

**English 111**  
**College Composition I**  
**Course Syllabus**

<b>Instructor</b>	Laura Noselli
<b>Session</b>	Fall 2018
<b>Location</b>	Briar Woods High School, T9
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**Course Description:**

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.

“[T]he basic task of the critical writer remains the same: to add something new to a conversation about texts and ideas...[this writing course] aims to help students imagine themselves as critics and intellectuals – that is, in which they are asked to read a wide range of texts, to connect what they read to their own interests and concerns, and to situate what they have to say in relation to the views of others. I hope...to help you write with perspicacity and wit about texts and issues that matter to you.”

-Joseph Harris

*Rewriting: How to Do Things with Texts*

**General Course Purpose:**

ENG 111 will prepare students for all other expected college writing and for writing in the workplace through understanding the writing process and creation of effective texts.

**Course Prerequisites/Co-Requisites:**

Students must achieve satisfactory scores on placement tests or SATs as established by the VCCS and adopted by their college, or have satisfactorily completed either ENF 1 or ENF 2, depending on where the student was placed. *NOTE: You must have a passing grade to continue to ENG 112. While Ds equal pass and credit for high school and will allow you to continue to ENG 112 at the teacher’s discretion, they do not transfer to colleges and universities as a completed course. The D will impact your college and high school transcripts.*

**Course Objectives:**

**GOAL ONE: THE PROCESS OF WRITING**

Students who successfully complete this course will be able to produce an effective essay through an organized and coherent process.

- They will be able to develop a topic, draft an essay, revise the draft for improvement, and edit a final copy.
- They will be able to incorporate reading and experience into their writing.

**GOAL TWO: EXPOSITORY AND ARGUMENTATIVE WRITING**

Students who successfully complete this course will be able to explain, describe and inform in expository writing and will be able to identify the purpose of the mode of argument in persuasive writing.

- They will be able to organize and explain ideas with clarity, vividness, effectiveness and grammatical and mechanical correctness in expository essays.
- They will be able to use evidence in a thesis-driven essay argumentatively asserting one viewpoint over another. (A fuller and more robust study of argument is the province of ENG 112.)

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**GOAL THREE: CRITICAL THINKING AND RESEARCH**

Students who successfully complete this course will be able to analyze and investigate ideas and present them in well-structured prose appropriate to a particular purpose and audience.

- They will be able to read, summarize, and respond to college level texts – their own and others–of varying lengths
- They will be able to create unified, coherent, well-developed texts that demonstrate a self-critical awareness of rhetorical elements such as purpose, audience, and organization.
- They will be able to employ grammatical and mechanical conventions in the preparation of readable manuscripts, including the documented research essay.
- They will be able to use and evaluate outside sources of information, incorporate and document source material and avoid plagiarism.
- They will be able to produce 15-20 pages of finished, graded text, including a documented essay.

**Major Topics to be Included:**

- Critical thinking
- Selecting/Refining topics
- Composing effective sentences and paragraphs
- Developing, organizing, and supporting ideas
- Investigating and evaluating resources
- Incorporating appropriate resources into a text
- Considering context, audience, and purpose

**Class Texts and Excerpts Provided:**

*Everyone’s an Author* by Andrea Lunsford et al  
*Reading Pop Culture: A Portable Anthology* by Jeff Ousborne  
*Night* by Elie Wiesel

Various essays, resources, and film to be handed out, accessed via VISION or the Website, or viewed in class

**Course Credit:** 3 Credits

**Policies:** HIGH SCHOOL GRADE AND COLLEGE GRADE – SEPARATE GRADES!

I. **Grading Policies**

- a. In cases where district grading polices conflict with college grading policies, the high school and college grades may differ; this may include assignment/test retakes, extended assignment due dates, capped minimum grade allowed, among other such district policies.
- b. It is important that students check their final NOVA grades in Blackboard as soon as the course(s) completed.

