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ENG 111 College Composition I and ENG 9 Individualized Instruction in Writing

Welcome to [ENG 111 College Composition I](#) and [ENG 9 Individualized Instruction in Writing](#).

ENG 111 is a college-level course in writing while ENG 9 is a non-credit course that provides support for students who need additional help with writing.

These two classes are offered as an Alexandria Campus hybrid class that meets for 3 hours one day a week with online assignments for the other three hours of class time. **You must plan to attend the class meetings.** The online assignments can be completed whenever you choose during the week. However, you are expected to log in to the course at least two times a week to submit work and to access updates and messages. You can expect me to provide feedback and post a grade for class work within 7 days after the due date.

In these courses, you will learn how to write college papers for an audience of teachers and peers. This semester all of the writing and research will be based on a single theme-- **health and health care**. Most people in this class should have a strong opinion on at least one topic related to this theme. Also, material on this theme should be readily available for research and writing. In this class, you will do mainly expository and argumentative essays on this class theme.

You will learn by reading the writing of other people, researching topics of your choice, and drafting and revising your own writing. Learning activities will include class sessions, and group work on Blackboard to review the writing of other students whenever you choose during the week.

What you learn in this course will benefit you by helping you write more clearly and effectively for college and work.

Prerequisites and Objectives

Course Prerequisites

The following are required for entry into this course:

- Take the college placement test and be placed in the course, or have a teacher recommend that you take the course.
- You must be enrolled in both ENG 111-xx and ENG 9-xx (same section number).
- Access to a computer with Internet access and Internet Explorer 8.0.

If you feel you lack any of these, please contact me immediately.

Course Objectives

If you complete this course and do well, you will be able to:

- Write an essay with a clear central idea and specific evidence to support that idea.
- Produce writing that is well organized, unified, and coherent.
- Defend a controversial viewpoint in an essay.
- Write papers relatively free from errors and problems of style.

- Read and understand articles, essays, and books in order to take notes, paraphrase ideas in your own words, and write summaries.
- Research a subject and write a short paper using MLA Guidelines to document the use of sources.
- Use the personal computer to draft, revise, and edit writing.
- Work as a member of a writing community to revise writing.
- Use e-Learning to participate in a college writing course.

Books, Materials, and Learning Tools

Textbooks and Materials

Required:

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Recommended:

- *The Bedford Handbook*, Eighth Edition, Diana Hacker and Nancy Sommers, Bedford/St. Martin's, 2010, ISBN 9780312480134.
- A college-level dictionary. I suggest the *American Heritage College Dictionary* if you do not have one.

Your Email Account

You have been assigned a VCCS email address for use in this and other courses that you take through NVCC or other colleges in the Virginia Community College System (VCCS). You are required to use this email account for any course-related email communication so that we can insure your privacy as required by law. If you don't know your VCCS email address, go to the [Start Page](#) and search for your address.

To log on to your email account and check for mail, go to the [Email Login Page](#). Enter your complete email address as your user name. Use the same password as you use to log onto Blackboard (your date of birth in MMDDYY format, or your current password if you have changed it). If you need help using the email account, go to the Email Login Page and click Help or see [NVCC's Email Tutorial](#) at <http://www.nvcc.edu/ithd/student/email/google.htm>

Please check your email regularly. That is how I will inform you of private, course-related information. I will also reply to your emails at your VCCS account. I will not accept or respond to email sent by you from any account other than the one provided by the VCCS.

However, if the VCCS email is not available for some reason, please contact me via telephone.

Group Pages

You will work in a small group to post rough drafts of your writing and to give feedback on the rough drafts of other members of your group. In this way, you will get feedback from members of the group to help you improve your own writing before it is submitted for a grade. To access your group, select GROUPS. At this point you will be presented with a list of all the groups in this class. Click on the group with your name and then go to the forum that you wish to access.

NOTE: Please see the section on GRADING to determine the number of points you will receive for participating in the GROUP forums.

