



English 111
Face-to-Face
Monday and Thursday 111-9V1B 7:30 - 9:10
Monday and Thursday 111-9V2B 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.

VCCS's/Laurel Ridge's Course Content Summary

Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. This is a Passport Transfer course.

Learning Resources

- *The Allegory of the Cave, The Apology, and Crito* by Plato
- *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
- *A Modest Proposal* by Jonathan Swift
- *The Gettysburg Address* by Abraham Lincoln
- *The Scientific Revolution* by James R. Jacob
- *Frankenstein* by Mary Shelley
- *Braiding Sweetgrass* by Robin Wall Kimmerer
- *The Astonishing Life of Octavian Nothing* by M.T. Anderson
- *A Sense of the Mysterious* by Alan Lightman
- *Let's Get Writing* <https://vwcceng111.pressbooks.com/front-matter/title-page/>
- *Let's Read* <https://viva.pressbooks.pub/compreader/>
- Additional texts as announced

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 mvghome.org accounts.

Grading and Evaluation

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"> “Shadows in 21st Century Culture” Formal Essay (4-5 pages published draft) 	5%
<ul style="list-style-type: none"> Who’s Who in the Scientific Revolution: Discovering the Law of Improvement Timeline with Detailed Narrative 	5%
<ul style="list-style-type: none"> Paracelsus, the Alchemists, and Mary Mary Shelley— How Do Science and Science Fiction Interact? Individual Research (4-5 pages published draft) 	5%
<ul style="list-style-type: none"> Writing an Abstract (APA) (1 page published draft) 	5%
<ul style="list-style-type: none"> Reciprocity vs. the Windigo: Finding Balance in the Information Age Formal Essay (4-5 pages published draft) 	5%
<ul style="list-style-type: none"> Brief But Spectacular: Final Persuasive Essay/Personal Narrative and Presentation (2-3 pages published draft) 	10%
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:** 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)

Course Schedule

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

Week	Course Content
1	Introductory PowerPoint Presentations Writing Pre-Assessment
2-4	Introduction to Course Theme: Perception The Socratic Problem: Socrates, Plato, <i>The Allegory of the Cave</i> , <i>The Apology</i> , and <i>Crito</i> “Shadows in 21 st Century Culture” Formal Essay (4-5 pages published draft)
5-7	Introduction to First Quarter Comparison Novel: <i>The Hitchhiker’s Guide to the Galaxy</i> <i>The Hitchhiker’s Guide to the Galaxy</i> : A Study in Satire and Rhetoric Syntactic Analysis of Vogon Poetry SAT Vocabulary/Close Reading Unit 1
8-11	Vogon Poetry: Poems, Imagery, and Videography as a Persuasive Medium <i>The Hitchhiker’s Guide to the Galaxy</i> and <i>A Modest Proposal</i> Writing Vogon Poetry SAT Vocabulary/Close Reading Unit 2
12-15	Introduction to <i>The Scientific Revolution</i> Who’s Who in the Scientific Revolution: Discovering the Law of Improvement SAT Vocabulary/Close Reading Unit 3
16-17	Introduction to <i>Frankenstein</i> Dialogue Punctuation Individual Research : Paracelsus and the Alchemists—Does Science influence Science Fiction? (4-5 pages published draft) SAT Vocabulary/Close Reading Unit 4
18	Progressive Storytelling Event

19-20	<p>Writing Rules to Remember</p> <p>The Writing Process</p> <p>Madman, Architect, Carpenter, Judge: A Creative Journey Through the Writing Process</p> <p>SAT Vocabulary/Close Reading Unit 5</p>
21-24	<p><i>The Astonishing Life of Octavian Nothing</i></p> <p>Research: Recognizing Valid Resources</p> <p>Research: Writing an Abstract (APA) (1 page published draft)</p> <p>SAT Vocabulary/Close Reading Unit 6</p>
25-30	<p><i>Braiding Sweetgrass</i></p> <p>SAT Vocabulary/Close Reading Unit 7</p> <p>SAT Vocabulary/Close Reading Unit 8</p> <p>Reciprocity vs. the Windigo: Finding Balance in the Information Age Formal Essay (4-5 pages published draft)</p>
31	<p><i>A Sense of the Mysterious</i> (Chapters 1-5)</p> <p>Meet Alan Lightman, world-class astrophysicist, Princeton humanities professor, and prolific writer.</p> <p>Words, Metaphors in Science, Inventions of the Mind, The Contradictory Genius (Einstein)</p>
32	<p><i>A Sense of the Mysterious</i> (Chapters 6-8)</p> <p>Does Science Fiction Inspire Scientific Discovery?</p> <p>"Dreaming with Einstein" – Fiction Meets Science</p>
33	<p><i>A Sense of the Mysterious</i> (Chapters 9-11)</p> <p>SAT Vocabulary/Close Reading Unit 9</p>
34-36	<p>Brief But Spectacular: Final Persuasive Essay/Personal Narrative and Presentation (2-3 pages published draft)</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.