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Quality Points (before weighting)</b>
98-100	A+	4.3
93-97	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3

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73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0.0

Note: English 111 and 112 are semester courses through Northern Virginia Community College. You will receive a separate grade and three college credits for the successful completion of each course. **PLEASE NOTE: Your grades for the high school class may differ from the college class (your college grade could be LOWER than your high school class).**

**PER NVCC: I can only discuss your grades and you with YOU. Please advise your parents of this policy. You must be included in ALL in person or phone conversations and emails.**

I. Late Work

- a. This is a college course. As such, **LATE WORK WILL NOT BE ACCEPTED** unless prior arrangements have been made on a case by case basis. A grade of ZERO will be entered for the assignment. Please note the serious and negative impact late work will have on your grade.
- b. **Absenteeism is no excuse for submitting an assignment late. Regardless of the reason, all assignments are due on the due date. If you are absent on the day an assignment is due, make sure you get that assignment to me via email, another student, through VISION, Turnitin.com, Google docs, Blackboard etc.** If you are absent, it is your responsibility to make up the work missed following LCPS guidelines. If you miss a pre-assigned class/group discussion, you will forfeit participation points. It is also your responsibility to get all missed assignments and information if you are absent from a class- not the instructor's. The instructor will not remind you of missed assignments and information. In addition, **missing a class does not excuse you from completing and/or turning an assignment and absenteeism does not extend any due date.**
- c. *The instructor reserves the right to make adjustments to this policy on a case-by-case basis for extenuating circumstances. Please note that extenuating circumstances must be communicated to the instructor by the student*

II. Course Policies

a. **Academic Integrity**

- i. The College does not tolerate academic dishonesty. Students who are not honest in their academic work will face disciplinary action along with any grade penalty the instructor imposes. Procedures for disciplinary measures and appeals are outlined in the Student Handbook (<http://www.nvcc.edu/students/handbook/>). In extreme cases, academic dishonesty may result in dismissal from the College.
- ii. **Plagiarism:** is the act of appropriating passages from the work of another individual, either word for word or in substance, and representing them as one's own work. This includes any submission of written work other than one's own. In short, plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Students who are not honest in their academic work will face disciplinary action along with any grade penalty the

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instructor imposes. For more information about student academic integrity:

<https://www.nvcc.edu/curcatalog/policies/integrity.html>

Students can expect a zero on the plagiarized assignment, academic discipline, and no do-overs.

**b. Attendance and Participation (Cell Phone) Policy**

i. You are expected to be in class. After three unexcused absences, your grade will drop one letter grade. Please be aware of this policy when senioritis hits hard in the spring. See the LCPS handbook for guidelines on excused absences.

ii. Being late to class or leaving early counts as ½ of an absence regardless of the time entering class or leaving class. So, two unexcused tardies result in 1 full absence.

iii. For every absence after 2 per quarter, your participation grade will be impacted. You will lose 5 points for each absence after the first one each quarter. Participation is worth 25 points per quarter. Exceptions include school field trips and college visits. I will review each absence on a case by case basis after the two 'free' absences. **You must provide documentation in order for those to be excused.**

iv. **Using your cell phone in class when not specifically directed by the instructor for instructional purposes will impact this grade. You will lose 5 points for the first offense, 10 points for the second, and 25 points for the third offense. You will also receive written referrals to administration.**

**c. Disabilities**

i. Students with disabilities are required to contact NOVA's Office of Disability Support Services (DSS) to discuss possible accommodations. All information is kept confidential and may increase your chances of success in the academic setting. If accommodations are agreed upon, student will receive a Memorandum of Accommodation (MOA) by DSS. For more information about NOVA's DSS office: <https://www.nvcc.edu/disability-services>.

