

**Bergen Community College  
Division of Humanities**

**English Department**

**Course Syllabus**

**ENG 021: English Skills**

**Semester and Year:**

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

**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 OBJECTIVES:**

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

1. Apply active reading strategies (i.e., annotation, reader response, vocabulary development, paraphrase, and summary).
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).
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.).
4. Write multi-paragraph essays with unity, support, coherence, and sentence skills, incorporating organizational strategies appropriate for the purpose.
  5. Engage in all of the stages of the writing process to construct, revise, and edit error-free sentences with developing proficiency.
  6. Demonstrate student success skills (i.e., time management, planning, memory strategies, note taking, test taking, and utilization of college resources).

**Means of Assessment:**

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

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)  
 Research project (SLO 3,4,5,6)

**Grading Policy**

A student's final grade in ENG 021 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>
(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 I)*

**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 WRT 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.

### **Registering for WRT 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 WRT 101 immediately after the successful completion of ENG 021.

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

Anker, Susan. *Real Essays with Readings*, 6th Edition. New York: Bedford/St. Martins, 2018. ISBN: 9781319054977

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.

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 15-WEEK COURSE OUTLINE

<b>Week</b>	<b>Reading Assignment</b>	<b>Classroom Activities</b>	<b>Writing Assignment</b>	<b>SLO's</b>
<b>1</b>	<p><b>Ch 1</b>, "Succeeding in College: What you Need to Know"</p> <p><b>Ch 2</b>, "Thinking Critically: Developing Your Power of Mind"</p> <p><b>Assigned reading passage</b></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, 2, 6
<b>2</b>	<p><b>Ch 3</b>, "Reading Critically: Developing Your Understanding"</p> <p><b>Ch 4</b>, "Writing Basics: Audience, Purpose, and Process"</p> <p><b>Ch 5</b>, "Finding and Exploring Your Topic: Choosing Something to Write About"</p> <p><b>Assigned reading passage</b></p>	<p>Review the Reading and Annotation Process.</p> <p>Review the Writing Process</p> <p>Prewriting Practice on computers</p> <p>Review sentences; group work on effective thesis sentences</p> <p>Vocabulary building—based on assigned reading passage.</p> <p>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 5—use essay level.</p> <p>Journal writing on assigned reading passage</p>	1,2,4,5
<b>3</b>	<p><b>Ch 6</b>, "Making a Point: Writing Your Thesis Statement"</p> <p><b>Ch 10</b>: "Narration: Writing That Tells Stories"</p> <p><b>Assigned reading passage from Ch 41</b>: "Narration"</p> <p><b>Ch 22</b>, "The Basic Sentence: An Overview"</p> <p><b>Ch 23</b>, "Fragments: Incomplete Sentences"</p>	<p>Review major concepts of thesis and narrative writing.</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>Writing exercises in chapters</p> <p>Brainstorm ideas and examples for Narrative essay</p> <p>Grammar exercises in chapter.</p>	1,2,4,5,
<b>4</b>	<p><b>Ch 7</b>, "Supporting Your Point: Finding Details, Examples, and Facts"</p> <p><b>Ch 8</b>, "Writing a Draft: Putting Your Ideas Together"</p> <p><b>Assigned reading passage from Ch 41</b>: "Narration"</p>	<p>Review concepts of support, paragraph and essay organization.</p> <p>Review drafting process.</p> <p>Continue vocabulary building.</p> <p>Discuss facts and opinions in assigned reading passage.</p>	<p>Plan and Draft Narrative Essay</p> <p>Evaluating and organizing supporting details</p> <p>Writing exercises in chapter—emphasize parallels between essay and paragraph structure. Essay level.</p>	1,2,4, 5,

