIONAL TERM(S)	<input type="checkbox"/>
COURSE NUMBER	_____	EMAIL ADDRESS	_____	YES IF, YES LIST TERM(S) BELOW:	
SECTION (S)	_____	SIGNATURE	_____		
ENROLLMENT ESTIMATE	_____	THE BOOK INFORMATION PROVIDED IS FROM <b>3/7 SPRING 2007/08 2007</b>			
IS THIS A CONTINUATION COURSE	<input type="checkbox"/> Yes <input type="checkbox"/> No	COURSE	_____	SECTION	_____
<b>No Books Required For This Course</b>	PLEASE CHECK BOX. <input type="checkbox"/>	ESTIMATED ENROLLMENT	_____	ACTUAL ENROLLMENT	_____

Bookstore Use Only
Date Received
Research
Entered
Bookstore Use Only

AUTHOR	TITLE	ED	CY	ISBN	PUB	TEXT ONLY	REQ	REC	CHC	SUG	BKCL	EBB	MISC

Please return to bookstore or email to: [0614txt@fheg.follett](mailto:0614txt@fheg.follett)

PLEASE NOTE: DESK COPIES SHOULD BE ORDERED DIRECTLY FROM THE PUBLISHER BY THE FACULTY MEMBER.  
PLEASE LIST ANY REQUIRED SUPPLIES

TEXT ONLY  
 REQ Required – Any book that is required by the professor.  
 REC Recommended – Any title that is not required by the professor.  
 CHC Students will choose one or more books from a list of titles.  
 SUG Suggested – Learning aids recommended by the bookstore.