



ENG 112, College Composition II

Elite Learning—Fall 2021

Supporting Colleges: VHCC MECC SWCC 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 Canvas. 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 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 Canvas 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 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.

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, multistage 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 Readings:

Wuthering Heights by Emily Brontë

The Hound of the Baskervilles by Arthur Conan Doyle

Course Units:

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

UNIT ONE: *Wuthering Heights*, Part I / Essay One: Compare & Contrast

UNIT TWO: *Wuthering Heights*, Part II / Essay Two: Biographical Research

UNIT THREE: *Wuthering Heights*, Part III / Essay Three: Career Research

UNIT FOUR: *Hound of the Baskervilles* / Essay Four: Literary Research & Review

UNIT FIVE: Final Research Project: Persuasive Argument and Call-to-Action / Final Exam

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 = 10%
Activities and Forums = 20%
Cultural Events = 10%
Exam = 10%

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 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.

Late Work Policy: It is your responsibility to be logged 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.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book:
 - Example comment in gradebook: *(8-11) This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction. If there are extenuating circumstances that have prevented you from submitted this assignment, please contact me as soon as possible. The zero will be removed after the assignment if submitted.*
- 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 an additional statement in her grade book. *(8-18) This assignment is now closed. It was not submitted by the final deadline. You may longer submit this assignment for a grade.*

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.). Email the teacher 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.

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.

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 Canvas and perform three tasks:

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

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

Submitting Work: Many of the assignments in this course, such as quizzes and forum posts, will be completed in Canvas. Long-form writing projects, however, should be submitted as files saved using Microsoft Word or an equivalent word processing software format (such as Google Docs).

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

November 5, 2021

When you click on a writing assignment in Canvas, 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 a classmate’s quiz or test answers.
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 the ACA Coordinator to discuss this matter confidentially.

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