Discussion Forums

In addition to email, you, I, and the other students in the course will communicate using discussion forums. Discussion forums allow you to post your ideas and comments and read and respond to the ideas and comments of others, without having to be connected to the course at the same time. To access the discussion forums click DISCUSSION BOARD or COMMUNICATION on the left. At this point you will be presented with a list of all the discussion forums. Click on the name of the forum that you wish to access.

Blogs

In this course, you are required to keep an individual class blog that is available to only members of the course. In this blog, you will post entries about course readings, course writing assignments, and reflections on your own writing process.

SafeAssign

SafeAssign is a program that allows you and the teacher to conduct an originality check of your writing. You will receive points for submitting rough drafts to SafeAssign for an originality check. The final drafts of some assignments will also be submitted to SafeAssign.

Overview of Assignments

Research shows that students are most successful with hybrid courses when they start their course work on time and make steady progress. Here is a list of the assignments for each week. Please check ANNOUNCEMENTS regularly for any changes in due dates . All assignments are due online on midnight or 11:59 p.m. (EST) of the day on which they are due. If is an assignment is due before the next class meeting, the assignment is due by midnight before the day of the next class meeting.

| Week | Assignments | Important Dates |
|------|--|---|
| 1 | Read Syllabus Take Syllabus Quiz Begin class blog on goals Post a blog on <i>Better</i> | College Classes begin xx (First class meeting is xx) |
| 2 | Post a blog on <i>Better</i> Respond to the Forum on Topics for the Personal Narrative | |
| 3 | Post Rough Draft of Essay 1: Personal Narrative in Group | Last day to drop with tuition refund or change to audit - xx |
| 4 | Post Critiques of Rough Drafts of Two Personal Narratives in Group | |
| 5 | Post Editing Draft of the Personal Narrative in Group (extra credit) Post Comments on Editing Drafts of Two Personal Narratives in Group (extra credit) Respond to the Forum on Individual Research Topics | |
| 6 | Submit Final Draft of Essay 1: Personal Narrative for Grading | |

| | | |
|----|---|--|
| | Blog on Strategies that Worked for Writing the Personal Narrative | |
| 7 | Submit rough draft of Write Up 1 and Write Up 2 to SafeAssign Submit Write Up 1 of an Article for Grading Submit Write Up 2 of an Article for Grading | |
| 8 | Submit corrected copy of Essay 1 Post Rough Draft of the Essay 2: Summary and Response Essay in Group | |
| 9 | Submit a search of ProQuest by email to your teacher. Post Critiques of Two Rough Drafts of the Essay 2: Summary and Response Essay in Group | Last day to withdraw without grade penalty-xx |
| 10 | Post Editing Draft of Summary and Response Essay in Group (extra credit) Post Comments on Editing Drafts of Two Summary and Response Essays in Group (extra credit) Submit rough draft of Essay 2 to SafeAssign Submit Final Draft of Essay 2: Summary and Response Essay for Grading | |
| 11 | Submit rough drafts of Write ups 3 and 4 to SafeAssign Submit Write Ups 3 and 4 of Two Articles for Grading Blog on research progress | |
| 12 | Post the Rough Draft of Essay 3: Argumentative Research Paper in Group | |
| 13 | Post Critiques of Two Rough Drafts of Essay 3: Argumentative Research Paper in Group Submit corrected copy of Essay 2 | |
| 14 | Final Exam, Part 1 Submit rough draft of the Argumentative Research Paper in SafeAssign Post Editing Draft of the Argumentative Research Paper in Group (extra credit) Post Comments on Editing Drafts of Two Argumentative Research Papers in Group (extra credit) | |

| | | |
|-----------|---|-------------------------|
| 15 | <p>Submit Final Draft of the Essay 3: Argumentative Research Essay for Grading</p> <p>Blog reflecting on writing for the course Respond to Forum on Discussion Board on the book <i>Better</i> Respond to the Forum on Discussion Board on Advice to Future Students</p> | |
| 16 | <p>Complete Final Exam, Part 2: Summary and Response Essay on Article Related to Course Theme</p> <p>Complete Course Evaluation</p> | Final Exam - TBA |

Grading

Grading for ENG 111

Your grade in ENG 111 College Composition I is based on the following items.

