

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

## **Bergen Community College**

Division of Humanities

Department of English

Course Syllabus

ENG 011: Developmental Skills I

*An individual classroom syllabus for this course must include as much of the following information as is applicable:*

### **Basic Information About Course and Instructor:**

Semester and year:

Section Number:

Meeting Times:

Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary:

[optional] Office Hours:

Email Address:

### **Course Description:**

- Developmental Skills I is the first of a two-course sequence designed to improve fundamental reading, writing, and critical thinking skills. Students will develop academic reading and writing skills, with an emphasis on developing active and critical reading strategies; building vocabulary and reading comprehension; improving the use of grammar and punctuation; exploring research methods and source integration; and using the writing process to develop paragraphs and short essays.
- 5 Hours, 5 Non-degree Credits
- Pre-requisites:None  
Co-requisites:IST-123
- Include the following where and as relevant:
  - General Education Course – Humanities/Mathematics/Natural Science/Social Science/Diversity Course

**Student Learning Outcomes:** As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1.Practice active reading strategies (i.e., annotation, reader response, vocabulary development, paraphrase, and summary).	Diagnostic Assessment In class activities
2.Develop critical thinking strategies to improve reading (i.e., locate the main idea, topic sentences, transitions, and supporting details; differentiate between facts and opinions, and identify organization strategies in sample texts).	Group Project Classroom Discussion
3. Locate and integrate outside sources in written assignments (i.e., follow MLA format for internal documentation of sources, avoid plagiarism, and access college library).	Illustration Essay
4. Write paragraphs and essays with unity, support, coherence and sentence skills.	Descriptive Essay
5. Engage in all of the stages of the writing process.	Argument Essay Mastery Test
6. Demonstrate student success skills (i.e., time management, planning, memory strategies, note taking, test taking, and using college resources).	Career Research Project Presentations

**Use objective/behavioral language:**

(Use behavioral verbs such as "write," "define," "describe," "explain," "solve," "demonstrate," "construct," "analyze," "compare," "contrast," "design," "invent," "develop," "recommend," "justify," etc.)

Incorporate Bloom's Taxonomy; if appropriate for the class, attempt to have an outcome from each level: (Remembering, Understanding, Applying, Analyzing, Evaluating, Synthesizing/Creating)

**For General Education courses:** indicate which Gen Ed/Essential Learning Outcomes (EL1-11, below) are aligned with these Student Learning Outcomes\* using a table:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11

1.	x										
2.			x								
3.											
4.					x		x				
5.		x									
6.											x

EL1-Effective Speaking  
 EL2-Effective Writing  
 EL3-Mathematical Reasoning  
 EL4-Scientific Reasoning  
 EL5-Technological Competency  
 EL6-Information Literacy

EL7-Social-Behavioral Analysis  
 EL8-Historical Analysis  
 EL9-Humanistic Analysis  
 EL10-Intercultural Awareness  
 EL11-Moral Literacy

\*In accordance with the *Standards for General Education Courses at Bergen Community College* (2013), all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

**For General Education courses:** list a *Signature Assignment*

Briefly describe a Signature Assignment for this course. Signature Assignments are model assignments that assess multiple course learning outcomes (indicate which in the description) and that can be tailored to meet content differences and the needs of individual instructors while preserving the core emphasis on the relevant Essential Learning Outcomes. Signature Assignments sometimes include a self-reflection or meta-cognitive narrative about the experience of doing the assignment and the knowledge and skills exercised. Signature Assignments are developed by disciplinary faculty within departments and will be used in all sections of General Education courses participating in learning outcomes assessment.

Example: The Descriptive Essay

Students are required to write a 3-4 paragraph descriptive essay. In this essay students should aim to vividly portray a person, place, object, event, or experience through detailed descriptions, often using sensory details like sight, sound, smell, taste, and touch, to create a clear image in the reader's mind; essentially "showing" the reader what the subject is like rather than just telling them about it. Students will focus on sensory details, vivid imagery and their own personal perspective.

(Assesses course SLOs 4, 5, 2 and assesses EL2.)

