

BERGEN COMMUNITY COLLEGE
ENGLISH DIVISION
ENGLISH BASIC SKILLS DEPARTMENT

COURSE SYLLABUS
[Semester]

Developmental Skills II EBS-012

5 Hours, 5 Non-degree Credits

Prerequisite: EBS-011

Instructor:

TEXTBOOK:

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

Cohen, Samuel. *50 Essays*, 3rd. New York: Bedford/St. Martins, 2011.

COURSE DESCRIPTION:

Developmental Skills II (EBS 012) is the second course of a two-course basic skills sequence designed to improve fundamental academic skills in reading, writing, and critical thinking for students who have not demonstrated mastery in all skill areas introduced in Developmental Skills I. Class instruction emphasizes the development of paragraph and essay writing skills, reading comprehension, 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. Use and evaluate active reading strategies (i.e., annotation, journal writing, vocabulary development, paraphrase, and summary).
2. Use 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, evaluate, 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 multi-paragraph essays with unity, support, coherence and sentence skills.
6. Use organizational strategies for illustration, comparison, and argument in paragraphs and essays.
7. Write error-free sentences and find and edit sentence-level errors in sample paragraphs and essays with developing proficiency.
8. Use the stages of the writing process.
9. Demonstrate academic survival skills (i.e., time management, planning, memory strategies, note taking, test taking, and utilization of college resources).

GRADING and ASSESSMENT:

A student's final grade in EBS-012 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)	40%
Tests and quizzes (including department exit tests in reading and writing)	20%
Daily class work and participation	20%
Research project	20%
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 012 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-012 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+, or A and who pass the Departmental Exit Exams will move to WRT 101 (English Composition 1)

EBS EXIT TEST:

Upon successful completion of Developmental Skills II, 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 and pass the Exit Test to move on to WRT 101 (English Composition 1).

Registering for WRT-101:

Many writing educators believe that continuous practice in reading and writing is necessary for improvement. In fact, taking a break between reading/writing classes can result in a loss of skills. For this reason, students are **strongly encouraged** to take WRT-101 immediately after the successful completion of 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.

Bergen Community College Catalog, 2009-2010 (66)

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

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

SAMPLE COURSE OUTLINE

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
1	<p>Ch 1, "Critical Thinking, Reading, and Writing: Making Connections"</p> <p>Ch 2, "Writing Basics: Audience, Purpose and Process"</p> <p>Assigned reading passage</p>	<p>Introduction to the Course</p> <p>Review Journal Writing</p> <p>In-class Diagnostic Test</p> <p>Introduction to Computer Lab</p>	<p>In-class diagnostic writing.</p> <p>Journal Writing on assigned reading passage</p>	1, 3, 9
2	<p>Ch 3, "Finding, Narrowing and Exploring Your Topic: Choosing Something to Write About"</p> <p>Ch 4, "Writing Your Topic Sentence or Thesis Statement: Making Your Point"</p> <p>Ch 5, "Supporting Your Point: Finding Details, Examples and Facts"</p> <p>Assigned reading passage</p>	<p>Review the Writing Process</p> <p>Prewriting Practice on computers</p> <p>Group work on effective topic and thesis sentences</p> <p>Vocabulary building—based on assigned reading passage. Continue with reading throughout the semester.</p> <p>Use outlining with assigned reading passage.</p>	<p>Practice choosing topics</p> <p>Writing Assignments for Ch 4—use essay level.</p> <p>Journal writing on assigned reading passage</p>	1,3,5,8
3	<p>Ch 8: "Narration: Writing That Tells a Story"</p> <p>Assigned reading passage from Ch 39: "Narration"</p> <p>Ch 19, "The Basic Sentence: An Overview"</p> <p>Ch 20, "Fragments: Incomplete Sentences"</p>	<p>Review major concepts of support.</p> <p>Continue vocabulary building</p> <p>Discussion of main ideas and supporting details in assigned reading passage.</p> <p>Review concept of the basic sentence and basic sentence patterns.</p>	<p>Working with, evaluating, and organizing supporting details—use essay level</p> <p>Brainstorm examples for narrative essay.</p> <p>Writing exercises in chapter—emphasize essay level.</p> <p>Grammar exercises in chapters.</p>	1,2,5,6,7
4	<p>Ch 6, "Drafting: Putting Your Ideas Together"</p> <p>Assigned reading passage</p> <p>Ch 21 "Run-Ons: Two Sentences Joined Incorrectly"</p>	<p>Review concepts of paragraph and essay organization.</p> <p>Continue vocabulary building.</p> <p>Discuss facts and opinions in assigned reading passage.</p> <p>Group work on editing run-on sentences.</p>	<p>Writing exercises in chapter—emphasize essay level.</p> <p>Plan and draft sample narrative essay.</p> <p>Grammar exercises in chapter</p>	1,2, 5,6,7
5	<p>Ch 7, "Revising: Improving your Paragraph or Essay"</p> <p>Assigned reading passage</p> <p>Ch 27, "Coordination and Subordination: Joining Sentences with Related Ideas"(465-470)</p>	<p>Review concepts of drafting and revising writing.</p> <p>Continue vocabulary building</p> <p>In computer lab, practice drawing conclusions from facts and agreeing or disagreeing with opinions in assigned reading passage.</p>	<p>Writing exercises in chapter—emphasize essay level.</p> <p>Revise and edit narrative essay.</p> <p>Grammar exercises in chapter.</p>	1,2,3,5,6,7

