



## English 111/112, College Composition I & II Elite Learning—Fall 2018

Supporting Schools: MECC SVCC VHCC WCC

Southwest Virginia Education and Training Network

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### Contact Information

**Instructor:** Rhonda Simmerman

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(The best way to reach me is through the Moodle messaging system. I check for messages at least twice daily.)

### VCCS Course (Catalog) Description

**ENG 111 - 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. Lecture 3 hours per week.

The main purpose of ENG 111 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. Pre-writing strategies include personal journals, timed writing, and in-class exercises. 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.

**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.

## **Course Materials**

*Everyday Writer* by Andrea Lunsford

## **Course Learning Outcomes/Objectives**

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.

Students will:

- Create narrative, descriptive, persuasive, and expository writings
- Find and evaluate the credibility of sources
- Write documented research papers on literary and non-literary topics
- Read and analyze a variety of print material
- Identify major literary forms and techniques
- Relate literary works and authors to major themes and issues of the cultures from which they came
- Observe the conventions of standard English when they write

## **COURSE 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 have a library orientation to the range of resources available at the VHCC library. The orientation can be completed by a visit to the library; an invitation for Joel Rudy, VHCC Reference Librarian, to do an introductory presentation; or by using the online version of the presentation. The link can be found on the library web site.
- Students will practice research skills, locating information from the 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 class or 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, including attendance at a drama production of the VHCC Theater Department, and must write a minimum of two-page critical analyses of the five events.

### **Method of Evaluating Student Achievement**

#### **Grading Rubric:**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59-0 F

***Writing Assignments* =50%**

***Homework, Daily Activities, Tests, Class Participation* = 50%**

An essay rubric is included in the course introductory material. It explains the criteria I follow in grading written work.

You may expect feedback on all class assignments except writing within 2 days. You may expect feedback on all writing assignments within 5 days.

#### **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

## **Course Information**

The class is divided into units. Each unit contains an overview which explains the objectives of the unit. Each assignment is labeled with a topic and a due date, such as *Syllabus Quiz AUG 28*. **The assignment must be completed by midnight of the due date.**

A few assignments must be monitored by the class supervisor, whom I will notify; those assignments must be completed during school in the presence of the supervisor. Other assignments may be completed at any time before the due date.

### **Elite Learning Grading Policy:**

All grades will be reported by SVETN to each school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school. Please contact the instructor with any grade questions or concerns.

### **Late Assignments:**

Assignments such as quizzes, forum posts, etc., cannot be submitted late. Writing assignments submitted past the deadline will receive a deduction of a letter grade per day unless the student has a valid excuse such as a note from a doctor, which must be verified through the guidance counselor.

### **Attendance Policy:**

This is an Internet-based course with no specific meeting time; therefore, students must complete and submit assigned work as instructed in each learning unit. Students should allow enough time to complete work in a timely manner. It is the policy of SVETN to contact a student's guidance counselor and parents if a student has not logged into the course online for more than three consecutive days or if the student's grade is unsatisfactory. Actual progress must be made toward completing assignments, so simply logging into the course to avoid being flagged for non-attendance, but making no actual progress, will not be tolerated.

### **Inclement Weather Policy:**

Asynchronous online courses have many advantages over the traditional classroom. Among these advantages are the availability of the instructor, the opportunity to "attend" class from many locations, flexibility of schedule, and no make-up days due to snow. To provide the required amount of "seat-time" for students, Elite Learning instructors will continue to present class material and required assignment submissions even if the public school which the student attends is closed due to weather. It is the responsibility of the student to access the class via internet during this type of absence. Students with no internet access away from school should discuss this issue with the instructor at the beginning of the semester.

### **Class Calendar:**

Fall semester courses begin the third week in August and extend until mid-January. Spring semester courses begin in mid-January and extend until the third week in May.

**Accommodations for Disabilities:**

Students may request academic accommodations for disabilities through the Office of Student Services (or other similar entity, as appropriate). That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Students should contact SVETN Elite Learning or their guidance counselor with questions or concerns.

**Emergency Policy:**

Follow all emergency policies for your home school. College Emergency Statement: 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. For more general information about College-wide emergency situations, please refer to:

College Website ([www.vhcc.edu](http://www.vhcc.edu)); VHCC Alert System (<http://alert.vhcc.edu>)

**Online Etiquette for SVETN Elite Learning Courses:**

These standards of conduct apply to both formal and informal communication within your online courses.

