



English 112
Face-to-Face
Tuesday and Friday 112-9V1B 7:30 - 9:10
Tuesday and Friday 112-9V2B 9:15-10:50
Wolk Hall, Rm 104
Fall 2024 and Spring 2025
3 Credits

Instructor Information

Name: Mrs. Mindy Stephens *she/her*

Contact Info: Email: mstephens@mvgshome.org
Phone: 540-347-6237

Office Location: LRCC Warrenton, Wolk 112-B

Student Engagement Hours: M-F: 11-2:45

Instructor Communication: Email is preferred, emails received on the weekend are generally managed on the first day of the work week.

Student Communication: Please use your MVGS Google accounts for our communication.

Course Description

College Composition II further develops students' ability to write for academic and professional contexts with increased emphasis on argumentation and research. Requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper. This course requires proficiency in using word processing and learning management software. This is a UCGS transfer course.

General Course Purpose

In ENG 112, students will apply critical thinking and reading techniques, demonstrate knowledge of rhetorical strategies, and conduct independent research to produce a range of academic and multimodal texts that effectively analyze, synthesize, and argue, culminating in a fully documented research paper.

COURSE PREREQUISITES: ENG 111

Learning Resources

- *Siddhartha* by Hermann Hess
- *The Analects* by Confucius
- *Sun Tzu's The Art of War: A Graphic Novel* illustrated by Pete Katz
- *The Face: Cartography of the Void* by Chris Abani
- *Death and the King's Horseman: A Play* by Wole Soyinka
- *The Bustan of Sadi*, tr. by A. Hart Edwards
- *The Conference of the Birds* by Peter Sis
- *Searching for Stars on an Island in Maine* by Alan Lightman
- *The Elements of Style* by William Strunk, Jr., and E.B. White
- Additional texts as announced

Major Topics

- Writing Processes
- Rhetorical Knowledge and Application
- Critical Thinking and Argumentation

- Research and Information Literacy
- Knowledge of Discourse Conventions

Technology Resources

- MVGS students are provided with a laptop, or they may bring their own device if it is properly identified. It is expected that each student will have their device with them each class day.
- Course will be managed using the Google Classroom online platform. Students can access the syllabus, updated instructor information, and class assignments using their mvgs home.org accounts.

Grading and Evaluation

1. **Class Engagement/Homework**
2. **Classwork/Quizzes** Classwork is generally a group assignment based on a clear rubric. Most quizzes are completed individually through Google Docs to assess understanding of reading and class content, often completed at home.
3. **Projects** Projects are major “classwork” assignments that include both individual and group assignments. Assessments are more heavily weighted than quizzes due to content and learning objectives, and they are completed in class.
4. **Writing** Memoir entries, reading responses, and reflections will be assigned throughout the year. Additionally, students will complete two literary analysis essays, each at least 750 words long (not counting the Works Cited page). Students will also research and write a research paper. This paper may be written on a topic relevant to our study in non-Western humanities, and it must be at least 1,500 words (not counting the Works Cited page), using 6 – 8 sources appropriate for college level research. A separate assignment sheet will list the paper requirements. You will complete a topic sheet and annotated bibliography ahead of time.

Name/Type of Assessment	Points/Percent of Final Grade
Class Engagement/Homework	10%
Classwork/Quizzes	25%
Projects/Assessments	30%
Writing	35%
<ul style="list-style-type: none"> <i>The Face: Cartography of the Void</i> – Literary Analysis Essay 	(10%)
<ul style="list-style-type: none"> <i>Siddhartha</i> - Literary Analysis Essay 	(10%)
<ul style="list-style-type: none"> Research: Published Draft 	(15%)
TOTAL	100%

Submitting Assignments

- **Late-work:** Work is expected to be completed on time. Late work will accrue a daily grade penalty: one letter grade will be deducted per **calendar day** of lateness, once an assignment has been reduced to a 50%, its acceptance is at the discretion of the instructor.
- **Make-up work:** After an absence, please contact your instructor via email within 24 hours to discuss make-up work.

