



## English 112—College Composition II

Supporting Schools: MECC SWCC VHCC WCC

Southwest Virginia Education and Training Network

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### Contact Information

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(The best way to reach me is through the Canvas 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**

*Storming Heaven* by Denise Giardina (In the event this is not available online or accessible by the student, an alternate text will be read.)

### **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.

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 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.

### **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.

**\*\*In the event of extenuating circumstances arising from COVID-19, please message instructor for a plan of action to complete assignments\*\***

## **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. **\*\*If students are 100% virtual, then it will not be feasible to have a proctor. In the event this situation occurs, a time limit will apply to the test.**

**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.

**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 112:

- Log on every day. Check for messages from the instructor every day as soon as you log on. Check the News Forum.
- 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.

## 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>)

**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.