DUAL CREDIT ENGLISH 12, PART II (ENGL. 112) SYLLABUS
SPRING 2014
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VHCC CATALOG DESCRIPTION

ENG 112 - COLLEGE COMPOSITION II - (3 cr.) Develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising, and editing. Supports writing by integrating experiences in thinking, reading, listening, and speaking.

VHCC COURSE DESCRIPTION, COURSE GOALS, AND OBJECTIVES

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.

Goals and 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, emphasizing analysis, argumentation, and research, all of the essay topics coming from the reading and analysis of the texts in the course.

Four of the essays should be a minimum of three typed pages. The fifth, a research paper, should be 7-10 typed pages, with a minimum of ten 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 pre-test and post-test on information literacy. The test will be designed by the English faculty, in consultation with the VHCC library staff.

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 internet sources, assessing their merit and reliability, and integrating them in a final documented essay.

All essays must be typed, following the formatting and conventions of the Modern Language Association. Some attention should be given to the conventions and formatting standards of the American Psychological Association as well.

● 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.

**VHCC INFORMATION LITERACY POLICY**

The following statement is from the “Information Literacy Competency Standards for Higher Education” from the Association of College and Research Libraries:

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

**VHCC CULTURAL EVENTS**

VHCC has established a policy which requires all English 112 students to attend a minimum of 5 cultural events each semester and critically write about them. The rationale for this requirement is that, in an increasingly global community, students should learn about differing ideas, art
forms, and cultural reflections than they are normally exposed to. VHCC provides the Arts Array series as a resource for this requirement. The series programs concerts; lectures on local history, art, and environmental issues; gallery tours; drama productions; and a weekly series of foreign, documentary and American independent films. All of these are offered free of charge for registered VHCC students. Instructors should encourage students to attend a variety of events. One of the five requirements should be the VHCC Theater Department’s drama production. Instructors should approve any cultural events not in the Arts Array series to ensure that the requirement’s goals are met.

REQUIRED MATERIALS

- One three-ring binder
- Loose-leaf college rule paper
- Pencil or Pen (blue or black ink only)
- One USB flash drive
- VHCC e-mail account
- VHCC identification and library card

TEXTBOOKS

In Part II of Dual Credit English 12, students will complete their chronological survey of English literature (begun in D.C. Part I), focusing on works from 1901-present. Our primary texts will be:


Supplemental readings will include the following:

- *Animal Farm* by George Orwell
- *Lord of the Flies* by William Golding
- *Fahrenheit 451* by Ray Bradbury

It is your responsibility to keep the books signed out to you, and to return them in good condition by the end of the semester.

GRADING POLICY

The grading scale in this course is consistent with the standard grading scale for VHCC:

- 100-90 % = A
- 89-80 % = B
- 79-70 % = C
- 69-60 % = D
- 59 % or less = F
Per SCSB policy, final grades will be calculated as follows:

\[
(1^{\text{st}} \text{ nine weeks’ grade } \times 3) + (\text{midterm exam } \%) / 4 = \text{ NHS MIDTERM & ENGL 112 FINAL GRADE}
\]

\[
(2^{\text{nd}} \text{ nine weeks’ grade } \times 3) + (\text{final exam } \%) / 4 = \text{ NHS END OF TERM & ENGL 278 FINAL GRADE}
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(\text{Midterm ENGL 112 grade } \%) + (\text{End of Term ENGL 278 grade } \%) / 2 = \text{ NHS FINAL COURSE GRADE}
\]

* Note: students with at least a “B” average and fewer than five unexcused absences will be exempt from the final exam.

Final percentages for each of the two nine weeks’ grades will be determined by dividing the student’s number of earned points by the number of points possible.

**MAJOR ASSIGNMENTS**

Cultural Events # 6-10= 100 points
Essay One (Biographical Research: British Authors) = 160 points
Essay Two (Animal Farm Compare and Contrast) = 170 points
Essay Three (Career Research Report) with Oral Presentation = 200 points
Essay Four (Novel Review, Lord of the Flies) = 170 points
Essay Five (Research Investigation and Call-to-Action, Contemporary Issues) = 350 points

Additionally, there will be daily class work, homework, and/or quizzes worth 10-30 points per assignment.

**VHCC GRADING CRITERIA**

"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.

PLAGIARISM

Plagiarism is using someone else’s words or ideas without giving proper credit to the source. Typical acts of plagiarism include:

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

Students committing any act of plagiarism will receive a grade of zero for that assignment, and may also be referred to the principal for further disciplinary action. Repeated acts of plagiarism may result in the student being removed from the course.

ATTENDANCE POLICY

Missed work: It is your responsibility to be present each and every day for class. That being said, if you are absent for any reason, it is your responsibility to make-up all work missed in a timely fashion. You have five school days from the time of your return to submit make-up work without penalty. After five days, a penalty of two letter grades will be deducted from your score on late work.

Late work: If a student is present but does not turn in work that is due, a penalty of one letter grade will be deducted from work turned in one day late. For work turned in more than one day late, two letter grades will be deducted from your score. Extensions may only be requested prior to an assignment’s due date, and will be granted or denied at the discretion of the instructor.

Please note: All assignments are posted on my web page at www.scsb.org/nhs/faculty/dburns. Please check the web page for any work assigned or collected during your absence.
Per SCSB policy, students will lose one percentage point per unexcused absence from their second nine-week’s grade, starting after the fifth unexcused absence.

Tardies: All students must be seated at their desks with books and papers ready to go when the bell rings, or they will be considered tardy. Tardy students will be referred to the main office per the Northwood High School/Smyth County truancy policy.

Please return the bottom portion of the syllabus signed, no later than Friday, January 17th for a ten-point homework grade.

I have read this syllabus and understand the basic rules/expectations for Dual Credit English Part II / ENGL 112.

______________________________________________ 
(Student Signature)

______________________________________________ 
(Parent/Guardian Signature)