GERMANNA
COMMUNITY COLLEGE

ENG 111 [FA22]GCC ENG-111 College Everywhere
Course Syllabus
Fall 2022

VCCS 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.

Additional Course Description

3 college credit hours

Instructor Information

Name: Rikki Mitchell
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Office Location: Room #217
Office Hours: Tuesday, Wednesday, Thursday 3:oopm- 5:00pm

Prerequisites

Prerequisite: Direct placement in ENG111 or Corequisite EDE11

Course Information
Delivery Method: In Person
Class Location: Madison County Hs
Meeting Days: MTWRF

Communicating with the Instructor

While you participate in this course, I will be communicating with you this semester in a variety of ways. Please see the Canvas Tools below to understand I will be interacting with you.

Announcements: These will be posted throughout the course to remind students of important information.

Grading: Official grades will be published via Madison County Public Schools

PowerSchool. Messaging/Email: rmitchell@madisonschools.k12.va.us or

rmm2459@email.vccs.edu

Course Objectives

- Writing Processes: Writers use multiple composing processes to conceptualize, develop, and finalize projects. Composing processes are seldom linear and are also flexible. Successful writers can adapt their composing processes to different genres, contexts, and occasions.
- Demonstrate the ability to use a recursive writing process to create a variety of academic texts, including at least one essay that incorporates and correctly documents outside sources, producing a total of at least 4500 words (approximately 15 pages) of polished, graded writing.
- Use prewriting strategies to plan assignments (e.g., selecting/refining topics, brainstorming, organizing ideas).
- Create multiple drafts of an assignment, and revise according to feedback from peers and others to improve development, organization, documentation, and clarity of writing.
- Reflect on assignments and writing processes.
- Incorporate appropriate, college-level vocabulary in writing.
- Edit writing with consideration to surface features, including syntax, usage, punctuation, and spelling appropriate to the rhetorical situation.
- Rhetorical Knowledge: Rhetorical knowledge is the ability to analyze writing, reading, and speaking occasions and then make strategic choices to negotiate the rhetorical situation.

- Rhetorical knowledge includes the ability to demonstrate command of purpose, audience, and context.
- Demonstrate a clear understanding of rhetorical concepts.
- Use key rhetorical concepts to discuss writing, reading and speaking occasions. Analyze the purpose, audience, and context of a wide variety of texts.
- Make and discuss composing choices appropriate to purpose, audience, and context.
- Demonstrate understanding of and use a variety of genres and media to address a range of audiences.
- Adapt voice, tone, and level of formality to a variety of rhetorical situations.
- Active Reading and Critical Thinking: Active reading is the process of engaging texts to identify main ideas and supporting evidence, to discern surface-level meaning, and to make logical inferences. Critical thinking refers to the ability to investigate ideas and solve problems through analyzing, interpreting and evaluating information, situations, and texts.
- Demonstrate the ability to use active reading strategies and think critically about course materials and concepts.
- Read and comprehend a variety of non-fiction, college-level texts in a variety of genres using active reading processes, including annotation, summary, reflection, response, and evaluation.
- Distinguish main ideas from supporting details, evaluate claims and evidence, make inferences, and interpret texts.
- Demonstrate understanding of vocabulary in texts they read.
- Discuss course texts and use reading as a form of inquiry.
- Integrate information from course texts and their own ideas into their writing.
- Inquiry and Information Literacy in a Digital Age: Inquiry and information literacy refers to asking questions, developing an understanding of documentation, composing texts grounded in evidence, using a variety of print and digital resources, and producing print and/or digital texts.
- Demonstrate their ability to use digital and print technologies to produce, evaluate, document, and submit texts.
- Use word processing software to compose and edit texts.
- Evaluate the relevance and trustworthiness of digital sources.
- Demonstrate understanding of the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.
- Find information using library databases and/or informal digital networks and distinguish between scholarly and popular sources.
- Select and incorporate information from digital and print sources into writing relevant to genre, audience, and purpose.
- Knowledge of Discourse Conventions: Conventions are the formal rules and informal guidelines that define genres; they govern such things as mechanics, usage, spelling, and citation practices. College-level writing often demands adherence to conventions of academic discourse communities. These communities shape readers? and writers? perceptions of correctness or appropriateness.
- Discuss and implement conventions of academic discourse, demonstrate knowledge of various genres and audiences, and use documentation formats.
- Demonstrate understanding that conventions differ across communities, disciplines, and genres.
- Use Edited American English in texts they compose.

- Demonstrate contextually appropriate usage and linguistic structures (e.g. syntax, mechanics) in texts they compose.
- Use conventions of format, structure, style, design, and documentation, appropriate to the text's rhetorical situation.
- Apply documentation and style conventions systematically in their own work using instructor-specified formats (e.g. MLA, APA)

Major Topics to be Included

Writing Processes

Rhetorical Knowledge

Active Reading and Critical Thinking

Inquiry and Information Literacy in a Digital Age

Knowledge of Discourse Conventions

General Education Outcomes

6.1 Produce written works appropriate for the subject, audience, and purpose of a writing task.

6.2 Integrate relevant information from credible sources and apply citation conventions appropriate to the discipline.

6.3 Apply appropriate syntax, grammar, punctuation, and spelling in a writing task.
6.4 Convey and support a central idea using structural conventions.

