



ENG 111—College Composition I Elite Learning—Fall 2018

Supporting Schools: MECC SVCC VHCC WCC

Southwest Virginia Education and Training Network

Instructor: David S. Burns

Office/Office Hours: M-F 3:20-3:45 p.m. by phone, or anytime by email.

Telephone: Northwood High School Phone: 276-496-7751

Email/Messaging: the easiest way to contact me is via a message through Moodle. On average, I will check my account four times per school day, meaning that if you message me, you will usually get a response within five to six hours. Alternatively, you may email me at davidburns@scsb.org.

Class Meeting Times: this course is asynchronous, which means that you may log in at any time, day or night. At a minimum, you are expected to log in once per school day.

Catalog Description: College Composition I (3 credits): Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay.

Prerequisite: Students must achieve satisfactory scores on placement tests or SAT's, based on standards established by the Virginia Community College System, or have satisfactorily completed ENG 01 and/or ENG 04 before entering ENG 111.

Students that successfully complete this course will earn 3 hours of college credit.

Textbooks/Supplies: None. All course materials are provided in Moodle by the instructor.

Teaching Methods/Instructional Delivery: Instruction will be delivered in two ways: first, the class as a whole will receive indirect instruction via videos, unit notes, and regular class updates in the course news feed. Second, students will receive direct, one-on-one instruction in the form of written notes and responses to writing assignments, including essays and forum posts. These responses will be delivered within approximately seven school days after the close of each unit.

With some of your assignments, you will also be asked to share your draft material with other students in the class, and use feedback from others to aid you in the revision and review of your work. Your responses will be evaluated for quality and quantity: you are expected to post meaningful and insightful critical responses based on specified criteria in each response assignment.

Technology Requirements: Students are required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course is accessible at www.svetn.org. Students will need use of the Internet for all coursework. Access to word processing software is also required.

Technical Support: Technical problems are not common, but occur from time-to-time. To receive prompt support, students must submit a trouble ticket by going to www.svetn.org, and then selecting the "Contact" tab. The trouble ticket form will be distributed to the informational support team. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me a message to let me know what problems you are having.

Course Learning Outcomes/Objectives: The main purpose of this composition course (English 111 / Dual Credit English Part I) is for students to improve their writing so that they will be able to write competently in other college courses and for the workplace. Competent writers are able to discover and organize language that is appropriate to the subject, the purpose, and the audience. In this course a primary source of material is the students' own experiences.

All writing that is produced by persons, even technical writing, is "personal," and before students can gain competence in writing, they will have to find their authentic voices as writers. Underlying the specific assignments in this course is the belief that finding voice and accepting responsibility for it can best be done by beginning with specifically personal forms of writing.

The writing process is both invention, a way of creating ourselves and the world, and a set of interacting skills which are vital to clear and effective communication. Taking account of both of these approaches, this course will offer instruction and practice in pre-writing (or inventing and gathering material); in drafting (or creating and arranging a first version); and in rewriting (or creating a final form). In all three stages students learn to write by writing—and by gaining feedback from their instructor and their peers. Essay forms may include the personal narrative, descriptions of place and process, comparison and contrast, a researched argument, and others.

Writing is connected to thinking, reading, listening, and speaking. To support development as writers, students should read essays, autobiographies, autobiographical novels, or other supplementary readings. Group work and oral presentations should provide for development of speaking skills.

STUDENT LEARNING OUTCOMES:

1. Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts.
2. Pre-write, draft, revise, edit, and proofread college-level texts.
3. Expand vocabulary by using various methods.
4. Demonstrate comprehension by identifying rhetorical strategies and applying them to college-level texts.
5. Analyze college-level texts for stated or implied main idea and major and minor supporting details.
6. Demonstrate critical thinking skills when reading and writing college-level texts.
7. Write well-developed, coherent, and unified college-level texts, including paragraphs and essays.
8. Identify, evaluate, integrate, and document sources properly.

Specific Objectives:

To develop writing competence in a variety of rhetorical modes.

Students will develop a minimum of 5 essays in a variety of rhetorical modes, each topic coming from the students' personal experiences, interests, and reactions.

Four of the essays should be a minimum of three typed pages. The fifth, a documented essay, should be a minimum of five typed pages, with a minimum of three sources integrated along with the students' own ideas.

Each essay will go through a pre-writing, drafting and rewriting process.