**d. Self-Advocacy**

i. Students are expected to reach out to their instructor if they do not understand content or expectations.

ii. College instructors and other college personnel will not talk with a parent without the permission of and presence of the student. The conversation is between the administrator / faculty member and the student. The parent's role is to listen, give moral support, and summarize information and agreements if needed.

iii. Dual enrolled students have access to full NOVA campus services to include tutoring, library, and counseling services; student resources are found here: <http://www.nvcc.edu/students/index.html>

**e. Classroom Tolerance:** We should strive to be accepting of other people's opinions, ideas, and beliefs. While I will not attempt to shape or change the political or moral positions that dominate your personal lives, in my classroom you will be expected to treat ALL of your peers and me with respect. Please refrain from the use of language that could be perceived as offensive toward members of any race, ethnicity, gender, class, or sexual orientation. I encourage all students' voices to be heard within the forum of the classroom as long as these voices are not intended to hurt or to silence the voices of others.

**III. Additional Course Information**

a. DE students are expected to engage in college level course contents and discussions appropriate for adult learners. Mature topics may be discussed.

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This is a writing course and you will be expected to read and write outside of class. If you are absent, it is your responsibility to check VISION, the web site, or Google Classroom to retrieve assignments and be aware of due dates. You will find readings, class notes, etc. on these platforms. **Please enroll in the following courses:**

**VISION** – search for Noselli Dual Enrollment; Enrollment key: NoselliDual  
**Google Classroom** – Noselli Dual Enrollment; Code - 1ofwcun

- All formal writing assignments will include multiple drafts and peer editing and reflections. In other words, your formal assignments will go through a rigorous drafting process with grades assigned to each component outside of the paper grade.
- All formal writing will be assessed for clarity, accuracy, relevance, depth, breadth, logic, significance, and fairness. Rhetorical style, flourish, and usage and mechanics will comprise a smaller portion of the writing grade. A standard writing rubric will be provided which will serve as a guide to the writer and to the teacher in assessment. Minor adjustments may be made in the overall rubric to allow for different writing purposes and presentations.
- Students *may* be allowed to submit revisions but no more than two revisions per semester on formal essays. Conferencing with me is required for revisions. Please make an appointment

**All formal work will be submitted in MLA format as follows:**

- Typed and double spaced and saved in .doc or .docx format
- Times New Roman 12 point font
- A right header on each page containing the student’s last name and pagination
- A titled in centered above the introductory paragraph on your first page. The title will be the same font size and style (Times New Roman 12 point) as the paper. You do not underline or italicize your title.
- A heading on the first page including exactly this in this order (note double spacing):  
[Your Name]

[Instructor’s Name (Noselli)]

[Course (ENG 111 or ENG 112)]

[Due Date – written day, month, year (example: 09 September 2017)]

**Submitted online to Turnitin.com by due date**

*I will not accept work that is not formatted and submitted correctly. Late penalties will apply.*

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**IV. Grading**

Formative/Reflective Writing Assignments/Writing Process (in class or homework)..... 100 - 200 points  
 Participation/Attendance/Cell Phone (25 points per quarter).....50 points  
 Quizzes.....100 - 150 points

**\*\*Expect QUIZZES on all READINGS.**

**Major Assignments:**

	<b>Due Date</b>	<b>Point Value</b>
Personal Narrative	September 7	100 points
The College Essay	September 13	100 points
Resume and Cover Letter	September 20	50 points
Generation Gap Essay	October 10	50 points
Pop Culture Essay	October 19	150 points
Process Analysis Speech and Essay	November 1	100 points
Infograph and Annotated Bibliography	November 20	150 points
Visual Argumentation Essay	December 10	150 points
War Argumentative Research Paper with Annotated Bibliography	December 20	200 points
Portfolios		
Presentations and Conferences week of January 15	January 10	200 points

**\*Major Assignments will be turned in on Turnitin.com and a printed copy will be placed in your portfolio along with any editing or drafting work as assigned.**

**V. Course Schedule**

a. **Critical Course Dates**

Course Start Date	8/24/2018
Course Drop Date	9/28/2018
Course Withdraw Date	11/27/2018
Course End Date	1/18/2019