

**Bergen Community College
Division of Humanities
Department of English**

Course Syllabus

ENG 021 - English Skills

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:

English Skills is a one-semester course designed to strengthen reading, writing, and critical thinking skills. Students will refine academic reading and writing skills, with an emphasis on applying varied active and critical thinking strategies to strengthen reading comprehension; writing varied sentences within the conventions of grammar and punctuation; developing library and research competence; using MLA format to integrate secondary sources; and using the writing process to develop longer academic essays.

Credits: 5 Non-degree; Lecture 5

Prerequisite: ENG-011 or Placement Test

Corequisite: None

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

- List Student Learning Outcomes and an appropriate assessment for each:

Student Learning Outcome:	Means of Assessment:
1. Apply active reading strategies	Assignments including paragraphs,

(i.e., annotation, reader response, vocabulary development, paraphrase, and summary).	essays, journal writing, textbook exercises (SLO 1,2,4,5) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)
2. Select 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).	Assignments including paragraphs, essays, journal writing, textbook exercises (SLO 1,2,4,5) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)
3. Find, evaluate, and integrate outside sources in written assignments (i.e., follow MLA format for internal documentation of sources, avoid plagiarism, and access college library.).	Research project (SLO 3,4,5,6) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)
4. Write multi-paragraph essays with unity, support, coherence, and sentence skills, incorporating organizational strategies appropriate for the purpose.	Assignments including paragraphs, essays, journal writing, textbook exercises (SLO 1,2,4,5) Research project (SLO 3,4,5,6) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)
5. Engage in all of the stages of the writing process to construct, revise, and edit error-free sentences with developing proficiency.	Assignments including paragraphs, essays, journal writing, textbook exercises (SLO 1,2,4,5) Research project (SLO 3,4,5,6) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)
6. Demonstrate student success skills (i.e., time management, planning, memory strategies, note taking, test taking, and utilization of college resources)	Research project (SLO 3,4,5,6) Tests and quizzes including departmental exit tests in reading and writing (SLO 1,2,3,4,5,6)

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			x						
2.		x			x						
3.		x			x	x					
4.		x			x						
5.		x			x						
6.		x			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 Informative Speech*

Students are required to present a 5-6 minute speech in which they use specific course concepts (organized structure, effective delivery) to inform classmates about a current social, political, or cultural issue in a non-partisan way. Students must consider the audience when selecting their topic. (Assesses course SLOs 1, 3, 4, 6 and 10, and assesses EL1 and possibly other ELOs.)

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:

McGraw-Hill Connect: Master Composition
McGraw Hill, Connect Composition Essentials Handbook, 4e

OER Course Shell

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>

Research, Writing, and/or Examination Requirement(s):**Developmental English Mastery Test:**

Upon successful completion of English Skills, students will be required to demonstrate their proficiency in reading, writing, and critical thinking on a departmental mastery test. For this test, students will be required to write a multi-paragraph essay in response to readings that will be given in advance. The tests will be evaluated in a group reading session by English department faculty. Tests will be evaluated based on 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 designated as passing. A student must pass the course and pass the Mastery Test to move on to

ENG 101 (English Composition 1). If a student does not pass the Mastery Test, the grade for the course will be recorded as an F, regardless of the work done in the class.

*****For classes that do not meet on campus:**

There will be a Mastery Test exit exam later in the semester. You must take and pass this exam, as well as receive a passing grade in the class, in order to pass the course and move into WRT-101. The exam will be given in Canvas and will require the use of the Respondus Lockdown Browser. Make sure you have access to a computer with the mentioned Technical Requirements. If you do not take the exam using Respondus Lockdown Browser, you will not pass this course.

Technical Requirements for the Course:

You will need a Windows or Mac computer with a webcam.

Windows: 11 and 10 Details

Mac: macOS 10.13 to 13.0+

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

Chromebook: Details

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

Registering for ENG 101 (Composition 1):

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 ENG 101 immediately after the successful completion of ENG 021.

Grading Policy:

Assignment Type	(Recommended) Percentage
Essay 1	10%
Essay 2	15%
Essay 3	25%

Tests and quizzes (including department exit tests in reading and writing)	20%
Daily class work, Connect, Homework, 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 ENG 021 carries five credits that will not count towards graduation status, these credits DO count in the overall cumulative average. A high grade in ENG-021 can help raise a student's average, while a low grade can bring it down. Students receiving an F in ENG- 021 are required to repeat the course. Students receiving a grade of D, C, C+, B, B+, or A and who pass the Developmental English Mastery Test will move to ENG 101 (English Composition 1)

Policy statement on late work, make-up examinations, etc

Late work will be accepted in this course; however, 5pts will be deducted daily for 7 days after the official due date. After that point, no late work will be accepted. In addition, emailed assignments or shared documents will not be accepted nor graded. All assignments must be turned in on Canvas.

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.

