Passaic County Community College
Developmental Studies Department
Academic English II: DE 020
Fall 2018 (12-Week semester)

Class Days: ______________________  Office: ______________________
Class Times: _____________________  Office Hours: _____________________
Classroom(s): ____________________  Phone: _________________________
Instructor: ________________________  Email: _________________________

**Course Description**

This course is designed to assist students in developing the critical reading and process writing skills necessary for success in college level courses. Students must demonstrate active reading, comprehension and textual analysis skills as a point of reference for written analyses which integrate textual support, using appropriate MLA formatting and citation in essay assignments and research projects.

“C” is the minimum grade required to move into EN 101, Introduction to Compositional Studies

**Course Outcomes**

By the end of this course, students will be able to:

1. Use the writing process to plan, construct, and revise written assignments, essays, and projects.
2. Write well-developed, organized essays of 5 paragraphs and minimal impact to clarity due to errors in grammar and mechanics.
3. Apply advanced comprehension and critical reading strategies by analyzing and discussing college-level texts.
4. Compose various types of written responses which explain, analyze, or synthesize concepts and themes from reading texts.
5. Integrate textual support into their writing to explain, support, or prove their point of view, with appropriate use of MLA-style formatting and citation.

**Required Texts**

*The Lovely Bones*, Alice Sebold  
*Lab workbook: Developmental English*, Lynne Gaetz and Suneeti Phadke

**Required Supplies**

You must provide your own school supplies including a flash drive, paper, pens/pencils, folder/binder, dictionary and thesaurus.
Developmental English Lab – Room A204
All students register for a corresponding lab when registering for the course. Labs are connected to and support Academic English II course sections. Students’ lab times along with meeting rooms are found on their schedules. Lab begins on the first day of the semester. Lab is worth 10% of the final grade. The workbook is required. **Students who do not have a workbook may attend a lab session, but will not receive credit for that particular session.** Instructors and tutors communicate with one another regarding the material covered along with students’ needs. If a student presents to an instructor an accommodations sheet from the Office of Disability Services (ODS), then the instructor must share the information with the tutor assigned to the course sections’ coordinating labs.

**Grading**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Writing Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Informal Writing Assignments /Activities / Homework</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Lab</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>76% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 75%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

**Cell Phones**
In accordance with the Student Code of Conduct, use of cellular telephones, audible pagers, or other forms of audible electronic devices in classrooms or learning centers must be previously approved by the instructor or other authorized administrator. Cell phones are to be turned off before entering the classroom.

**Attendance Policy**
Students are expected to attend all classes and arrive on time. Attendance will be taken during the first ten minutes of the class. Any student who misses more than two weeks of the course may receive an “F”. Students are expected to participate in an appropriate manner. **STUDENTS WHO ARE UNPREPARED TO PARTICIPATE IN CLASS ACTIVITIES MAY BE CONSIDERED ABSENT FROM THAT CLASS.** In the event of an emergency that requires a long absence from the class students should contact their instructor and counselor.
**Academic Integrity**

**Plagiarism:** The student handbook has defined plagiarism as:

“The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (p 41 of Student Handbook, term J).

**Cheating:** Cheating includes any attempt to defraud, deceive, or mislead a professor in arriving at an honest grade assessment. Giving unauthorized help to other students also constitutes cheating. The penalty for plagiarism or cheating in any aspect of course work may result in a failing grade for the course.

**Disability Services**

If you have a disability, and believe you need accommodations in this class, please contact the Office of Disabilities Services (ODS) at 973-684-6395, or email ods@pccc.edu, to make an appointment. You should do so as soon as possible at the start of each semester. If you require testing accommodations, you must remind me (the instructor) one week in advance of each test. More info @ pccc.edu/ods.

**Early Alert System**

PCCC has an early alert system designed to help instructors inform students of unsatisfactory progress in a course while students are still in a position to correct it. This system involves students speaking with their assigned counselor in the Center for Student Success about ongoing issues in class and how they can be addressed. Early Alert notices will be sent to your portal account. It is mandatory that you see your counselor if you receive one of these notices.

**DE 020 Students are expected to:**

1. Read the syllabus carefully and completely, remain in the class only if in agreement with the syllabus, and act in accordance with syllabus policies.
2. Do all assigned work with real effort and thought, and collaborate productively with other students in class discussion and other group activities.
3. Work appropriately during class, not doing homework or reading materials for another course.
4. Carefully read instructor’s comments on assignments and speak with the instructor if any question or disagreement arises.
5. Submit assignments on time.
6. Attend class regularly and punctually, and assume responsibility for any material missed due to absence.
7. Contribute to a classroom environment that is positive, respectful, and productive.
8. Understand that the instructor cannot make special exceptions regarding course requirements or policies.
9. Behave in class in a manner that does not disturb or distract others from their work. Students should arrive to class on time, should not talk while another person is talking during a class discussion, and should not eat in class. In short, all persons are responsible for creating a climate of mutual respect and an environment conducive to learning.

**Tips for Student Success**

- Set goals for each assignment. Consider how completing this assignment will assist you in accomplishing your goals?
Keep a calendar with due dates for all assignments. Stay organized and keep track of all work completed and returned, especially all writing assignments.

Don’t procrastinate and wait until the last minute.

Rely on your peers or study group for help.

Check blackboard for the most up-to-date information for your course.

Attend class regularly and on time.

Complete all assignments on time.

Participate fully in class.

Schedule regular “outside” study time.

Participate in college life outside of class.

Request help when needed and reach out to your instructor for assistance.