**Personal Conduct:**

- Show respect for others.
- Always ask yourself, "Would I say this to a person's face?"
- Avoid offensive language.
- Be tolerant of diverse opinions and perspectives.

**Communication Procedures:**

- 1) Responses must be more than a simple agreement or disagreement.
- 2) Do not be afraid to disagree with others in the group.
  - If you agree or disagree, choose a position and defend it while respecting the opinions of others.
  - Make sure discussions are intellectual, not emotional.
  - Point out mistakes politely.
- 3) Course communication must follow directions for the specific assignment.
  - Submit using the appropriate tool--drop box, discussion forum, course mail, etc.
  - Respond in a timely manner and stay focused on discussion topic.
  - Follow the format provided by the instructor.
- 4) Proofread submissions carefully.
  - Observe rules of grammar, punctuation, and spelling, including avoiding use of slang, internet abbreviations, or lingo.
  - Make sure that what you write makes sense.
- 5) Proofreading by outside readers is permitted, but the composition of an essay is the sole responsibility of the student. Others may suggest improvement, but may not write any of the paper.

**Academic Integrity:**

**Plagiarism (the submission of anything written by a person other than the student) will result in a grade of 0 on the assignment.** In the introductory class material, you will find a post about what plagiarism is (and is not). If you are in doubt, check with the instructor.

**Tips for Success in English 111:**

- Log on every day. Check for messages from the instructor every day as soon as you log on. Check the News Forum every day.
- Make yourself a calendar as soon as a new unit is posted. Consider which assignments will demand extra time and effort; consider your other commitments. Then schedule time on your calendar to make sure you NEVER submit an assignment that is poorly prepared.
- Take advantages of offers for the instructor to review a rough draft and then make the recommended changes. Doing so will usually improve the paper's final grade at least a letter grade.
- Turn in every assignment on time. Work ahead whenever possible so that last minute emergencies won't negatively affect your grade.
- If you don't understand an assignment, ask. I check for messages twice a day and I respond immediately.

**Questions/Comments/Concerns/Feedback:**

I welcome questions and comments about the course, including constructive criticism. If you don't understand an assignment, obviously you cannot complete it properly. I check Moodle messages twice daily, once around 3 p.m. and again later in the evening. I will respond to your message immediately, but please make sure you have read the assignment and any samples included with it **before** you contact me.



## English 112—College Composition II

Virginia Highlands Community College

Southwest Virginia Education and Training Network

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### Contact Information

**Instructor:** Rhonda Simmerman

**E-mail:** rksimm08@gmail.com

(The best way to reach me is through the Moodle messaging system. I check for messages at least twice daily.)

### Course (Catalog) Description

#### **VCCS Master Course Description:**

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: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software. Lecture 3 hours per week.

The main purpose of English 112 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 central 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.

**Prerequisite:** Students must successfully complete ENG 111 or its equivalent. Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for English 112.

### **Course Materials**

*Everyday Writer* by Andrea Lunsford, *Storming Heaven* by Denise Giardina

### **Course Learning Outcomes/Objectives**

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.

English 112 is designed to continue the development of student writing and critical thinking skills with an emphasis on research and analysis. This research and analysis will take place through both the review of the writings of others and through the analysis of each student's own world. Students will be asked to locate and evaluate information, integrate information into written essays in an organized form, and document sources appropriately.

#### ***Writing Process:***

- Students will continue (from ENG 111) to develop the process of writing; prewriting, drafting, revising, editing and reflecting.
- Students will continue reading, analyzing, paraphrasing and summarizing the writings of others.
- Students will practice instructor-specified formats of writing.

#### ***Rhetorical Goals:***

- Students will write for a variety of rhetorical purposes.
- Students will apply a clear and documented organizational strategy in the development of their analyses and essays.
- Students will incorporate information from a variety of sources.
- Students will appropriately employ grammatical conventions.

#### ***Critical Thinking:***

- Students will deduce intent and meaning from published works.
- Students will respond to a theoretical question or investigate a literary theme.
- Students will ask critical questions, both of a text and of a person.
- Students will analyze multiple perspectives and develop a response that is a synthesis of them.

#### ***Research:***

- Students will learn how to locate and retrieve appropriate materials from a wide variety of sources.
- Students will appropriately integrate sources into written text and document the same.

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

### **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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