Rhetorical elements such as purpose, audience and organization will be emphasized.

Editing will emphasize improvement in paragraphing, sentence variety, and grammatical and mechanical conventions.

Peer editing and instructors' comments should aid in the improvement process.

To develop information literacy and awareness of the conventions of writing for an academic audience.

Students will practice research skills, locating information from their library's resources and other sources, and integrating them in a final documented essay.

Readings should be incorporated into the course to give students an awareness of the standards of academic writing.

All essays must be typed, following the formatting and conventions of the Modern Language Association.

To develop critical thinking skills.

Reading texts in various genres and online discussion of those texts (as an entire class or in small groups) should aid students' awareness of language, purpose, organization, and audience for writing.

Peer editing should be used to enhance students' critical thinking skills related to the assignment's goals and students' growing awareness of the characteristics of effective writing.

Students must attend a minimum of five cultural events, and must write a minimum of two-page critical analyses of the five events.

Per the Virginia DOE Standards of Learning for English 12, students in Part I of Dual Credit English will read works of poetry, prose, and drama from Britain and other cultures, from the Middle Ages to the early Romantic Period.

Short readings will include works by Geoffrey Chaucer, Christopher Marlowe, Andrew Marvell, Robert Herrick, John Milton, Amelia Lanier, Jonathan Swift, Alexander Pope, Robert Burns, William Blake, Samuel Taylor Coleridge, and William Wordsworth.

Additionally, students will read the following texts in their entirety:

Macbeth and *A Midsummer Night's Dream* by William Shakespeare

Frankenstein by Mary Shelley

The course will be presented in unit format, as follows:

UNIT ONE: The Anglo-Saxon Period / Essay One: Narrative Essay (Weeks 1-3)

Objective: students will study the origins of English literature and compose a personal narrative.

UNIT TWO: The Medieval Period / Essay Two: Expository Essay (Week 4-6)

Objective: students will read poetry of the late Middle Ages and write a paper explaining a step-by-step process.

UNIT THREE: The English Renaissance / Essay Three: Descriptive Essay (Weeks 7-10)

Objective: students will read Shakespearean drama and poetic verse from the Elizabethan/Jacobean Periods, and write an essay describing a place that has a particularly powerful personal meaning to them.

UNIT FOUR: The English Civil War, Restoration, and Age of Reason / Essay Four: Satirical Essay (Weeks 11-12)

Objective: students will read poetry and prose works of the 17th and 18th centuries, and compose a satirical call-to-action paper.

UNIT FIVE: The Early Romantic Period / Final Essay: Literary Analysis (Weeks 13-16)

Objective: students will study the poetry and prose of the early Romantics, the early development of the novel form, and write a literary analysis incorporating cited textual support.

UNIT SIX: Final Exam (Week 17)

Information Literacy:

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Method of Evaluating Student Achievement (Grading Policy and Scale):

Your final course grade will be averaged as follows:

Writing Projects = 50%
Quizzes = 20%
Activities and Forums = 20%
Cultural Events = 5%
Final Exam = 5%

Each assignment in this course is graded on a ten-point scale:

100-90 % = A
89-80 % = B
79-70 % = C
69-60 % = D
59 % or less = F

Grades will be reported to your community college in the form of a letter, not a percentage, using the scale above.

Grades will be reported to your high school with a numeric grade; assignment of a final letter grade for high school credit will be at determined at the discretion of the school.

Grading Criteria for College Writing: "A" writing is excellent, exceptional. It has the same qualities as "B" writing, but with some special concentration or intensity. It is more efficient, tighter in its logic, packed with meaning, and aware of the magic of language.

"B" means good. "B" writing is clear, and it has enough supporting details and examples to satisfy a reader's curiosity, and to develop the main idea. It seems to come from the writer's true thoughts and feelings, though sincerity is hard to judge. Finally, it seems to be worked out, to move from beginning to end without blips and glitches.

"C" is average. It is not an insult. The average writer in a beginning composition course can write coherent sentences, which is an important achievement. A frequent mark of the "C" is lack of development, not going far enough or deep enough, not providing reasons or details or examples or whatever the topic needs. Frequently, the writer of the "C" paper says, after receiving the grade, "If I'd put more into it, I could've done better." Frequently, that's true. A "C" paper often has minor problems that are distracting. A word is repeated seven times in one paragraph, or a paragraph may include sentences that don't work well together, or there may be an occasional verb problem.