| Assignments | Points | Percentage of Final Grade |
|--|-------------|---------------------------|
| Essay 1 (Personal Narrative of 500-750 words on a topic of your choice related to the course theme) | 100 | 10% |
| Essay 2 (Summary and Response Essay of 500-750 words on an article on your research topic) | 100 | 10% |
| Essay 3 (Argumentative Research paper of 1500-3000 words on your research topic citing at least 6 secondary sources) | 200 | 20% |
| Write-ups of 4 articles on your research topic (Each article counts as 25 points) | 100 | 10% |
| Grade in ENG 009 Individualized Instruction in Writing | 200 | 20% |
| Final Exam, Part 1: Critique of a student essay | 100 | 10% |
| Final Exam, Part 2: Summary and Response Essay on an article related to the theme of the course | 200 | 20% |
| Total | 1000 | 100% |

The points you receive on an individual assignment are based on the following scale.

| Assignment Grade | Points Earned on 200-Point Scale (Research Paper) | Points Earned on 100-Point Scale (Essays) | Points Earned on 25-Point Scale (Write-ups) |
|------------------|---|---|---|
| A+ | 200 | 100 | 25 |
| A | 190 | 95 | 24 |
| A- | 182 | 91 | 23 |
| B+ | 178 | 89 | 22 |
| B | 170 | 85 | 21 |

| | | | |
|----|-----|----|----|
| B- | 162 | 81 | 20 |
| C+ | 158 | 79 | 19 |
| C | 150 | 75 | 18 |
| C- | 142 | 71 | 17 |
| D+ | 138 | 69 | 16 |
| D | 130 | 65 | 15 |
| D- | 122 | 61 | 14 |
| F | 118 | 59 | 13 |
| NC | 0 | 0 | 0 |

Your final grade is based on the following 100-point scale.

| Grade | Points |
|-------|----------|
| A | 900-1000 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | 0-599 |

Grading for ENG 009

Your grade in ENG 009 Individualized Instruction in Writing will be based on the following items.

| Assignments | Points | Percentage of Final Grade |
|--|--------|---------------------------|
| Blog entry on goals | 100 | 10% |
| Six responses to writing of members of your group (50 points for each response; no credit for a late response) | 300 | 30% |
| Three essays posted for response (50 points for each essay; no credit for a late posting) | 150 | 15% |
| Search of an online database on your research topic | 200 | 20% |
| Five blog entries in addition to goals entry | 50 | 5% |
| Responses to four Discussion Board forums | 40 | 4% |
| Posting rough drafts to SafeAssign | 60 | 6% |
| Corrected copies of Essay 1 and Essay 2 | 100 | 10% |
| Total | 1000 | 100% |

Your final grade in ENG 009 is based on the following 100-point scale.

NOTE: This grade will appear on your grade report as a Satisfactory/Unsatisfactory Grade, but the points and letter grade will count toward your ENG 111 grade. You must receive a grade of C or better on this point scale to receive S in ENG 009. You must receive a grade of S in ENG 009 to pass ENG 111 with a grade of C or higher.

| Grade | Points | Grade Reported for ENG | Points Used to Compute |
|-------|--------|------------------------|------------------------|
|-------|--------|------------------------|------------------------|

| | | 009 for College Transcript | ENG 111 Grade |
|----|----------|----------------------------|---------------|
| A+ | 1000+ | S | 200 |
| A | 900-1000 | S | 190 |
| B | 800-899 | S | 170 |
| C | 700-799 | S | 150 |
| D | 600-699 | U | -- |
| F | 0-599 | U | -- |

Attendance

Regular class sessions are held on campus on on **Tuesday, 1:30-4:15 in Room AA242. You are required to attend these sessions. If you fail to attend more than 3 sessions without written permission from the teacher, before Mar. 23, you will be withdrawn from the course. After Mar. 23, you will receive a grade of F for ENG 111 and a grade of U for ENG 9.**

NOTE: You must attend the full class meeting to be counted present at that meeting. Written permission to be absent will be given only in special cases and may require documentation from you.

Withdrawal from this course

You may withdraw yourself from this course at any time until your **Last Withdrawal Date** of **xx** You must withdraw before the **Last Refund Date** of **xx** to receive a refund.

