



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

ENG 102: English Composition II

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: ENG101

This course requires students to read selected prose fiction, poems, and plays, and to write a series of documented, critical/analytical essays based on those works. Students continue to develop the tools and forms of research covered in ENG 101.

Textbook and Course Materials

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

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

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

- Essays (4)
 - Essay grades will be at least 65% of total grade and graded weight to be determined by individual instructors
 - At least two (2) will be researched essays
 - One essay will be a departmental exam

Individual instructors may include the following assessment(s):

- Research Proposal
- Annotated Bibliography
- Presentation on Literary Works
- Homework, Class and Group Work
- Quizzes
- Class Preparation and Participation
- End of Semester Portfolio Collection

Grading

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

Rowan College at Gloucester County Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

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

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

ENG 102 Core Competencies

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

- Written and Oral Communication
- Information Literacy
- Humanistic Perspective

Student Learning Outcomes: English Composition II

Successful completion of ENG 102 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>Use the writing process and conventions of academic writing to compose analytical and argumentative essays.</p> <ul style="list-style-type: none"> • Create a thesis statement supported throughout the essay with details and evidence • Organize the essay using a logical thesis-based framework • Use precise word choice and correct grammar, punctuation, and spelling • Adopt a consistent voice when using sources in an essay 	Written and Oral Communication	<ul style="list-style-type: none"> • Essays • Research Proposal • Annotated Bibliography • Presentation on Literary Works • Homework, Class and Group Work • Quizzes • Class Preparation and Participation
<p>Employ the writing process in the completion of an individual research paper.</p> <ul style="list-style-type: none"> • Find and using appropriate library tools to access information in print and electronic formats relevant to literary topics • Evaluate and considering reliability of secondary sources such as credible books and web sources 	Information Literacy	<ul style="list-style-type: none"> • Essays • Research Proposal • Annotated Bibliography • Presentation on Literary Works • Homework, Class and Group Work • Quizzes • Class Preparation and Participation and Participation
<p>Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style.</p> <ul style="list-style-type: none"> • Incorporate accurate in-text and bibliographic citations using current MLA guidelines • Construct a reasoned and fair argument without deception or inflammatory language • Respond thoughtfully to diversity present in the readings 	Humanistic Perspective Information Literacy Written and Oral Communication	<ul style="list-style-type: none"> • Essays • Research Proposal • Annotated Bibliography • Presentation on Literary Works • Homework, Class and Group Work • Quizzes • Class Preparation and Participation
<p>Employ active reading strategies to interpret and evaluate complicated texts.</p> <ul style="list-style-type: none"> • Discover a text's meaning and/or purpose. • Develop a critical perspective on a text, issue, writing style, or author. • Make connections between texts, themes, and/or topics from various pieces, eras, and/or authors • Gain exposure to diverse writers and writing • Understand texts as impactful and relevant 	Written and Oral Communication Humanistic Perspective	<ul style="list-style-type: none"> • Essays • Research Proposal • Annotated Bibliography • Presentation on Literary Works • Homework, Class and Group Work • Quizzes • Class Preparation and Participation

Topical Outline

WRITING EFFECTIVE LITERARY ESSAYS:

- Coherence (including transitions)
- Unity
- Development
- Purpose
- Sentence skills

WRITING PROCESS:

- Prewriting
- Writing a thesis
- Outlining
- Drafting
- Revising
- Editing and proofreading

PARTS OF AN ESSAY:

- Introduction (Opening remarks/lead-in and thesis statement)
- Body of support (Using transitions appropriately)
- Conclusion

CRITICAL THINKING:

- Inference (To be demonstrated in reading and writing)
- Analysis, interpretations, and connections between texts, themes, and/or topics

RESEARCH:

- Using sources to support statements
- Using paraphrase, summary, and quotations in writing with correct attribution
- Avoiding academic dishonesty through ethical writing practices
- Using MLA Style for internal citations, Works Cited page, and Bibliography
- Using library research tools and credible secondary sources

READING:

- Comprehension – Ideas for discussion and writing
- Modeling – Reading student-generated or academic essays about literature
- Diversity – Exposure to a variety of genres, writers, and themes

Essays:

For this class, students will write four (4) essays, all of which will include primary source documentation. At least two (2) essays will include primary source(s) documentation and research from outside sources. Students will use databases and may use additional outside sources such as credible books and web sources. All essays will employ most recent MLA documentation. Additionally, these essays need to be at least three (3) full pages long. The essay grading rubric is part of this syllabus packet. Rubrics provide a guide as to how students will be assessed or graded.

Essay Rubric

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

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

Affirmative Action Statement

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

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

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

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

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

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

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