

**Bergen Community College  
Division of Humanities**

**English Department**

**Course Syllabus**

**ENG 011: Developmental Skills I**

**Semester and Year:**

Meeting: Days/Times/Locations	
Instructor Name	
Office Location and Phone	
Email Address	
WebEx Link	

**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. You will work on developing your reading comprehension and various writing skills, including developing your vocabulary, grammar, punctuation, and essay writing abilities.

Credits: 5 Non-degree; Lecture 5

Prerequisite: None

Corequisite: None

**STUDENT LEARNING OBJECTIVES:**

As a result of meeting the requirements in this course, you will be able to:

1. Practice active reading strategies (i.e., annotation, reader response, vocabulary development, paraphrase, and summary).
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).
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.).
4. Write paragraphs and essays with unity, support, coherence and sentence skills.
5. Engage in all of the stages of the writing process.
6. Demonstrate student success skills (i.e., time management, planning, memory strategies, note taking, test taking, and using college resources).

**Means of Assessment:**

Students will show their achievement of these outcomes through the following:

Assignments, including paragraphs, essays, journal writing, and textbook exercises (SLOs 1 – 6)

Tests and quizzes, including departmental exit tests in reading and writing (SLOs 1 – 6)

**Grading Policy:**

A student's final grade in ENG 011 is determined as follows:

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%
<b>Total</b>	<b>100%</b>
<b>(Recommended) 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 E or F in ENG 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.*

**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.

## **COURSE TEXTS AND OTHER RECOMMENDED MATERIALS**

OER Course Shell

### **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.”

### **BCC STATEMENT ON ACADEMIC INTEGRITY (2022-23 CATALOG):**

Bergen Community College is committed to academic integrity – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception.

Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty.

The College recognizes the following general categories of violations of academic integrity. Academic integrity is violated whenever a student does one or more of the following:

#### **1. Uses unauthorized assistance in any academic work.**

- copies from another student's exam
- uses notes, books, electronic devices or other aids of any kind during an exam, when doing so is prohibited
- steals an exam or possesses a stolen copy of any exam

**2. Gives unauthorized assistance to another student.**

- completes a graded academic activity or takes an exam for someone else
- gives answers to or shares answers with another student before or during an exam or other graded academic activity
- shares answers during an exam by using a system of signals

**3. Fabricates data in support of an academic assignment.**

- cites sources that do not exist
- cites sources that were not used
- submits any academic assignment which contains falsified or fabricated data or results

**4. Inappropriately or unethically uses technological means to gain academic advantage.**

- inappropriately or unethically acquires material via the Internet or by any other means
- uses any devices (electronic or hidden) for communication or unauthorized retrieval of information during an exam

**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.

## SUPPORT SERVICES

Portal Help (my.bergen.edu for Moodle, BCC email, registration)	Online at:	<a href="http://bergen.edu/faculty-staff/information-technology/mybergenedu-portal-help/student-help/">http://bergen.edu/faculty-staff/information-technology/mybergenedu-portal-help/student-help/</a>
English Language Resource Center (for students whose first language is not English)	Room C-212 201-879-5292	<a href="http://bergen.edu/current-students/student-support-services/tutoring/english-language-resource-center/">http://bergen.edu/current-students/student-support-services/tutoring/english-language-resource-center/</a>
Writing Center (for all students)	Room L-125 201-447-7489	<a href="http://bergen.edu/current-students/student-support-services/tutoring/writing-center/">http://bergen.edu/current-students/student-support-services/tutoring/writing-center/</a>
Purdue Online Writing Lab (OWL)	Online at:	<a href="http://owl.english.purdue.edu/owl">owl.english.purdue.edu/owl</a>
Office of Specialized Services	Room L-116 201-612-5270	<a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a>
Sidney Silverman Library	Room L-226 201-447-7970	<a href="http://www.bergen.edu/library">www.bergen.edu/library</a>

### SAMPLE COURSE OUTLINE

<b>Week</b>	<b>Reading Assignment</b>	<b>Classroom Activities</b>	<b>Writing Assignment</b>	<b>SLO's</b>
<b>1</b>	Critical Reading Reading for the Main Idea Reading assignment.	Introduction to the Course. In-class Diagnostic Test.	In-class diagnostic writing. Journal Writing on assigned reading passage.	1,2,4
<b>2</b>	Reading to summarize. Active reading strategies: Annotating. Reading assignment.	Annotation strategies. Look at sample annotated articles. Discuss purpose of annotations.	Annotate reading assignment.	1,2,6
<b>3</b>	Active reading strategies: annotating and summarizing. Reading assignment.	Annotation and Summarizing practice. How to add vocabulary to active reading strategies.	Annotate and summarize reading assignment. Practice making vocabulary list with definitions.	1,2,6
<b>4</b>	Active reading strategies: Main Ideas and Supporting Details. Reading assignment.	Practice finding main ideas and supporting details, including major and minor supporting details.	Outline reading assignment with main idea and supporting details. List vocabulary words.	1,2,6
<b>5</b>	Responding to reading: the difference between summarizing and responding. Reading assignment.	Practice annotating, summarizing, and responding to reading. Prepare for a major essay assignment.	First major assignment: annotation, summary, and response to reading assignment.	1,2,3,4,6
<b>6</b>	Review of sentence structure, grammar, punctuation.	Exercises on grammar and punctuation in class. Review of vocabulary lists.	Go over graded first major assignment. Discuss revision opportunities.	1,2,3,4,5,6
<b>7</b>	Writing the essay, I. Reading assignment.	The parts of an essay. The role of summary and response in essay writing. The role of paragraphs in essay writing.	Practice composing main ideas for essay on reading assignment.	1,2,4,5,6
<b>8</b>	Writing the essay, II.	The introduction of an essay – the writer's main idea.	Practice composing an introduction to an essay with a main idea.	1,2,4,5
<b>9</b>	Writing the essay, III.	The supporting details of an essay – paragraphs. The conclusion of an essay.	Practice outlining the supporting paragraphs of an essay. Practice writing a conclusion.	1,2,4,5,6
<b>10</b>	Reading assignments – choose between two.	Writing an essay about a reading.	Write a draft of an essay in response to a prompt on the reading assignment.	1,2,3,4,5,6
<b>11</b>	Peer Review	Share drafts of essays; how to use a rubric; grade each others' drafts.	Revise your graded draft into an essay for a major grade.	1,2,3,4,5,6

<b>12</b>	Get Mastery Test Articles A and B.	Reading two articles for the mastery test. Students work on annotating and summarizing the articles.	Annotations and summaries are due at the beginning of week 13.	1,2,6
<b>13</b>	Exit Tests in Reading and Writing.	Writing in class – choosing a prompt and writing an essay in response to a reading.	Mastery Tests are written this week in class.	1,2,3,4,5,6
<b>14</b>	Research Assignment. The basics of research. Finding appropriate sources. How to read two sides of an issue. Purpose and Tone – Fact and Opinion.	Choosing a topic for a research essay. Writing an exploration of a topic. Reading facts and opinions. Reading “tone” and “stance.” Learn how to follow the rubric for the research essay.	Research essay exploring a topic. Choose a topic. Final essay: proposal for a research project.	1,2,3,4,5,6
<b>15</b>	Final week.	Drafts of proposals reviewed by peers.	Finish Proposals.	3,4,5,6