Grading Scale

Students will be assigned the following final letter grades, based on calculations coming from the grading and evaluation section above.

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

College Policies

Faculty and students are responsible for being familiar with Student Policies as outlined in the Student Handbook. You will be required to follow the attendance policy and student code of conduct for your school or school division.

Academic Integrity

- **Academic integrity & collaboration**

- Students and faculty are expected to act with integrity in their educational pursuits. The [Academic Honesty](#) policy describes the responsibilities of students, faculty, and administration in upholding academic integrity. Academic honesty is essential to develop students' full intellectual potential and self-esteem. A student caught cheating will be held responsible at both the college and high school setting.
- First offense: Student will receive no credit for the assignment, and parents/guardians and administrators will be informed of the reasons for the grade deduction.
- Second offense: Students will receive no credit for the assignment, and they will be referred to the administrator for disciplinary action according to the dictates of their school district and Laurel Ridge Community College.

- **Artificial Intelligence (AI)**

- Please be aware that the use of AI, paraphrasing tools, rewriting tools, or any other method of generating unoriginal writing is strictly prohibited. Sites like Grammarly can be used for grammar-checking your work, and the predictive text models used by sites like Google are also permitted, but students should be conscious and diligent about avoiding plagiarism in those instances. All digital writing assignments must be created within the Google Classroom document to show the writing process.
- We will do a substantial amount of writing in class, and in the event that plagiarism is suspected, samples of the questionable work will be compared to original writing samples to check for a match with student voice. In some instances, the student might be asked to produce writing in a proctored setting to evaluate for the use of AI in a questionable assignment. Fear of receiving a bad grade or poor time management are not reasons to use plagiarizing tools to create unoriginal content.

Accessibility

- **Accommodations for students with disabilities**

Laurel Ridge Community College is committed to ensuring that students with documented disabilities have the opportunity to take part in educational programs and services in accordance with the requirements of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students seeking accommodations must make application with the Disability Counselor in the Office of Accommodations and Disability Services. Accommodations will be made in this class in accordance with the Accommodation Letter from the Disability Counselor. For courses dual enrolled at the high school, please discuss this with your high school counselor.

Wellness

- **Statement on student wellness**

- As a student, you may experience a range of challenges that can interfere with learning. If wellness concerns or stressful life events diminish your academic performance and/or reduce your ability to participate in daily activities, consider contacting your School Counselor.

College Services Contact List

- [Library](#)
 - Text: 540-318-1123
 - Phone: 540-868-7170 (Middletown) or 540-351-1596 (Fauquier)
- [Tutoring](#)
 - Online tutoring can be accessed through [Brainfuse](#)
- [Testing Center and Proctored Exams](#)
- For Dual Enrollment Services, please call 540-868-7210.
- College Front Desk: Call: 800-906-5322

Other Course Information

Student Conduct Policy

- Students will adhere to the conduct policies outlined in the MVGS Student Handbook. Additionally, students must adhere to the LRCC Code of Conduct.

Revisions/Updates to Syllabus

- Expanded information and revisions and/or updates to the syllabus will be provided via email and Google Classroom.

Course Objectives

- Writing Processes: Successful writers use multiple composing processes to conceptualize, develop, and finalize projects. Composing processes are both recursive and flexible, adapted to different contexts and occasions to meet purpose and audience.
 - Demonstrate the ability to apply a recursive writing process to create a variety of academic texts, including at least one fully documented, original research paper, producing a total of at least 4500-6000 words (approximately 15-20 pages) of polished, graded writing.
 - Independently apply the writing process, including planning, drafting, revising, editing, reflecting, and sharing compositions.
 - Examine and analyze their experiences and readings as sources of material for writing and engage with complex ideas, which they incorporate in well-structured prose that considers the purpose, audience, and genre
 - Effectively apply organizational strategies to open and close their texts and to move the reader between and within ideas, paragraphs, and sentences.
 - Reflect on the rhetorical situation of their compositions and revise to improve.
 - Revise and edit to improve clarity and correctness of writing.