Most "D" papers seem careless, though sometimes they seem that way only because the writer is following rules which are different from the rules of standard English. "I seen him" and "He don't know" are examples. Often "D" papers are not divided into paragraphs. The appetizer, the salad, the meat, and the pie are all on the plate at the same time. Many "D" papers are extremely short, and sometimes they seem to be based on an incomplete understanding of the assignment.

"F" papers in no way meet the standards of college writing.

Attendance and Late Work Policy: It is your responsibility to be logged on each and every school day. Students are expected to work on course assignments for a minimum of 60 minutes per school day. If you are absent or unable to log on, please send a message explaining your absence as soon as possible. If you do not log on for more than three school days in a row, your guidance counselor will be contacted.

This is a college course, and you are expected to plan ahead for due dates and give yourself plenty of time to complete all work: do not wait until the last minute. For example, if a writing assignment is open for an entire week, but you wait until ten minutes before the assignment closes and experience a technical problem, you will not be given an extension because ample time was provided for you to submit your work.

Late work will not be accepted unless a documented excuse (illness, family emergency, etc.) is provided by your school's guidance counselor or administrative staff. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not

have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

How to be Successful in this Course:

1. Read all assignments and informational documents carefully.
2. Ask questions; I am more than happy to help at any time.
3. Plan ahead, using a calendar. Do not put off long term assignments until the last minute.
4. Turn in all work by the deadlines. Late work will not be accepted without a documented excuse.
5. Plan for technical problems. If an assignment is due on Monday by midnight, do not wait until 11:57 p.m. to try to submit the work and risk dealing with a technical issue.

Logging In: At least once every school day, you should log on to Moodle and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements under “Latest News.”
3. Check the calendar under “Upcoming Events,” to see what work is due.

You should then proceed to work on the assignments within the current unit. At the beginning of the course, only Unit One (Weeks 1-3) will be accessible. New units will become available as the course progresses.

Submitting Work: All assignments for this course, other than quizzes and forum posts in Moodle, must be submitted as files saved using Microsoft Word or an equivalent word processing software format (such as Google Docs).

All file names should contain your name and the name of the assignment. For example: Jane Doe – Essay One.

All work should be written in Times New Roman 12-point font, double-spaced, and have one-inch margins. Please put your name, my name, the class name, and the date of submission in the upper left hand corner of the first page of each assignment.

For example:

Jane Doe

Mr. Burns

English 111

September 5, 2018

When you click on a writing assignment in Moodle, you will see an upload bar, with a browse button to search for your file. First click on “browse,” then find your file on your computer, and then click on “upload this file.”

Avoiding Plagiarism: Plagiarism is using word for word, or in substance, someone else’s words or ideas without giving the original author proper credit. Typical acts of plagiarism include:

1. Copying someone else’s homework.
2. Turning in work previously submitted by another student or to another teacher.
3. Copying off of a classmates’ quiz or test.
4. Copying out of a book or from a webpage without introducing the source and putting direct quotes into quotation marks.

Plagiarism is a very serious offense. It is not only cheating, but it is also a form of theft that is just as punishable in the real world as it is in school. Fortunately, plagiarism is relatively easy to avoid, with a bit of diligence. In order to avoid plagiarism, you should,

A. *Never use someone else's words without putting them into quotation marks, and attributing the quotation to a source, like this:*

According to Shakespeare in *As You Like It*, "all the world's a stage, and all the men and women merely players" (II.vii.139-140).

B. *Always acknowledge the source of an idea, even if you put the idea into your own words, like this:*

Shakespeare argued in *As You Like It* that we are all just actors in a great, big, universal play (II.vii.139-140).

Refer to an online MLA citation resource (such as Purdue's Online Writing Lab, <http://owl.english.purdue.edu>, or Citation Machine at <http://citationmachine.net>) for more information if you choose to quote from a source. More detailed instruction will be provided when we begin working on papers that require the incorporation of research.

Students committing any act of plagiarism will receive a grade of zero for that assignment.

Additional sanctions may be imposed if the Honor Code violation is severe. Violations may be reported to the community college, as all violations are also a violation of the Honor Code of your local community college.

Academic Integrity: Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*.

Saving Your Work: Please backup all work and save it until after you have received your final course grade, in case of hardware or software failure.

