

BERGEN COMMUNITY COLLEGE
ENGLISH DIVISION
ENGLISH BASIC SKILLS DEPARTMENT

COURSE SYLLABUS
[Semester]

Developmental Skills I EBS-011

5 Hours, 5 Non-degree Credits

Instructor:

TEXTBOOK:

Anker, Susan. *Real Writing with Readings*, 6th. New York: Bedford/St. Martins, 2013.

COURSE DESCRIPTION:

Developmental Skills I is the first course of a two-course basic skills sequence designed to improve fundamental academic skills in the areas of reading, writing, and critical thinking. Class instruction emphasizes the development of writing skills, literal and interpretive comprehension of reading texts, sentence structure, grammar and punctuation, and vocabulary. At least 50 minutes per week of this five-hour course meets in a computer lab where there is opportunity for individualized instruction.

STUDENT LEARNING OBJECTIVES (SLO's):

Students who successfully complete the work of this class will be able to:

1. Understand and practice active reading strategies (i.e., annotation, journal writing, vocabulary development, paraphrase, and summary).
2. Understand and practice critical thinking strategies to improve reading (i.e., identify the main idea, topic sentences, transitions, and supporting details, recognize the difference between facts and opinions, and recognize organization strategies in sample texts).
3. Use computers to enhance writing skills and to synthesize reading and writing skills.
4. Find and use outside sources in written assignments (i.e., use MLA format for internal documentation of sources, avoid plagiarism, and use college library.).
5. Write paragraphs and essays with unity, support, coherence and sentence skills.
6. Use organizational strategies for narration, description, and illustration in sample paragraphs and/or essays.
7. Write error-free sentences and find and edit sentence-level errors in sample paragraphs and essays with rudimentary proficiency.
8. Understand and practice using the stages of the writing process.
9. Understand and practice academic survival skills, such as, time management, planning, memory strategies, note taking, test taking and utilization of college resources.

GRADING and ASSESSMENT:

A student's final grade in EBS-011 is determined by how successfully he/she fulfills the student learning outcomes. Students will show their achievement of these outcomes through the following:

Assignment Type	(Recommended) Percentage
Assignments (including paragraphs, essays, journal writing, textbook exercises)	50%
Tests and quizzes (including department exit tests in reading and writing)	20%
Daily class work and participation	20%
Research project	10%
Total	100%

(Recommended) Grading Scale	
100 - 90	A
89 - 85	B+
84 - 80	B
79 - 75	C+
74 - 70	C
69 - 60	D
59 and below	F

It should also be noted here that while EBS 011 carries five credits that will not count towards graduation status, these credits DO count in the overall cumulative average. A high grade in an EBS course can help raise a student's average, while a low grade can bring it down. Students receiving an E or F in EBS-011 are required to repeat the course. An "E" grade is an unofficial withdrawal, given to students who stop attending a class. An "E" grade carries the same consequences as an "F" because it awards no credit and it is calculated into a student's cumulative average.

Students receiving a grade of D, C, C+, B, B+ will move to EBS-012.

Students receiving a grade of A, who also pass the departmental reading and writing exit tests, will move directly to Composition I.

EBS EXIT TEST:

Upon successful completion of Developmental Skills I, students will be required to demonstrate their proficiency in reading, writing, and critical thinking on a departmental skills assessment test. For this test, students will be required to write a multi-paragraph essay in response to one of three specific topic statements provided and to write a summary of one of two reading selections provided. The tests will be evaluated in a group reading session by all faculty teaching English Basic Skills courses. Tests will be evaluated on the basis of reading comprehension, paragraph/essay structure, sentence structure, and grammar and punctuation. Tests will be scored on a scale of 1-6 by two readers with a combined score of 7 or better as passing. A student must pass the course, but need not pass the Exit Test, to move on to Developmental Skills II (EBS 012).

ATTENDANCE POLICY

The Bergen Community College attendance policy will apply to this course:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness

policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Bergen Community College Catalog, 2009-2010 (67)

<http://www.bergen.edu/documents/academics/pdf/Catalog%202009-2010.pdf>

PLAGIARISM POLICY

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

Sanctions Against a Student for a Classroom Violation

1. The faculty member must report all incidents to the Chair of the Department.
2. The faculty member in consultation with the Chair will determine the course of action to be followed. This may include:
 - assigning a failing grade on the assignment
 - assigning a lower final course grade
 - failing the student in the course
 - other penalties appropriate to the violation
3. The faculty member, after making a decision, must notify the Director of Student Life and Judicial Affairs and Vice President of Student Services of the violation and the penalty imposed.
4. The student has the right to appeal the decision of the faculty member by writing to the appropriate Department Head and then to the Academic Vice President.

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SUPPORT SERVICES

Distance Learning Office	Room C 334	201-612-5581 psimms@bergen.edu
English Language Resource Center	Room E-156	201-612-5292 http://www.bergen.edu/pages/2182.asp
Writing Center	Room L 125	201-447- 7489 http://www.bergen.edu/pages/1795.asp
Online Writing Lab (OWL)	Online at:	www.bergen.edu/owl
Office of Specialized Services	Room L 116	201-612-5270 www.bergen.edu/oss

Sidney Silverman Library	Room L-226	201-447-7131 www.bergen.edu/library
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SAMPLE COURSE OUTLINE