I will withdraw you from the course on xx if you have been absent for more than 3 class meetings before xx. Under certain circumstances, I may permit more than 3 absences, but you must get written permission from me in order to keep from being withdrawn from the course on xx.

After xx you may request a withdrawal from the course only for serious and extenuating circumstances. For you to receive a grade of W, your request must be approved by your teacher and by the Division Dean.

Incompletes

The incomplete grade is used for verifiable unavoidable reasons. If you have made significant progress in your course and you have reasons that can be documented as unavoidable, you may request a grade of Incomplete. To request a grade of Incomplete for this course, you must:

- Have satisfactorily completed **75% of the course work.**
- Explain your extenuating circumstances to me in writing.
- Provide a plan for completing the remaining assignments in writing.

Grading Criteria for ENG 111

This set of criteria will be used to evaluate essays submitted for grading ENG 111 College Composition I.

The A Essay

The A paper reflects excellence in a student's thinking and writing. This paper deals with one topic, focused to fit the length and scope of the discussion. In addition, the essay offers a clear thesis that provides an opinion about that topic; this thesis guides the discussion throughout the remainder of the paper.

Each paragraph in the A essay uses specific evidence to support the thesis. In turn, the paragraphs are related, and they lead smoothly from one to another. No ambiguity or illogical thought affects the discussion. Also the writer has carefully documented the ideas and writing of others in an acceptable format.

The writing in the A essay is clear and concise, and it makes use of college-level diction and standard American English. This paper maintains a consistent point of view and is free from serious grammatical errors, such as fragments and dangling modifiers. If the paper contains minor errors (an occasional spelling or pronoun problem, for instance), they do not detract from the main points in the discussion.

The B Essay

The B paper contains better than average writing, but it lacks the excellence of thought and insight reflected in the A essay. The B essay deals with a focused topic, and its thesis expresses an opinion about that topic, but the thesis lacks the clarity and originality of the A paper.

The paragraphs in this essay are supported by specifics, though the development of each is less than in the A paper. These paragraphs will lead smoothly from one to the other. In addition, the overall discussion is sound and intelligent. The ideas and writing of others are documented in an acceptable format.

The writing is clear and uses idiomatic English. The paper may contain a few minor errors in grammar and usage, but otherwise, the level of writing adheres to standard American English, at the college level.

The C Paper

The C grade reflects the ability to write satisfactorily: however, the writing lacks the development, depth, or insight of an A or B paper. The C paper frequently has a broader topic than in the A or B paper. Either it spends more time than necessary on the background material, or it neglects to provide the pertinent information for the audience to understand the discussion.

In addition, the C essay uses general, undeveloped remarks to support its thesis, whereas specific, expanded examples are needed. However, the discussion is basically logical, and each of the paragraphs in the essay supports the thesis. Also the writer attempts to document the words and ideas of others in an acceptable format.

Although this essay may have several grammatical errors and spelling problems, its language adheres to standard American English, perhaps with an occasional lapse in idiomatic expressions.

The D Paper

The D essay indicates that a student has not met the standards of satisfactory writing. This paper usually has little focus, often as a result of a topic that is too broad for the length and scope of the essay. The D essay may lack a clear thesis statement that reflects an opinion about the topic.

In addition, the discussion in the paper is general, vague, and undeveloped, sometimes even digressive. The words and ideas of others are not documented satisfactorily.

The D essay usually has a number of serious grammatical, spelling, and/or punctuation errors that blur the thoughts. Also the language frequently falls below standard American English usage.

The F Paper

The F essay indicates the student has failed to meet the minimum criteria for the assignment. The F essay often has no focus. The F essay usually contains writing that rambles or is incoherent. It has so many serious grammatical, spelling, and/or punctuation errors that the errors interfere with the communication of ideas.

The NC Essay

The NC (no-credit) essay is writing that does not address the basic criteria of the assignment. The writer has either failed to understand the requirements of the assignment or has chosen to disregard the requirements of the assignment.