- Rhetorical Knowledge and Application: Rhetorical knowledge is the ability to analyze writing, reading, and speaking occasions and make strategic choices to navigate the rhetorical situation. Rhetorical knowledge includes the ability to demonstrate command of purpose, audience, and context.
 - Apply rhetorical principles (i.e. purpose, audience, stance, genre, context) in order to improve the quality of the texts they create.
 - Apply their rhetorical knowledge (e.g. audience, purpose, context, genre, and design) to reading texts in a variety of genres and media (e.g. print and digital).
 - Apply knowledge of rhetorical context to guide their choices of evidence, language, organization, and rhetorical and persuasive strategies in texts they create.
 - Demonstrate their understanding of the impact of genre, audience, context, and media on the stance, tone, design, and content of the texts they compose.
- Critical Thinking and Argumentation: Critical thinking refers to the ability to investigate ideas and solve problems through analyzing, interpreting and evaluating information, situations, and texts. Critical reading is the practice of making connections between and among texts to develop complexity and discern implications of ideas.
 - Analyze and investigate ideas from multiple perspectives and to apply sound reasoning to arguments, their own and others'.
 - Develop and apply strategies for critical thinking, reading, and writing processes, including inductive and deductive reasoning.
 - Read, comprehend, summarize/paraphrase, analyze, synthesize, and evaluate college-level, cultural texts in a variety of genres.
 - Examine subjects from multiple perspectives and recognize their own biases to formulate and express their own perspective.
 - Recognize, gather, and test factual and inferential evidence and avoid logical fallacies in their own writing.
 - Identify different parts of an argument including concession, counter argument/refutation, and confirmation.
- Research and Information Literacy: Research is the process of promoting inquiry by asking questions, finding appropriate resources, evaluating their value, incorporating them successfully into a text, and developing an understanding of documentation to produce complex, effective texts grounded in evidence. Information literacy encompasses the know-how to use print and digital media to find, select, evaluate, and incorporate sources relevant to personal, scholarly, and professional pursuits.
 - Engage independently in extended, formal research processes.
 - Apply research processes to select a topic, develop effective research questions, identify relevant information, and locate sources, using print and digital media/networks.
 - Discern between scholarly and popular sources and evaluate their merit and reliability.
 - Select sources appropriate to rhetorical situation, including genre, purpose, audience, and context.
 - Synthesize and incorporate information and ideas from sources into compositions using correct summary, paraphrase, and direct quotation, documenting sources to avoid plagiarism and in order to support analytical and/or argumentative purposes.
 - Demonstrate knowledge of intellectual property and fair use in applying correct documentation of sources using instructor-specified formats and style guides (e.g. MLA, APA).
- Knowledge of Discourse Conventions: Conventions are the formal rules and informal guidelines that define genres; they govern such concepts as mechanics, usage, spelling, and citation practices. Writing in academic and professional contexts demands adherence to various conventions of discourse communities that shape readers' and writers' perceptions of correctness and appropriateness.

- o Implement conventions of academic discourse to produce texts with effective approaches, style, and formats
- o Demonstrate understanding that conventions differ across communities, disciplines, and genres.
- o Use Edited American English in texts they compose.
- o Demonstrate contextually appropriate usage and linguistic structures (e.g. syntax, mechanics) in texts they compose.
- o Select and apply conventions, including multimodal techniques/strategies, to choices for design, style, structure, paragraphing, tone, diction, and vocabulary.
- Use correct documentation and design systematically in their own work using instructor-specified formats and style guides (e.g. MLA, APA).

Course Schedule

This section will contain a broad overview of the course schedule.