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
1	Ch 1 , "Critical Thinking, Reading, and Writing" Assigned reading passage	Introduction to the Course Introduction to Journal Writing In-class Diagnostic Test Introduction to Computer Lab	In-class diagnostic writing. Journal Writing on assigned reading passage	1, 3, 9
2	Ch 2 , "Writing Basics: Audience, Purpose, and Process" Ch 3 , Finding, Narrowing, and Exploring Your Topic: Choosing Something to Write About. Ch 4 , "Writing your Topic or Thesis sentence: Making Your Point" Assigned reading passage	Overview of the Writing Process Prewriting Practice on computers Practice choosing topic sentences; group work on effective topic sentences Vocabulary building—based on assigned reading passage. Continue with reading throughout the semester. Use outlining with assigned reading passage.	Writing Assignments for Ch 3 Journal writing on assigned reading passage	1, 3,5,8
3	Ch 5 , "Supporting your Point: Finding Details, Examples and Facts" Assigned reading passage Ch 19 , "The Basic Sentence: An Overview" Ch 20 , "Fragments: Incomplete Sentences"	Discuss major concepts of support. Continue vocabulary building Discussion of main ideas and supporting details in assigned reading passage. Introduce concept of the basic sentence and basic sentence patterns.	Working with, evaluating, and organizing supporting details Writing exercises in chapter. Grammar exercises in chapters.	1,2,5,7
4	Ch 6 , "Drafting: Putting Your Ideas Together" Assigned reading passage Ch 21 , "Run-Ons: Two Sentences Joined Incorrectly"	Discuss concepts of paragraph and essay organization and drafting writing. Continue vocabulary building. Discuss facts and opinions in assigned reading passage. Group work on editing run-on sentences.	Writing exercises in chapter. Draft sample paragraph or essay Grammar exercises in chapter	1,2,5,7
5	Ch 7 , "Revising: Improving your Paragraph or Essay" Assigned reading passage Ch 27 , "Coordination and Subordination: Joining Sentences with Related Ideas"	Review concepts of drafting and revising writing. Continue vocabulary building In computer lab, practice drawing conclusions from facts and agreeing or disagreeing with opinions in assigned reading passage.	Writing exercises in chapter. Revise and edit sample paragraph or essay. Grammar exercises in chapter.	1,2,3,5,7

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
6	Ch. 18, (302-303) "Writing the Research Essay: Using Outside Sources in Your Writing—Make a Schedule, Choose a Topic" Assigned reading passage Ch 28, "Parallelism: Balancing Ideas"	Begin Discussion of Research Essay (Continue work on Research Essay Through Week 14) Continue vocabulary building Introduce concept of subordination. Practice sentence combining in small groups.	Begin to annotate sources for research essay. Write journal entries about sources for research essay. Grammar exercises in chapter	1,4, 7,9
7	Ch 8, "Narration: Writing That Tells Important Stories" Ch 39, Readings for Writers: Narration Ch 23, "Verb Tense, Using Verbs to Express Different Times"	Discuss and plan narrative essay. Continue vocabulary building Introduce transitions indicating time order Use computer to practice changing or editing verb tenses in a sample narrative passage.	Use computers to draft narrative essay. Grammar exercises in chapter	1, 2,3, 5,6,8
8	Ch. 18, (304-313) "Writing the Research Essay: Using Outside Sources in Your Writing—Find Sources, Evaluate Sources, Avoid Plagiarism, Cite and Document Your Sources"	Review materials 302-304. Read sample sources and evaluate them Find and detect examples of plagiarism in sample passages.	Use computers to revise and edit narrative essay. Begin to find, evaluate, read, and keep track of sources for research essay.	1,3,4,5,6, 8,9
9	Ch 9, "Illustration: Writing That Gives Examples" Ch 40, Readings for Writers: Illustration Ch 22, "Problems with Subject Verb Agreement"	Discuss and plan illustration essay. Drawing inferences from examples in illustration essay. Transitions of exemplification Continue vocabulary building	Use computers to draft illustration essay Grammar exercises in chapter	1,2,3,5,6, 7,8
10	Ch 17, Writing Summaries (291-294) Assigned reading passage	Review concepts involved in summary writing Discuss paraphrase and summary in assigned reading passage.	Use computers to revise and edit illustration essay Summarize Illustration Essay from Ch. 40	1,2,3,5,6, 8
11	Ch 10, "Description: Writing That Creates Pictures in Words" Ch 44, Readings for Writers: Description Ch 25, Adjectives and Adverbs: Using Descriptive Words"	Discuss and plan descriptive essay. Continue vocabulary building Compare and contrast adjectives and adverbs.	Use computers to draft description essay Grammar exercises in chapter	1,2,3, 5, 6,8

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
12	Ch. 18 , (314-315 and 319-326) "Writing the Research Essay: Using Outside Sources in Your Writing—Directory of MLA In-Text Citations and Sample Student Research Essay" Ch 24 , "Pronouns: Using Substitutes for Nouns"	Practice: Introduce, cite and analyze sample quotations. Practice using two different sources in one paragraph or essay. Introduce concept of pronoun reference and agreement.	Use computers to draft Research Essay Use computers to revise and edit descriptive essay. Grammar exercises in chapter	1,2,3,4,6,7,8,9
13	Exit Tests in Reading and Writing			1,2,5,6,7,9
14	Ch. 20 , (316-319 and 319-326) "Writing the Research Essay: Using Outside Sources in Your Writing—Directory of MLA Works Cited and Sample Student Research Essay"	Create Works Cited page for research essay. Proofread and edit research essay	Research Essay due	3,4,7,8
15		Oral Presentations of Research Essays Grading Conferences	Summaries of Research Essays Student Course Evaluation Assignment	2,5,7,8