

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Department of ENGLISH

Title of Course:	Course Number:	ENG 088
<b>ENGLISH 088: INTENSIVE WRITING</b>	Class Hours Per Week:	6
	Lab Hours:	0
	Credits:	0

A. Description

English 088 is a lower-level remedial writing course in which students are introduced to the fundamentals of writing, including punctuation, spelling, grammar, word choice, sentence structure and paragraphing. Students are given frequent in-class writing exercises that focus on narration and description as modes of developing ideas. Conferences with instructors are frequent. This course is for students who score below 43 on the CATW, and it prepares them for English 095

B. Prerequisites and/or Corequisites

A score of 43 or below on the CATW.

Note: Second Language students with these same scores may be placed in ESL courses by the Department of Developmental Skills.

C. Student Outcomes

Students will be able to:

- Compose coherent and well organized narratives and descriptions
- Use personal experience as a basis for communication and reflection
- Write topic sentences and provide supporting details in paragraphs
- Identify figurative language

Reading Outcomes:

Students will:

- Demonstrate critical reading skills necessary for college level courses
- Read their own work and other class materials out loud

Documentation/Evaluation Outcomes:

Students will:

- Use direct and indirect quotations in their narratives
- Participate in peer review and provide constructive feedback

#### D. Required Texts and/or Supplementary Materials

The Intensive Writing Coordinator and Steering Committee maintain a list of recommended texts which is continually evaluated and updated. Many instructors use workbooks that stress mechanics, spelling, and grammar; some assign rhetorics as well. Students are usually assigned appropriate reading material in either textbook anthologies or samples of BMCC student writing collected by the instructors. Some currently used texts are the following:

*Expressways for Writing Scenarios*, Kathleen McWhorter (Longman, 2007)

*The Comp Lab Exercises*, Eps, Kirkpatrick & Southwell (Prentice Hall)

*Foundations for Learning: Language I* (MacMillan)

#### E. Other Resources

#### F. Use of Technology

Some classes are taught in computer classrooms, and many sections instructional technology such as Blackboard. Additional

#### E. Evaluation and Requirements of Students

Instructors evaluate students at the beginning of the course by means of an in-class essay. Such writing samples, along with diagnostic tests in grammar, spelling, and sentence structure, help instructors evaluate students' strengths and weaknesses as writers. Individual conferences and small group work further allow instructors to identify the kind of practice each student most needs and the areas of weakness that need to be worked on. Instructors also identify writing blocks in some students and attempt to discover any special needs resulting from vision problems, learning disabilities, or handwriting problems. The final assessment of students is based on the departmental English 088 writing test designed and administered by the Intensive Writing Steering Committee.

#### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

#### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

## **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

### **F. Outline of Topics**

#### **Weeks 1&2: Diagnosing Student Problems**

- A. In-class diagnostic essay
- B. Diagnostic tests in grammar, spelling, and mechanics
- C. Conferences with students to identify problems and individual goals

#### **Weeks 3&4: Pre-Writing Activities**

- A. Freewriting and focused writing; overcoming writing blocks and developing fluency
- B. Writing with a purpose
- C. Critical thinking and organizing material

#### **Weeks 5&6: Word-Level Skills**

- A. Word recognition (copying correctly and proofreading)
- B. Spelling: Special problem words, spelling techniques
- C. Mechanics of capitalization, abbreviations, contractions, punctuation
- D. Word forms: Noun and verb endings, pronoun forms

#### **Weeks 7&8: Sentence-Level Skills**

- A. Fragments and complete sentences
- B. Run-ons and comma splices; correct coordination and subordination
- C. Confused sentences and sentence length and shape

#### **Weeks 9&10: Larger Elements**

- A. Paragraph divisions and paragraph planning
- B. Developing whole essays: Introductions and Conclusions
- C. Making transitions

Weeks 11-14: Composing and Revising Essays

- A. Shaping personal experience in narrative essays
- B. Using the five senses in descriptive essays
- C. Preparing for the final examination