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:

Support Services		
Distance Learning Offices	Room C-334	201-612-5581 psimms@bergen.edu
English Language Research Center	Room E-156	201-612-5292 https://bergen.edu/tutoring/elrc/
Writing Center	Room L-125	201-447- 7489

		https://bergen.edu/tutoring/writing-center/
Office of Specialized Services	Room L-116	201-612-5270 https://bergen.edu/oss/
Sidney Silverman Library	Room L-226	201-447-7131 www.bergen.edu/library

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. 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](#)

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

COURSE OUTLINE

Week	Unit of Study	In Class Activities & Assignments	Online Assignments McGraw Hill Connect	SLO's
1	Narrative Essay	Introduction to the Course In-class Diagnostic Test	Reading: Brainology Adaptive Learning: Mindset and Factors that influence Academic Success, Succeeding in College Assigned reading passage	1,2,6

2	Narrative Essay	<p>Critical Reading: The Narrative Essay</p> <p>Discussion of main ideas and supporting details in assigned reading passage.</p>	<p>Reading: Assignments #1, 2 & 3.</p> <p>Adaptive Learning: Being an Active Reader, Previewing a Text, Annotating a Text, Generating Ideas, Grammar Parts of Speech</p> <p>Writing: Unit 1</p> <p>Assigned reading passage</p>	1,2,5
3	Narrative Essay	<p>Review major concepts of thesis and narrative writing.</p> <p>Continue vocabulary building.</p>	<p>Reading: Find Thesis and Supporting Ideas</p> <p>Adaptive Learning: Thesis Support & Generate Support, Grammar Phrases & Clauses, Defining a Narrative Essay, Elements in a Narrative Essay, Identify and Fix Fragments</p> <p>Assigned reading passage</p>	1,2,5,6

4	Argument Essay	<p>Review concepts of support, paragraph and essay organization.</p> <p>Review drafting process.</p> <p>Continue vocabulary building.</p>	<p>Adaptive Learning: Planning a Narrative, Drafting a Narrative, Writing Strong Paragraphs, Paragraph Coherence & Development, Organize an Essay, Run-ons & Comma Splices</p> <p>Assigned reading passage</p>	1,2,5,6
5	Argument Essay	<p>Library Lesson</p> <p>Practice using library databases to complete research.</p> <p>Practice: Introduce, cite and analyze sample quotations.</p>	<p>Reading: Writing Unit 5</p> <p>Adaptive Learning: Writing Effective Introductory and Concluding Paragraphs, Revising an Essay, Editing, Proofreading & Formatting, End Punctuation, Commas</p> <p>Assigned reading passage</p>	1,2,3,5,6

6	Argument Essay	Analysis vs. Interpretation	<p>Reading: Reading to Understand Assignment: Summary, Assignments #1-3</p> <p>Adaptive Learning: Definition of Summary, Summary Strategies, Planning & Drafting & Finishing a Summary, Preparing to Conduct Research, Locating Sources and Conducting Research, Evaluating Sources, Research Essay-Finding a Topic</p> <p>Assigned reading passage</p>	1,4,6
7	Midterm	Midterm	<p>Adaptive Learning: Informative Writing, Verb Agreement & Helping Verbs, Verb Tense & Voice Shifts, Apostrophes</p>	1,2,3,5,6

8	Argument Essay	<p>Discuss and plan argumentative essay.</p> <p>Transitions of logic, conclusion, and argumentation including counterclaim and rebuttal.</p> <p>Continue vocabulary building.</p>	<p>Adaptive Learning: Annotating & Identifying Evidence, Determining Source Information & Purpose, Using MLA, Quotation Marks</p>	1,3,4,5,6
9	Argument Essay	<p>Critical Reading: The Argument Essay.</p> <p>Discussion of main ideas and supporting details in assigned reading passage.</p>	<p>Reading: Author's Position & Text Organization, Supporting Details, Author's Position and Text's Organization</p> <p>Adaptive Learning: Argument Credibility, Primary Sources, Conducting Research, Using Paraphrase & Direct Quotes, Choosing & Organizing Evidence, Pronouns, Pronoun Reference, and Pronoun & Antecedent Agreement</p>	1,2,3,5,6

10	Mastery Test Preparation	<p>Discuss paraphrase and summary in assigned reading passage.</p> <p>Examine logical and illogical arguments in sample argumentative passages.</p>	<p>Adaptive Learning: Research Process #1-3, Grammar Phrases & Clauses, Grammar Sentence Types, Commas,</p> <p>Assigned reading passage</p>	1,2,3,5,6
11	Research Paper	<p>PowerPoint Presentations of Research Essays.</p> <p>Elements of what makes a good speech and oral presentation.</p>	<p>Adaptive Learning: Parallelism, Adjectives & Adverbs</p>	1,2,3,5,6
12	Compare & Contrast Essay	<p>Compare and contrast two different sources in one paragraph or essay.</p> <p>Discuss and plan Comparison/Contrast essay.</p>	<p>Adaptive Learning: Using MLA Documentation Style, Identify Credible & Reliable Sources, Evidence: Summary & Paraphrase, Recognize Evidence in Direct Quotations, Revise Summaries, Paraphrases & Direct Quotations, Identify forms of Plagiarism, Test Taking Strategies: Before, During and After the Test</p>	1,2,3,4,6
13	Compare & Contrast Essay	Complete research for essay using the library	Exit Tests in Reading and Writing	1,2,5,6

		databases.		
14	Compare & Contrast Essay	Critical Reading Compare & Contrast Essay. Discussion of main ideas and supporting details in assigned reading passage.	Adaptive Learning: Revising, Editing & Proofreading	3,4,5,6
15	Final Exam	Final Exam Grading Conferences.		2,5,6

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