Course Materials

They Say / I Say with Readings
ISBN: 978393631685
Authors: Graff, Birkenstein, Durst
Publisher: W. W. Norton
Publication Date: 2018
Edition: 4th
Required

The Norton Field Guide to Writing with Readings

ISBN: 9780393655803
Authors: Bullock, Goggin, Weinberg
Publisher: Norton
Publication Date: 2018
Edition: 5th
Required

Course Materials References and Permissions

Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied, or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, or on the internet, please ask me.

Publisher materials have been provided with permission.

Proctored Requirements

There are no proctored assessments for this course.

Course Organization and Delivery Method

Course Organization: Content is organized on a weekly structure that will be available through weekly modules.

Delivery Method: Instruction will be face-to-face. Students will be able to access all materials on Canvas or from the instructor as necessary.

Course-Specific Attendance Policy

Attendance policy will follow the Madison County Public Schools policy.

Grading Policy and Grading Scale

Tests/ Projects/ Formal Writing 50%

Quizzes 30%

Classwork 20%

Course Activities and Assignments

Types of assignments that implement the approach to writing through critical

thinking:

- Literary Analysis

- Literary Summary
- Annotated Bibliography
- Argumentative Essay
- Problem Solution Essay
- Research- based Recommendation Paper
- Problem-Based Learning Worksheet

Late Work

Late work will be reduced 10% of the total potential grade each day that the assignment is late past the original due date. Please note that this policy only applies to late assignments.

Students that are absent to class will follow the Madison County Public School policy that addresses make-up assignments.

Academic Dishonesty Policy

The faculty of Germanna Community College recognizes that [academic honesty](#) is an integral factor in developing and sharing knowledge. We support the concept of academic honesty, practice academic honesty in our classes, and require academic honesty from our students. GCC students are expected to maintain complete honesty and integrity in the completion and

presentation of all academic assignments and examinations. Any student found guilty of cheating, plagiarism, or other dishonorable acts in academic work is subject to disciplinary action.

Academic dishonesty is cheating and stealing. Academic dishonesty includes, but is not limited to:

Using material verbatim from a source without giving credit.

Rewriting material from a source without giving credit.

Using information from an Internet source without giving credit.

Submitting the work of another person as your own work.

Using/copying another student's computer disk.

Copying from another person's paper/test/homework.

Allowing someone else to copy/use your work (e.g., paper, homework, quiz, and

test). Violating VCCS Computer Ethics Guidelines in the pursuit of academic

studies.

Incomplete Grades

The grade of "I" may only be assigned if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. If you would like more information related to incomplete grades, please follow the link below:

Grade system, including incomplete grades

Class Withdrawals

The last day to withdraw without academic penalty can be found on the Academic Calendar. If you would like more information related to course withdrawals, please follow the link below:

Class Withdrawal information

Course Plan for College Closing

Students and instructor will follow the school closure policy of Madison County High

School.

Computer and Digital Literacy Skills

- Comfortable using Canvas
- Sending email with attachments
- Downloading and installing software
- Using video conferencing tools like Zoom
- Proficiency in using Microsoft Office programs like Word, PowerPoint, and

  Excel. Proficiency in using Google Docs, Sheets, and Slides.

- Using online libraries and databases to locate and gather appropriate information.
- Using online search tools for specific academic purposes, including the ability to use

  search criteria, keywords, and filters.

- Properly citing information sources.
- Preparing a presentation of research findings
- Using computer networks to locate and store files or data

GCC Policies & Resources

You can find all Germanna Institutional Policies & Procedures, Student Resources, Student Services, and other helpful information including Disability Services and Title IX inside of Canvas. Click on the GCC Student Resources (as pictured here) link located on the navigation bar on the left side of the screen in any Canvas course to locate them.

Germanna Cares

Any student who faces challenges securing food, transportation, or housing and believes this may affect their performance in the course is urged to contact the Dean of Student

Development. Furthermore, please notify your professor if you are comfortable doing so. This will enable them to direct you to available resources provided by the College.

You may also email germannacares@germanna.edu. A Counselor will reply to your concerns and help direct you the appropriate support services.

ADA Statement- Office of Accessibility Resources (OAR)

Germanna Community College respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in your courses due to the impact of a disability, please contact the Office of Accessibility Resources (OAR). OAR can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the OAR at disabilityservices@germanna.edu, Office of Accessibility Resources website, or call Mr. Win Stevens at (540) 891-3019.

Diversity Statement

Diversity, equity, and inclusion are core values of Germanna Community College. We recognize our responsibility to create, maintain, and nurture an academic and social environment that respects the diversity of people and ideas. We are committed to being an inclusive community that respects all cultures, experiences, and abilities, and that prepares individuals to thrive in a global society.

Statement approved by Faculty Senate, Department Chairs Committee, and Leadership

Council. Virginia Community College System Policy on Diversity and Inclusions

The Virginia Community College System is committed to fostering, cultivating, and sustaining a culture of diversity and inclusion. The VCCS acknowledges the vital impact of a diverse and inclusive community on academic programs, on workforce development and other training, and on the larger communities served by our colleges. Students from diverse backgrounds, taught by faculty and

assisted by staff from similarly diverse backgrounds, benefit from an abundant educational experience that prepares them for success in an increasingly interconnected and multicultural world. Therefore, it is the policy of the Virginia Community College System to employ and retain individuals that reflect our diverse society. A culture of diversity and inclusion shall be manifest in all dimensions of Virginia's Community Colleges.

Germanna Community College Diversity and Inclusion Motto:

"Promoting a Community of Diversity, Equity, Inclusion for ALL"

Syllabus Modifications Statement

The syllabus is subject to change and the instructor will notify students of any changes that are made through Canvas announcements and email.