	<b>Ch 24</b> "Run-Ons: Two Sentences Joined Incorrectly"	Group work on editing run-on sentences.	Grammar exercises in chapter	
<b>5</b>	<b>Ch 9</b> , "Revising Your Draft: Improving your Essay" <b>Ch 12</b> "Description: Writing That Creates Pictures in Words" <b>Assigned reading passage in 42 or 43</b>  <b>Ch 30</b> , "Coordination and Subordination: Joining Ideas"	Review concepts of drafting and revising writing. Continue vocabulary building In the computer lab, practice drawing conclusions from facts and agreeing or disagreeing with opinions in assigned reading passage.	Revise and Edit or Narrative Essay— Emphasize using description.  Writing exercises in chapter.  Grammar exercises in chapter.	1,2,3,4,5 ,
<b>6</b>	<b>Ch. 21</b> , (352-356) "Writing the Research Essay: Use, Outside Sources"  <b>Assigned reading passage in Ch 42 or 43</b>  <b>Ch 30</b> , "Subordination: Joining Ideas"	Review writing a Research Essay (Continue work on Research Essay Through Week 14) Review concepts involved in summary writing  Continue vocabulary building Review the concept of subordination. Practice sentence combining in small groups	Begin to explore, scan, and annotate sources for research essay with focus on finding a topic.  Write journal entries about assigned reading passage.  Write a summary of assignment reading passage.	1,3,4,5,6
<b>7</b>	<b>Ch 11</b> : "Illustration: Writing That Shows Examples"  <b>Ch 42</b> , Reading Illustration Essays  <b>Ch 25</b> : "Problems with Subject Verb Agreement:: When Subjects and Verbs Do Not Match"  <b>Ch 37</b> , Apostrophes	Discuss and plan illustration essay. Compare and Contrast Narrative and Illustrative strategies of organization. Continue vocabulary building Drawing inferences from examples in illustration essay. Transitions of exemplification	Use computers to draft illustration essay.  Exercises in Ch 37 on Apostrophes	1, 2,4
<b>8</b>	<b>Ch 20</b> , "Finding and Evaluating Outside Sources: Preparing to write a Research Essay"  <b>Ch. 21</b> , (356- 367) "Writing the Research Essay: Using Outside Sources" <b>Ch 38</b> , "Quotation Marks"	Review materials 340-350.  Read sample sources and evaluate them  Find and detect examples of plagiarism in sample passages.	Use computers to revise and edit illustration essay.  Begin to find, evaluate, read, and keep track of sources for research essay  Exercises in Ch 38 on Quotation Marks.	1,2,3,4,5 ,6
<b>9</b>	<b>Ch 18</b> : "Argument: Writing that Persuades"	Discuss and plan an argumentative essay. Transitions of logic,	Use computers to draft argumentative essay	1,2,3,4, 5,6

	<p><b>Ch 49</b>, "Argument Casebook: Assisted Suicide"</p> <p><b>Ch 27</b>: "Pronouns: Using Substitutes for Nouns"</p>	<p>conclusion, and argumentation</p> <p>Continue vocabulary building</p>	<p>Exercises in Grammar</p>	
<b>10</b>	<p><b>Ch 21</b> "Writing the Research Essay: Using Outside Sources" (Review 356-361)</p> <p><b>Assigned reading passage</b> from <b>Ch 49</b>.</p> <p><b>Ch 36</b>: "Commas"</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 <b>Ch. 49</b></p> <p>Exercises in <b>Ch 36</b> on using commas.</p>	1,2,3,4,5,6
<b>11</b>	<p><b>Ch 16</b>: "Comparison and Contrast: Writing that Shows Similarities and Differences"</p> <p><b>Ch 47</b>: Reading Comparison/Contrast Essays</p> <p><b>Ch 31</b>: "Parallelism: Balancing Ideas"</p>	<p>Discuss and plan Comparison/Contrast essay.</p> <p>Continue vocabulary building</p> <p>Transitions that indicate comparison and contrast</p> <p>Compare and contrast adjectives and adverbs.</p>	<p>Use computers to draft Comparison/Contrast essay</p>	1,2,4,5
<b>12</b>	<p><b>Ch 21</b>: (358-361) "Writing the Research Essay: Using Outside Sources in Your Writing—Indirect Quotations, Direct Quotations, Cite and Document Sources"</p> <p><b>Ch 19</b>: "Writing Under Pressure: Tests and Essay Exams" (330-339)</p>	<p>Practice: Introduce, cite and analyze sample quotations.</p> <p>Compare and contrast two different sources in one paragraph or essay.</p>	<p>Use computers to draft Research Essay.</p> <p>Use computers to revise and edit Comparison/Contrast essay (Pay special attention to Parallelism and Agreement).</p> <p>Grammar exercises in chapter</p>	1,2,3,4,5
<b>13</b>	<p>Exit Tests in Reading and Writing</p>			1,2,3,4,5,6,
<b>14</b>	<p><b>Ch 21</b>: (361-377) "Writing the Research Essay: Using Outside Sources in Your Writing—Use a Works Cited List at the End of Your Essay"</p>	<p>Create Works Cited page for research essay.</p> <p>Proofread and edit research essay</p>	<p>Research Essay due</p>	3,4,5,6
<b>15</b>		<p>Presentations of Research Essays</p> <p>Grading Conferences</p>	<p>PowerPoint Presentations of Research Essays</p> <p>Student Course Evaluation</p>	3,4,5,6



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