Note: This set of criteria is based on criteria written by Robert Brunner of the Alexandria Campus English

Final Exam

The final exam will be in two parts. For the Final Exam, Part 1, you will write a critique of a student essay that I will select. This critique should be approximately 500 words. This critique is worth 100 points and will count 10% of your final grade in ENG 111. This exam will be given during a regularly scheduled class meeting. The date will be announced later.

For the Final Exam, Part 2, you will write an essay in response to an article related to the course theme. This essay should be between 500 and 750 words. The essay is worth 200 points and will count 20% of the final grade in ENG 111.

Final Exam - TBA

Resources

Blackboard Information

The software platform that was used to build this course is called Blackboard. Blackboard provides an online student manual you can reference that describes all the functions in Blackboard. To link to the manual, click TOOLS on the left side of the screen and then click USER MANUAL.

Computer Use

When enrolling in a NOVA course, you are bound by the computer use agreement found in the [NOVA Student Handbook](#). This agreement, which includes email and any course management system such as Blackboard, states that users may not transmit or make accessible offensive or harassing material, including obscene materials

Alexandria Writing Assistance Center

The Alexandria Writing Assistance Center is open to all NVCC Students for help with writing. Trained tutors will provide help with your writing assignments at all stages of the process. You may visit the Center at its campus location or you may submit your work online for help with the writing. The tutors will not edit the writing for you, but they will help you locate errors and make suggestions for improving your writing. Please visit the [Alexandria Writing Assistance Center](#) for more information about their services.

Library Use

The NOVA libraries provide two valuable services for distance learners. **Remote Library Access** allows access to the library catalog and databases from off-campus sites. Follow the directions on the site for setting your browser. **Ask a Librarian** allows you to chat online about your research with a librarian. You may also send email or phone directly. At the main [Library Page](#) you will also find links to university libraries around the state and local area, and to resources on the Internet. libraries around the state and local area, and to resources on the Internet.

Accommodation Services for Students with Special Needs

Any student with a documented disability needing academic adjustments or accommodations is encouraged to contact a Counselor for Disability Services. Contact information for the disability services counselors and services provided can be found online at <http://www.nvcc.edu/current-students/disability-services/index.html>. All information is kept confidential and may increase your chances of success in the academic setting.

Plagiarism

According to the [NOVA Student Handbook](#), 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.

Credit should be given through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Credit not only direct quotations but also paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. (The library web site has examples of proper citations.)

Also, give credit to the source of information and graphics accessed electronically through the Internet. This material includes e-mail (don't cite or forward someone else's e-mail without permission); newsgroup material; and information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page.

Good academic work must be based on honesty. Plagiarism is dishonest and cannot be tolerated in an academic setting. The consequences of plagiarizing are detailed in the NOVA Student Handbook. In short, when such misconduct is established as having occurred, the student faces possible disciplinary actions ranging from admonition to dismissal, along with any grade penalty the instructor might impose.

Use of SafeAssign

This course will make use of SafeAssign, a plagiarism prevention service offered in all Blackboard courses. This service helps teachers prevent plagiarism by detecting unoriginal content in student papers. The program is also designed to help educate students about plagiarism and importance of giving credit for any borrowed content.

For certain assignments in this course, you will be asked to submit your assignment using a link that will submit your essay to SafeAssign for a check for copied content. You and the teacher will receive an originality report on your assignment. In some cases, you may be asked to submit your paper more than once. First, you will submit the paper as a draft to detect any unsuspected plagiarism. Then you will have a chance to work on your writing before submitting a final draft for a grade.

Netiquette

Clear communication of meaning depends entirely on your word choice and visuals, so choose your words and visuals carefully. Listed below are some suggestions to ensure effective online communication.

Do not type all upper case letters, which are difficult to read and considered the electronic version of "shouting."

Be courteous, even when you disagree, and always provide clear, logical support for your views.

As a member of the academic community, conduct yourself in person, in print, and online in a responsible way and in the spirit of courteous educational inquiry.

Abide by the policies of the college and the laws of the state and the country listed in the Student Handbook.

If you have any questions about college policies for online communication, please see the ELI Web page at <http://eli.nvcc.edu/orientation/netiquette.htm>