**Course Content:**

Describe/comment on the nature, purpose, and content of the course, including

any required coverage and optional coverage.

If relevant, include departmental policy statements about or guidelines for the way(s) in which the course should be presented/delivered.

### **Course Texts and/or Other Study Materials:**

TEXTBOOK: Inclusive access to McGraw Hill Connect is included in this course.

Therefore, there is no need to purchase any other textbooks. McGraw Hill Connect must be accessed from the link in our Canvas Course Shell.

With this you get access to both:

1. Connect Master: Composition
2. Connect Composition Essentials Handbook

You will need to register for Connect through Canvas.

For directions on how to do this, go to

<https://www.mheducation.com/highered/support/connect/first-day-of-class/ia-canvas.html>

Student support for Connect:

P: 800-331-5094

<https://mhedu.force.com/CXG/s/ContactUs>

What are the technical requirements?

If testing in your course is done using Respondus Monitor, you will need a Windows or Mac computer with a webcam.

Windows: 11 and 10

Mac: macOS 10.13 to 13.0+

iOS: 11.0+ (iPad only). Must have a compatible LMS integration.

Chromebook:

A Webcam built-in laptop or installed on compatible device.

### **Research, Writing, and/or Examination Requirement(s): Developmental English Mastery 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 mastery test. The tests will be evaluated in a group reading session by English department faculty. Tests will be evaluated on the basis of reading comprehension, paragraph/essay structure, sentence structure, and grammar and punctuation, and will be scored on a scale of 1-6 by two readers. A student must pass the course, but need not pass the Exit Test, to move on to English Skills (ENG 021).

Students receiving a grade of D, C, C+, B or B+ may move to ENG 021. Students receiving a grade of B+ in ENG 011, and at least a 6 on the Departmental Reading and Writing Exit test, may move to ENG 101 and ENG 033. Students receiving a grade of A, and at least a 7 on the Departmental Reading and Writing Exit Test,

may move directly to ENG 101.

### **Grading Policy:**

A student's final grade in ENG 011 is determined by how successfully he/she fulfills the student learning outcomes. Please note late submissions of some assignments will not be accepted. It is the professor's discretion which assignments will be allowed to be handed in after the due date. Any accepted late submissions will have points deducted for lateness. Students will show their achievement of these outcomes through the following:

<b>Assignment Type</b>	<b>Percentage</b>
Assignments (including paragraphs, essays, journal writing, critical reading assignments)	50%
At home textbook assignments	10%
Tests and quizzes (including department exit tests in reading and writing)	15%
Daily class work and participation	15%
Research Project	10%
<b>Total</b>	<b>100%</b>
<b>Grading Scale</b>	
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 ENG 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 ENG 011 course can help raise a student's average, while a low grade can bring it down. Students receiving an F in ENG 011 are required to repeat the course.

## **Attendance Policy:**

As you formulate, take note:

### **BCC Attendance Policy:**

All students are expected to attend 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.

Append a statement on the departmental/discipline attendance policy (if any).  
Append a statement on the attendance policy for the course.

## **Other College, Divisional, and/or Departmental Policy Statements:**

### Examples:

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services:** [optional but recommended]

## **Accessibility Statement**

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may

have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or [www.bergen.edu/oss](http://www.bergen.edu/oss). To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

### **Student Support Services**

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



### **Sidney Silverman Library Online Resources:**

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

### Course Outline and Calendar:

<b>Week</b>	<b>Unit of Study</b>	<b>In Class Activities and Assignments</b>	<b>Online Assignments  McGraw Hill Connect</b>	<b>SLO's</b>
<b>1</b>	<b>Diagnostic Exam</b>	Introduction to the Course.  In-class Diagnostic Test.  Introduction to Computer Lab.	<b>Reading:</b> Reading for Main Idea  <b>Adaptive Learning:</b> Identify the Topic & Main Idea of a paragraph	1, 3, 6
<b>2</b>	<b>Introduction to the 3 paragraph essay structure</b>  <b>Descriptive Essay</b>  "Description: Writing That Creates Pictures in Words"	Overview of the Writing Process.  Prewriting Practice on computers.  Develop attention grabbers and sentence starters.  Develop Introductory paragraphs.	<b>Reading:</b> Reading to Annotate  <b>Adaptive Learning:</b> Respond & Interact with Text to Increase Comprehension,  Recognize Proper Annotation Strategies to Comprehend Readings	1, 3,5



