

**Classroom Syllabus Format for BCC General Education Courses / "List" Version
12/17/02; adopted by BCC Faculty Senate, March 11, 2003**

A classroom syllabus for a Bergen Community College general education course must include as much of the following information as is applicable:

- A heading including the following elements:
 - Bergen Community College, Division, and Department
 - "Course Syllabus" label
 - Course designation, number and title (e.g., MAT-130-001 Contemporary Mathematics)

- Basic course information
 - Semester and year
 - Course Number [e.g., ANT-101-001]
 - Meeting Times and Locations

- Instructor information
 - Instructor
 - Office Location
 - Phone
 - Office Hours
 - Email Address
 - Departmental Secretary [optional]

- Course Description
 - Official Catalog Course Description
 - List lecture hours, laboratory hours, and credits as applicable, e.g., __ lectures, __ labs, __ credits
 - List prerequisites and co-requisites, if any.
 - Include the following where and as relevant:
 - General Education Course – Humanities/Mathematics/Natural Science/Social Science/Wellness and Exercise Science Elective
 - Diversity Course

- Student Learning Objectives
 - "As a result of meeting the requirements in this course, students will be able to" - list student learning goals and/or objectives. Use objective/behavioral language. (Avoid non-behavioral verbs such as "appreciate," "understand," "learn," and "know;" 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. (knowledge, comprehension, application, analysis, synthesis, evaluation)
 - Add comment(s) in support of goals/objectives statement [optional].
 - List Assessment Criteria in support of goals/objectives statement.

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- Course Content
 - Describe/comment on the nature, purpose, and content of the course, including 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.

- Special Features of the Course (if any) - e.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

- Course Texts and/or Other Study Materials
 - List/describe/comment on departmentally-approved reading and study materials.
 - List required and/or recommended course texts, books, etc. Include information on cost(s) of books and materials.
 - Use standard bibliographical formats (author/s, title, publication information, ISBN).

- Research, Writing, and/or Examination Requirement(s)
 - List/describe/comment on course research/writing/presentation/examination requirements.
 - State departmental policies on research, writing, presentation, and/or examination assignments [optional].
 - Include policy statements on student group work (if relevant).

- Grading Policy
 - Describe/comment on the grading policy for the course (standards of evaluation; methods of evaluation; weights given to various requirements such as examinations, quizzes, projects, papers, oral presentations, class participation; faculty feedback to students on written work; etc.).
 - Include a statement on the role and weight of class participation in the course grading policy.
 - Include a policy statement on late work, make-up examinations, etc.

- Attendance/Lateness Policy
 - Include BCC Attendance Policy: "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."
 - Append a statement on the departmental/discipline attendance/lateness policy (if any).
 - Append a statement on the attendance/lateness policy for the course.

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- Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]
 - Examples:
 - Statement on plagiarism and/or academic dishonesty.
 - ADA statement.
 - Sexual Harassment statement.
 - Statement on acceptable use of BCC technology.
 - Statement on the purpose and value of faculty office hours.

- Student and Faculty Support Services [optional but recommended]
 - List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.
 - Include a statement on the BCC Library.

- Course Outline and Calendar (see sample on following two pages)
 - A daily or (at least) weekly schedule of topics to be covered.
 - Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
 - Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
 - Any required special events must be included in the calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
 - A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

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Course Outline and Calendar
[For PHR-103 Basic Logic. Fall 2002]

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

Part I. Logic — The Process of Correct Reasoning

Date	Topic/Activity/Assignments	Student Learning Objectives
Sep 5	Introduction to the Course	
Sep 12	The Process of Argument Analysis and Evaluation Course Text, 1-11; Exercises 1.1-1.7	1, 2, 3, 5
Sep 19	Deductive and Nondeductive Logic Course Text, 11-19; Exercise 1.8 First Paper Assigned (due 10/10)	1, 3 1-5
Sep 26	Necessary and Contingent Statements Course Text, 20-25; Exercise 1.9 Review of the Process of Argument Analysis and Evaluation Course Text, 25-29; Exercise 1.10	1, 4 1-3
Oct 3	<u>Exam 1</u> (Chapter 1) Notebook Check	1-5

Part II. Introduction to Propositional Logic

Date	Topic/Activity/Assignments	Student Learning Objectives
Oct 10	Statements and Statement Forms Course Text, 31-39; Exercises 2.1-2.5 <u>First Paper Due</u> Return and Review of Exam 1	1 1-5
Oct 17	The Logical Operators and Basic Rules of Propositional Logic Course Text, 39-45; Exercise 2.6 Return and Review of First Paper Second Paper Assigned (due 11/14)	1 1-5 1-5

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Oct 24	Argument Forms and Truth Tables Course Text, 45-55; Exercises 2.7-2.10	1-3
Oct 31	Truth Trees Course Text, 55-61; Exercises 2.11-2.14	1-3
Nov 7	<u>Exam 2</u> (Chapter 2) Notebook Check	1-5

Part III. More Advanced Features of Propositional Logic

Date	Topic/Activity/Assignments	Student Learning Objectives
Nov 14	Truth functions Course Text, 63 Tautologies, Contradictions, and Contingent Statements Course Text, 63-67; Exercises 3.1-3.2 Logical and Material Conditionals and Biconditionals Course Text, 67-69; Exercise 3.3 <u>Second Paper Due</u> Return and Review of Exam 2	1 1 1 1-5
Nov 21	Arguments as Conditional Statements Course Text, 70-72; Exercise 3.4 Necessary and Sufficient Conditions Course Text, 72-73 Eccentrically Valid Arguments Course Text, 74-75 Return and Review of Second Paper	1-4 1, 4 1, 3 1-5
Dec 5	Consistency and Validity Course Text, 75-81; Exercises 3.5-3.8 <u>Final Deadline for Late Papers and Extra Credit Work</u>	1-4
Dec 12	Further Uses of Truth Trees Course Text, 82-85; Exercises 3.9-3.12	1-3
Dec 19	<u>Exam 3</u> (Ch. 3) Notebook Check	1-5