Students with Disabilities: Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

VHCC Only: The policy of VHCC will be followed. You may find this information on the college website. You are encouraged to discuss any special problems, needs or accommodations with the instructor during the first week of class. If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact ACA Coordinator, Karen Kilgore, to discuss this matter confidentially. (ISC Room 120, kkilgore@vhcc.edu, 739-2561. Office hours M-F 8:30-5:00).

Emergency Policy: Follow all emergency policies for your home school. In the event of a **college-wide emergency**, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

NOTE: This is a hybrid document, created through collaboration between the instructor, SVETN, and the various accrediting community colleges. If you have any questions about course or college policies, please do not hesitate to contact Mr. Burns, SVETN, or your college.

Course syllabus and schedule is subject to change at the discretion of the instructor.



ENG 112—College Composition II
Elite Learning—Spring 2019
Supporting Schools: MECC SVCC VHCC WCC

Southwest Virginia Education and Training Network

Instructor: David S. Burns

Office/Office Hours: M-F 3:20-3:45 p.m. by phone, or anytime by email.

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Class Meeting Times: this course is asynchronous, which means that you may log in at any time, day or night. At a minimum, you are expected to log in once per school day.

Catalog Description: College Composition II (3 credits): Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

Prerequisite: ENG 111.

Students that successfully complete this course will earn 3 hours of college credit.

Textbooks/Supplies: None. All course materials are provided in Moodle by the Instructor.

Teaching Methods/Instructional Delivery: Instruction will be delivered in two ways: first, the class as a whole will receive indirect instruction via videos, unit notes, and regular class updates in the “Latest News” feed. Second, students will receive direct, one-on-one instruction in the form of written notes and responses to writing assignments, including essays and forum posts. These responses will be delivered within approximately seven school days after the close of each unit.

With some of your assignments, you will also be asked to share your draft material with other students in the class, and use feedback from others to aid you in the revision and review of your work. Your responses will be evaluated for quality and quantity: you are expected to post meaningful and insightful critical responses based on specified criteria in each response assignment.

Technology Requirements: Students are required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course is accessible at www.svetn.org. Students will need use of the Internet for all coursework. Access to word processing software is also required.

Technical Support: Technical problems are not common, but occur from time-to-time. To receive prompt support, students must submit a trouble ticket by going to www.svetn.org, and then selecting the “Contact” tab. The trouble ticket form will be distributed to the informational support team. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me a message to let me know what problems you are having.

Course Description: The main purpose of English 112 (Dual Credit English, Part II) is for students to improve their writing so that they will be able to write competently in other college courses and for the workplace. Instructors choose a “theme” for their course and appropriate texts. “Appalachian Identity,” “Dystopia,” “Man and Nature,” “Preserving the Environment,” and “The Search for the

Hero” are some recent topics. This course continues writing development with increased emphasis on analytical essays, argumentation, research, and the analysis of a variety of texts, all related to the central theme of the course. In the course students will practice thinking critically, reading critically, speaking critically and writing critically.

A major emphasis during the course will be the mastery of information literacy and all of the skills necessary for the writing of effective research papers. Engaging in the research and analysis process will help students develop essential tools for their college or professional career, no matter the major or interest. They will learn that research is not just a presentation of facts, but an open-ended, multi-stage process of inquiry, argument, and exploration. To expand their research skills, students will identify, evaluate, and synthesize sources (written, visual or oral), leading to a final product that integrates researched information with their own ideas (adhering to the standards of academic integrity). By the end of the semester, students should be scholarly writers, comfortable with the research, argument, and analysis processes and knowledgeable of their roles within the academic realm.

The writing process is both invention, a way of creating ourselves and the world, and a set of interacting skills which are vital to clear and effective communication. Taking account of both of these approaches, this course will continue to offer instruction and practice in pre-writing (or inventing and gathering material); in drafting (or creating and arranging a first version); and in rewriting (or creating a final form). In all three stages students learn to write by writing—and by gaining feedback from their instructor and their peers on their writing.

Course Goals: To develop reading, thinking and writing skills introduced in ENG 111. To practice thinking and responding to a variety of ideas in literature assertively and logically.

Competencies and Assessment: The primary writing in this course is expository with special emphasis on the critical essay, the persuasive essay, research, and reactions to a variety of texts and themes. You will be evaluated in several areas. Competencies are determined, monitored, and amended in conjunction with the institutional assessment efforts of the college and the Virginia Community College System.

