English 111 College Composition I
Elite Learning—Spring 2021

Southwest Virginia Education and Training Network

Contact Information

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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

Due to COVID-19, all resources will be available online.

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 their college library.
- 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 daily assignments except writing within two days. You may expect feedback on all writing assignments within a week. Students are sometimes upset when an essay is not graded within a day or two. Consider this scenario: Fifty students are enrolled in your course and all submit a 1200-word essay. If the instructor takes the time to read and carefully consider each essay, making comments about content and taking the time to point out significant writing errors, how many hours will it take to score all fifty essays? Obviously, an appreciable amount of time is involved. Could I simply read your essay, assign it a grade, move on to the next, and be finished in a day or so? I could. Would you then have the opportunity to learn from your mistakes? Improving your writing is the purpose of this class. It is essential that I read and comment on your writing and that you read the feedback and apply it to your writing. This method takes time and effort—on both our parts.

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. Due to Covid-19 restrictions, it may not be feasible to have tests monitored. In that event, tests will be timed but will give you ample time to complete the test.

Technology Requirement:

Students will be required to complete and submit assignments by using Canvas, the learning management system for Elite Learning. Students will need use of the Internet for all coursework. The Virginia Community College System offers Microsoft Word for free to currently enrolled students. Students are eligible to install Office 365 on up to 5 devices at no cost. The Office 365 product includes Microsoft Word, Excel, PowerPoint, and Outlook. Students can download Microsoft Office 365 by going to: http://office.vccs.edu. Students will use their full My VCCS email address as their username, and their My VCCS password to log into the site.

Technical Support:

Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the *How to Receive Technical Support* document to receive prompt support. This document is found in the *Elite Learning Guide for Students* on Page 28. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

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 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. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply). For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25 point deduction for all late submissions. **In the event of extenuating circumstances due to COVID-19, please reach out to the instructor to discuss a plan of action.

Example:

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue's grade book: *This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see the following statement in her grade book. *This assignment is now closed. It was not submitted by the final deadline. You may no longer submit this assignment for a grade. Previous message: This assignment was due on August 12 but not submitted. You will have until March 19 to submit it for partial credit.*

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Message the instructor if problems occur so they can be handled on a one-on-one basis. 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 to make alternative arrangements.

Attendance Policy:
Because this is an Internet based course, there is not a scheduled time set for your coursework. Regular class attendance is required. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for the subsequent completion of all work missed during an absence. The Virginia Community College System is committed to academic quality and student success. Elements that support both values are

regular attendance and participation in class. The college policy states that regular class attendance is required.

At least once every school day, you are required to log into Canvas and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements.
3. Check the calendar under to see what work is due.

You should then proceed to work on the assignments within the current unit.

Elite Learning Inclement Weather or School Closure Policy:

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the 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 require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather or school closures. It is the responsibility of the student to access the class via Internet during this type of absence. **Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.**

This policy will also be in place due to Covid-19 school closures or any other unexpected closures.

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, consult your college website.

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.
    - **Apply the lessons you learn in the course to your writing.**
    - 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.
- Read the feedback you are given for each essay. Use it to improve your writing.
- 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 Canvas 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.