Student Portfolio

Students will submit a portfolio at the end of the semester. The portfolio allows students the ability to examine their personal writing and view the level of improvement of each assignment from draft to final piece. Students will focus on the process of revision and identify areas in their writing which need improvement. The Portfolio will consist of the following assignments: Informal and Formal Writing Assignments and the Research Project. Please refer to the Portfolio tab in blackboard for more detailed information. Portfolios are to be submitted in one of two ways: via electronically through blackboard, or a neatly typed hard copy.

Peer Review and Instructor Feedback

Peer Review and Instructor Feedback are recommended habits of good writers. Reach out to your peers and instructor for feedback and advice on your writing.

Formal Writing Assignments

Formal Assignments are for all purposes considered Essay Assignments. Students are required to write and revise four essays during the semester. These revised essay assignments are to also be included in your portfolio at the end of the semester. The formal writing assignments are meant to help students practice the combined skills of both Reading and Writing, so these assignments offer a great opportunity to showcase the skills you are learning in your course. Students will be permitted to revise a graded formal assignment once. The two grades will be averaged together.

Informal Writing Assignments

Informal Writing Assignments are for all purposes considered short Essay Assignments of no more than four paragraphs in length. These writings focus more on fostering critical thinking skills and allow students to reflect on a selected reading passage and/or chapter. In addition, students may be required to write a reflection journal or double entry journal on a selected topic. Students are encouraged to share their reflections, journal assignments and Informal writing assignments in class.

Grammar & Usage

Students are required to employ the habits of polished grammar and sentence structure in their writing. Refer to the comments on the course rubric to identify which areas of improvement are needed. In addition, you may practice any of the following activities to improve your grammar and sentence structure throughout the semester:

- During Class – Utilize the grammar sections in your texts while working on informal and formal writing assignments.
- In DE Lab – Attend a study group session or seek one-on-one help for the area with which you need support.
- At home – Work on grammar assignments from the textbook at home and submit them to your instructor for review.
**Assignment Specifications**
All assignments are to be typed and submitted via the following format:

1” margins all around

12 point font – Times New Roman or Calibri

Heading is to be single spaced and in left alignment

- Name, Date, Course, Instructor, and Title of Assignment

Body of essay is to be double spaced

MLA style of documentation and format, as assigned

Works Cited page, as assigned

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**Course Outline (Subject to Change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Novel</th>
<th>Formal Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction; Syllabus Review; Introduction to Reading and Writing Connection</td>
<td>Reading and Writing connection continued; Reading and Writing Sample Essay</td>
<td>Ch. 1 “Reading as a Writer” (Cooley)</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2</td>
<td>Ch. 13 “Argument” (Cooley)</td>
<td>Ch. 13 “Argument” (Cooley) continued</td>
<td>Ch. 2 “Elements of an Essay” (Cooley)</td>
<td>N/A</td>
<td>Formal Assignment I introduction</td>
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<td>3</td>
<td>Continue with “Argument” and Formal Assignment</td>
<td>Introduction to The Lovely Bones</td>
<td>Ch. 3 “The Writing Process” (Cooley)</td>
<td>The Lovely Bones Pages 1-57</td>
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<td>4</td>
<td>Ch. 3 “As He Himself Puts It”, The Art of Quoting (Graff and Birkenstein)</td>
<td>Ch. 7 “Example” (Cooley)</td>
<td>Ch. 7 “Example” (Cooley) continued</td>
<td>Formal Assignment I due; Introduction to Research Project due</td>
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<td>5</td>
<td>Midterm Exam Review</td>
<td>Midterm Exam Review</td>
<td>Peer Editing for Revisions; The Lovely Bones Pages 58-125</td>
<td>The Lovely Bones Pages 58-125</td>
<td>Formal Assignment 2 introduction</td>
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<td>6</td>
<td>Midterm Exam Part 1: Reading</td>
<td>Midterm Exam Part 2: Writing</td>
<td>Research Project Topic; The Lovely Bones Pages 126-184</td>
<td>The Lovely Bones Pages 126-184</td>
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<td>7</td>
<td>Ch. 12 “Cause and Effect”</td>
<td>Ch. 12 “Cause and Effect”</td>
<td>Research Project</td>
<td>The Lovely Bones</td>
<td>Formal Assignment 2</td>
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<tr>
<td>Week</td>
<td>Chapter and Assignment</td>
<td>Reading Material</td>
<td>Pages</td>
<td>Due</td>
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<td>8</td>
<td>Ch. 8 “As a Result”, Connecting the Parts (Graff and Birkenstein)</td>
<td>Midterm Conferences</td>
<td>Research Project continued; “The Lovely Bones” Pages 232-281</td>
<td>Formal Assignment 3 introduction</td>
<td></td>
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<tr>
<td>9</td>
<td>Ch. 10 Comparison and Contrast (Cooley)</td>
<td>Appendix: “Using Sources in Your Writing” (Cooley)</td>
<td>Peer Review of Research Project</td>
<td>Formal Assignment 3 due; Formal Assignment 4 introduction</td>
<td></td>
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<tr>
<td>10</td>
<td>Ch. 10 Comparison and Contrast” (Cooley) continued</td>
<td>Final Exam Review</td>
<td>Peer Editing for Revisions</td>
<td>Research Project due</td>
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<td>11</td>
<td>Final Exam Part 1: Reading</td>
<td>Final Exam Part 2: Writing</td>
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<td>Formal Assignment 4 due</td>
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<td>12</td>
<td>Final Conferences and Portfolio Review</td>
<td>Final Conferences and Portfolio Review</td>
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