Your writing in this course will be assessed on its quality in the following areas:

- introducing and developing a primary idea
- employing organizational strategies to open and close texts and to move the reader between and within ideas, paragraphs, and sentences.
- organizing the essay to fit the intended purpose
- summarizing, paraphrasing, and quoting
- introducing and integrating source material
- thinking critically and reflectively
- analyzing one's own experiences as source material for writing
- examining subjects from multiple perspectives and formulating and expressing one's own perspective
- following MLA guidelines for documentation and manuscript format
- writing to the intended audience
- employing appropriate grammatical and mechanical conventions in the preparation of manuscripts
- using style conventions appropriate to college writing

Additionally, you will demonstrate the following competencies in preparation, research, and technology by:

- reading a variety of articles/essays
- assessing the merit and reliability of sources
- conducting library and Internet research
- exploring, drafting/redrafting, editing, and proofreading
- using the word processor for drafts and final copies of all papers

Similarly, you will demonstrate competency in the following areas:

- collaborating with faculty and/or peers
- acting responsibly in relation to the writing/reading community
- giving and receiving constructive responses to writing in progress

Course Theme/Reading Assignments: Per the Virginia DOE Standards of Learning for English 12, students in Part II of Dual Credit English will read works of poetry, prose, and drama from Britain and other cultures, from the late Romantic to the early Modern Period.

Short readings will include works by George Gordon (Lord) Byron, Percy Bysshe Shelley, John Keats, Alfred (Lord) Tennyson, Robert Browning, Elizabeth Barrett Browning, and Matthew Arnold.

Additionally, students will read the following texts in their entirety:

Wuthering Heights by Emily Brontë

A Tale of Two Cities by Charles Dickens

The War of the Worlds by H.G. Wells

Heart of Darkness by Joseph Conrad

The Hound of the Baskervilles by Sir Arthur Conan Doyle

The course will be presented in unit format, as follows:

UNIT ONE: The Late Romantic Period / Essay One: Compare & Contrast (Weeks 1-4) Objective: students will study second wave Romantic literature and compose an essay comparing and contrasting two characters from the novel *Wuthering Heights*.

UNIT TWO: The Victorian Period / Essay Two: Biographical Research (Week 5-8) Objective: students will study poetry and prose from the early-to-mid Victorian Period and write a research report on the life of Charles Dickens.

UNIT THREE: The Late Victorian & Early Modern Periods, Part I / Essay Three: Career Research (Weeks 9-10) Objective: students will study the transition between Victorian and the Modern/Postmodern Periods; students will research a career of personal interest using a variety of primary and secondary sources.

UNIT FOUR: The Late Victorian & Early Modern Periods, Part II / Essay Four: Literary Research & Review (Weeks 11-14) Objective: students will read two novellas from the late Victorian/early Modern Periods; students will write a literary review, including research, of one of those novellas.

UNIT FIVE: Final Research Project: Persuasive Argument and Call-to-Action (Weeks 15-17) Objective: students will write a seven-page persuasive research paper containing a minimum of ten research sources.

UNIT SIX: Final Exam (Week 18)

Information Literacy:

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

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Method of Evaluating Student Achievement (Grading Policy and Scale):

Your final course grade will be averaged as follows:

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Grading Criteria for College Writing: "A" writing is excellent, exceptional. It has the same qualities as "B" writing, but with some special concentration or intensity. It is more efficient, tighter in its logic, packed with meaning, and aware of the magic of language.

"B" means good. "B" writing is clear, and it has enough supporting details and examples to satisfy a reader's curiosity, and to develop the main idea. It seems to come from the writer's true thoughts and feelings, though sincerity is hard to judge. Finally, it seems to be worked out, to move from beginning to end without blips and glitches.

"C" is average. It is not an insult. The average writer in a beginning composition course can write coherent sentences, which is an important achievement. A frequent mark of the "C" is lack of development, not going far enough or deep enough, not providing reasons or details or examples or whatever the topic needs. Frequently, the writer of the "C" paper says, after receiving the grade, "If I'd put more into it, I could've done better." Frequently, that's true. A "C" paper often has minor problems that are distracting. A word is repeated seven times in one paragraph, or a paragraph may include sentences that don't work well together, or there may be an occasional verb problem.