Week	Course Content
1-2	<p><i>Share Your World</i>: Introductory Multimedia Slide Presentation Introduction to Creative Non-Fiction (David George Haskell) Self-Reflection: How Culture Influences Identity Introduction to <i>The Face: Cartography of the Void</i> – Literary Analysis Essay My Face: A Memoir in Seven Parts My Face: Caveat (Part I)</p>
3-4	<p>Time as a Conundrum: <i>All You Zombies</i> by Robert A. Heinlein Time as Culture: How Different Cultures Understand Time Time as Communication: Calling All Earthlings Save the World Position Paper – Formal Essay Response, Final Draft (APA format)</p>
5-7	<p>Research: Developing an Effective Research Question Rhetorical Analysis: Famous Speeches Rhetoric Hunt Gaining an Historical Perspective: Introduction to Ancient India <i>Siddhartha</i> and a Journey to the Indian Subcontinent</p>
8-11	<p>Research: Explore and Focus—Define the Question <i>The Elements of Style (Chapter 1)</i>: Elementary Rules of Usage India: Arts and Culture Dominant Features of Indian Philosophy and Societal Structure <i>Siddhartha</i> - Literary Analysis Essay <i>Siddhartha</i> and Ancient India Test</p>
12-15	<p>Research: Consider the Source My Face: Orientation (Part II) Visual Rhetoric Rhetoric Review and End-of-Unit Test The Three Philosophies of China and <i>The Tao of Pooh</i> by Benjamin Hoff <i>The Vinegar Tasters</i> – Art and Culture The Tao of Pooh Project: Global Connections Found in the Hundred Acre Wood Lessons from <i>The Art of War</i> by Sun Tzu - Formal Essay Response, Final Draft (APA format)</p>

<p>EXAM 11/22/24</p>	<p>SAT Vocabulary/Cumulative Non-Western Humanities Exam (1st Semester)</p>
<p>16-18</p>	<p>Research: Annotated Bibliography (6-8 Sources) My Face: Part III My Face: Part IV The Virtues of Confucianism and <i>The Analects</i> of Confucius “The MVGS Analects of the Class of 2025” – A Whole Class Project</p>
<p>19-23</p>	<p>Research: Outlining and Organizing Content Research: Intellectual Property and Fair Use Documentation</p>
<p>24</p>	<p>My Face: Part V <i>The Elements of Style (Chapter 3): A Few Matters of Form</i> Haiku: The Heart of Japan in 17 Syllables</p>
<p>25-28</p>	<p>Research: Rough Draft (1500 words or more) My Face: Part VI Symbolism in the Arts Art Criticism Introduction to Sufi Islam: <i>The Conference of the Birds</i> by Peter Sis (a visual interpretation of ancient Sufi epic poetry) <i>Death and the King’s Horseman: A Play</i> (a classic tale of tragic decisions in traditional African culture) “Art Changes the Way We See the World” Formal Essay Response, Final Draft (APA format)</p>
<p>29-31</p>	<p><i>The Elements of Style (Chapter 5): An Approach to Style</i></p> <p>Research: Published Draft My Face: Part VII <i>Searching for Stars on an Island in Maine</i> by Alan Lightman Whole class discussions about science, philosophy, and our place in the universe</p>
<p>32-36</p>	<p>Research: Presentation</p> <p>My Face: Final Edits and Bookbinding Event</p>

Academic Dates

- Courses dual enrolled at the high school have unique drop and withdraw dates. They are not the same as outlined on the college's website for courses offered at LRCC. Please follow these dates for this course:

Last date to drop: 9/24/2024

Last date to withdraw: 1/24/2025

Drop = Student receives a refund from the counseling office and class does not appear on LRCC transcript.

Withdraw = Student does not receive a refund and class appears on LRCC transcript with a "W."
In order for a student to drop or withdraw, the student must go to the Director of School Counseling to fill out the drop/withdraw form. The student must sign the form. If a student leaves your class or moves away, please notify the Director of School Counseling immediately so the student can be dropped or withdrawn as appropriate

Subject to Change

- This syllabus and the accompanying schedule are subject to change. Any revisions to these documents will be posted in Google Classroom and an email and announcement will be sent notifying students of the revisions.