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
6	<p>Ch. 18, (302-0304 "Writing the Research Essay: Using Outside Sources in Your Writing—Make a Schedule, Choose a Topic"</p> <p>Ch 17: "Writing Summaries" (291-295)</p> <p>Assigned reading passage Ch 27, "Coordination and Subordination: Joining Sentences with Related Ideas"(471-477)</p>	<p>Review writing a Research Essay (Continue work on Research Essay Through Week 14)</p> <p>Review concepts involved in summary writing</p> <p>Continue vocabulary building</p> <p>Review concept of subordination. Practice sentence combining in small groups</p>	<p>Begin to explore, scan, and annotate sources for research essay with focus on finding a topic.</p> <p>Write journal entries about assigned reading passage.</p> <p>Write a summary of assignment reading passage.</p>	1,4,7,9
7	<p>Ch 9: "Illustration: Writing That Gives Examples"</p> <p>Ch 40, Reading Illustration Essays</p> <p>Ch 35, Apostrophes</p>	<p>Discuss and plan illustration essay.</p> <p>Compare and Contrast Narrative and Illustrative strategies of organization.</p> <p>Continue vocabulary building</p> <p>Drawing inferences from examples in illustration essay.</p> <p>Transitions of exemplification</p>	<p>Use computers to draft illustration essay.</p> <p>Exercises in Ch 38 on Apostrophes</p>	1, 2,3, 5,6,7,8
8	<p>Ch. 18, (304-311) "Writing the Research Essay: Using Outside Sources in Your Writing—Find Sources, Evaluate Sources, Avoid Plagiarism, Keep a Running Bibliography"</p> <p>Ch 36, "Quotation Marks"</p>	<p>Review materials 291-297.</p> <p>Read sample sources and evaluate them</p> <p>Find and detect examples of plagiarism in sample passages.</p>	<p>Use computers to revise and edit illustration essay.</p> <p>Begin to find, evaluate, read, and keep track of sources for research essay</p> <p>Exercises in Ch 39 on Quotation Marks.</p>	1,3,4,5,6, 7,8,9
9	<p>Ch 16: "Argument: Writing that Persuades"</p> <p>Ch 47, Reading Argumentative Essays</p> <p>Ch 22: "Problems with Subject Verb Agreement"</p>	<p>Discuss and plan argumentative essay.</p> <p>Transitions of logic, conclusion, and argumentation</p> <p>Continue vocabulary building</p>	<p>Use computers to draft argumentative essay</p> <p>Grammar exercises in chapter</p>	1,2,3,5,6, 7,8
10	<p>Ch 17: "Writing Reports" (295-298)</p> <p>Assigned reading passage Ch 24: Pronouns: Using Substitutes for Nouns</p>	<p>Discuss paraphrase and summary in assigned reading passage.</p> <p>Examine logical and illogical arguments in sample argumentative passages.</p> <p>Review concept of pronoun reference and agreement.</p>	<p>Use computers to revise and edit argumentative essay. Pay special attention to pronoun agreement.</p> <p>Write a report based on reading of an Argumentative Essay from Ch. 50</p>	1,2,3,5,6, 7,8

Week	Reading Assignment	Classroom Activities	Writing Assignment	SLO's
11	Ch 14 "Comparison and Contrast: Writing that Shows Similarities and Differences" Ch 45: Reading Comparison/Contrast Essays Ch 34, "Commas"	Discuss and plan Comparison/Contrast essay. Continue vocabulary building Transitions that indicate comparison and contrast Compare and contrast adjectives and adverbs.	Use computers to draft Comparison/Contrast essay Exercises in chapter 37 on using commas.	1,2,3,5,6,7,8
12	Ch. 18, (311-316) "Writing the Research Essay: Using Outside Sources in Your Writing—Indirect Quotations, Direct Quotations, Cite and Document Sources"	Practice: Introduce, cite and analyze sample quotations. Compare and contrast two different sources in one paragraph or essay.	Use computers to draft Research Essay. Use computers to revise and edit Comparison/Contrast essay.(Pay special attention to all agreement and punctuation) 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. 18, (316-324) "Writing the Research Essay: Using Outside Sources in Your Writing—Use a Works Cited List at the End of Your Essay"	Create Works Cited page for research essay. Proofread and edit research essay	Research Essay due	3,4,5,7,8
15		PowerPoint Presentations of Research Essays Grading Conferences	PowerPoint Presentations of Research Essays Student Course Evaluation Assignment	2,5,7,8,9