<p><b>3</b></p>	<p><b>Descriptive Essay</b></p> <p>Critical Reading of an academic descriptive essay</p>	<p>Discussion of main ideas and supporting details in assigned reading passage.</p> <p>Introduce concept of the basic sentence and basic sentence patterns.</p> <p>Develop Body Paragraphs.</p>	<p><b>Reading:</b> Reading to Practice Vocabulary,  Reading to Annotate &amp; Summarize</p> <p><b>Adaptive Learning:</b> Use context clues &amp; Dictionary to determine a Word's Meaning,  Being an Active Reader: Previewing, Annotating &amp; Summarizing</p>	<p>1,2,5</p>
<p><b>4</b></p>	<p><b>Illustration Essay</b></p> <p><b>Critical Reading</b> "Illustration: Writing That Gives Examples"</p>	<p>Review concepts of drafting and revising writing.</p> <p>Brainstorm Illustration Essay topics.</p> <p>Develop Thesis statements.</p>	<p><b>Reading:</b> Reading to Outline,  Reading for the Main Idea and Supporting Details</p> <p><b>Adaptive Learning:</b> Using Graphic Organizers,  Identify Thesis,  Identify Supporting</p>	<p>1,2,3,5,6</p>

			Details,  Prioritize Supporting Details	
<b>5</b>	<b>Illustration Essay</b>	Discuss and plan illustration essay.  Drawing inferences from examples in illustration essay.  Transitions of exemplification.	<b>Reading:</b> Reading to Annotate, Summarize & Respond	
<b>6</b>	<b>Critical Reading</b>	Read and analyze different types of essays. Practice identifying main ideas and support for those ideas.	<b>Adaptive Learning:</b> Spelling,  Abbreviations & Symbols,  Numbers,  Hyphens,  Apostrophes,  Capitalization,  Dashes,  Italics,  Subject Verb Agreement	1,2, 5, 6

<b>7</b>	<b>Annotation and Summary Skills Practice</b>  Writing Summaries	Read practice Mastery Exams  Learn annotation skills	<b>Adaptive Learning:</b> Organize details into Well Developed Paragraphs,  Paragraphs in Essays & Transitions,  Parts of an Essay,  Organize an Essay	1, 2,3, 5,6
<b>8</b>	<b>Annotation and Summary Skills Practice</b>  Writing Summaries	Practice writing and developing effective summaries.	<b>Adaptive Learning:</b> Introduction Writing	
<b>9</b>	<b>Mastery Test</b>	In class mastery exam.	<b>Reading:</b> Reading & Writing Assignment  <b>Adaptive Learning:</b> Write Effective Body Paragraphs,  Conclusion Writing,  Titles, Graphs, Charts & Pictures	1,3,4,5,6

<b>10</b>	<b>Career Research Essay</b>  "Writing the Research Essay: Using Outside Sources in Your Writing—Directory of MLA In-Text Citations and Sample Student Research Essay"	Create PowerPoints for research presentation.  Highlight main ideas  Practice good presentation skills.	<b>Adaptive Learning:</b> Tools of prewriting to generate and organize ideas	1,2,3,5,6
<b>11</b>	<b>Career Research</b>	PowerPoint Presentations of Research Essays.  Elements of what makes a good speech and oral presentation.	<b>Adaptive Learning:</b> Revising an Essay	1,2,3,5,6
<b>12</b>	<b>Final Exam</b>	In class Final Exam Essay.	<b>Adaptive Learning:</b> Identify credible & Reliable Sources,  General Steps in the Research Process,  Common Purposes for Writing a Research Project	1,2,3,4,6

**Possible Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