Most "D" papers seem careless, though sometimes they seem that way only because the writer is following rules which are different from the rules of standard English. "I seen him" and "He don't know" are examples. Often "D" papers are not divided into paragraphs. The appetizer, the salad, the meat, and the pie are all on the plate at the same time. Many "D" papers are extremely short, and sometimes they seem to be based on an incomplete understanding of the assignment.

"F" papers in no way meet the standards of college writing.

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Late work will not be accepted unless a documented excuse (illness, family emergency, etc.) is provided by your school's guidance counselor or administrative staff. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

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1. Read all assignments and informational documents carefully.
2. Ask questions; I am more than happy to help at any time.
3. Plan ahead, using a calendar. Do not put off long term assignments until the last minute.
4. Turn in all work by the deadlines. Late work will not be accepted without a documented excuse.
5. Plan for technical problems. If an assignment is due on Monday by midnight, do not wait until 11:57 p.m. to try to submit the work and risk dealing with a technical issue.

Logging In:

At least once every school day, you should log on to Moodle and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements under “Latest News.”
3. Check the calendar under “Upcoming Events,” to see what work is due.

You should then proceed to work on the assignments within the current unit. At the beginning of the course, only Unit One (Weeks 1-4) will be accessible. New units will become available as the course progresses.

Submitting Work: All assignments for this course, other than quizzes and forum posts in Moodle, must be submitted as files saved using Microsoft Word or an equivalent word processing software format (such as Google Docs).

All file names should contain your name and the name of the assignment. For example: Jane Doe – Essay One

All work should be written in Times New Roman 12-point font, double-spaced, and have one-inch margins. Please put your name, my name, the class name, and the date of submission in the upper left hand corner of the first page of each assignment.

For example:

Jane Doe

Mr. Burns

English 112

February 14, 2019

When you click on a writing assignment in Moodle, you will see an upload bar, with a browse button to search for your file. First click on “browse,” then find your file on your computer, and then click on “upload this file.”

Avoiding Plagiarism: Plagiarism is using word for word, or in substance, someone else’s words or ideas without giving the original author proper credit. Typical acts of plagiarism include:

1. Copying someone else’s homework.
2. Turning in work previously submitted by another student or to another teacher.
3. Copying off of a classmates’ quiz or test.
4. Copying out of a book or from a webpage without introducing the source and putting direct quotes into quotation marks.

Plagiarism is a very serious offense. It is not only cheating, but it is also a form of theft that is just as punishable in the real world as it is in school. Fortunately, plagiarism is relatively easy to avoid, with a bit of diligence. In order to avoid plagiarism, you should,

A. *Never use someone else’s words without putting them into quotation marks, and attributing the quotation to a source, like this:*

According to Shakespeare in *As You Like It*, “all the world’s a stage, and all the men and women merely players” (II.vii.139-140).

B. *Always acknowledge the source of an idea, even if you put the idea into your own words, like this:*

Shakespeare argued in *As You Like It* that we are all just actors in a great, big, universal play (II.vii.139-140).

Refer to an online MLA citation resource (such as Purdue's Online Writing Lab, <http://owl.english.purdue.edu>, or Citation Machine at <http://citationmachine.net>) for more information if you choose to quote from a source. More detailed instruction will be provided when we begin working on papers that require the incorporation of research.

Students committing any act of plagiarism will receive a grade of zero for that assignment.

Additional sanctions may be imposed if the Honor Code violation is severe. Violations may be reported to the community college, as all violations are also a violation of the Honor Code of your local community college.

Academic Integrity: Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*.

Saving Your Work: Please backup all work and save it until after you have received your final course grade, in case of hardware or software failure.

Students with Disabilities: Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

VHCC Only: The policy of VHCC will be followed. You may find this information on the college website. You are encouraged to discuss any special problems, needs or accommodations with the instructor during the first week of class. If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact ACA Coordinator, Karen Kilgore, to discuss this matter confidentially. (ISC Room 120, kkilgore@vhcc.edu, 739-2561. Office hours M-F 8:30-5:00).

Emergency Policy: Follow all emergency policies for your home school.

In the event of a **college-wide emergency**, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

NOTE: This is a hybrid document, created through collaboration between the instructor, SVETN, and the various accrediting community colleges. If you have any questions about course or college policies, please do not hesitate to contact Mr. Burns or your college.

Course syllabus and schedule is subject to change at the discretion of the instructor