

**NEW RIVER COMMUNITY COLLEGE
DUBLIN, VIRGINIA**

COURSE PLAN

Course Number and Title: ENG 111, English Composition I (3 credits)

Prepared by: English Faculty Spring 2025
(Instructor) (Date)

Approved by: *S. Talbert-Hungry* Spring 2025
(Dean) (Date)

I. Course Description

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 and UCGS transfer course. Lecture 3 hours. Total 3 hours per week. 3 credits

II. Introduction

ENG 111 prepares students to write in academic and professional contexts. Students will apply the writing process to generate ideas, organize their thoughts, draft texts in various genres and modes (e.g. digital and print), and revise, proofread, and edit to improve writing. Students will produce texts that reflect critical thinking and knowledge of active reading and rhetorical situations. Students will develop information literacy, learning to use traditional and digital technologies to conduct introductory research. Students will produce multiple texts, totaling at least 4500 words (15 pages typed).

To enroll in ENG 111, students must achieve satisfactory scores on the VPT-English placement test or the SAT, as established by the VCCS and adopted by their college, or have successfully completed ENF 1, ENF 2 or be co-enrolled in ENF 3.

English Department strongly recommends that students who are unfamiliar with writing on a computer take a word processing course.

III. Student Learning Outcomes

Goal One : 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.

Goal Two : 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.

Goal Three : 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.

Goal Four : 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.

Goal Five : 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)

IV. General Education Student Learning Outcomes Included in Course

General education at NRCC provides the educational foundation necessary to promote intellectual and personal development. Upon completing the associate degree, graduates will demonstrate competency in student learning outcomes in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, and 6) written communication.

This course includes the following general education student learning outcomes:

- Identify the problem or complex issue and its various parts
- Identify central issues and assumptions of a problem or issue
- Seek and evaluate the information needed to fully understand the problem or complex issue
- Identify complexities of an issue, relevant perspectives and/or important relationships when taking a position on a complex issue or problem
- Analyze various perspectives of a problem or complex issue in order to reach a well-reasoned conclusion or solution
- Communicate a controlling idea in a manner appropriate to the audience and occasion
- Critically evaluate and integrate qualitative and/or quantitative evidence in written communication
- Students will be able to demonstrate critical reading proficiency by identifying rhetorical patterns, main and supporting ideas, and appropriate responses to college-level texts
- Interact with honesty and integrity.

V. Instructional Methods

- A. Lecture and class activities
- B. Peer evaluation and group discussion
- C. Instructor/student conference

VI. Instructional Materials

Individual instructors may require textbooks unique to their course. Please consult your instructor's syllabi for more information. They also may indicate additional required materials, such as notebooks, dictionaries, etc. This information will be shared with students at the beginning of the semester.

VII. Course Content

- The writing process: prewriting, drafting, revising, editing, reflecting
- Finding and narrowing a topic
- Rhetorical modes
- Purpose, audience, and voice
- Focus and unity
- Organization, including openings and closings

- Transitions
- Primary and secondary details
- Summarizing
- Appropriate use of sources
- Introduction to basic concepts of academic research
- Clarity: syntax, semantics, and diction
- Sentence variety and coherence
- Critical reading
- Peer collaboration
- Grammar and mechanics
- Following assignment requirements
- Document design and appropriate format
- Library instruction/resources

VIII. Evaluation

A. The final grade for the course will be determined as follows:

4-6 major composition assignments, totaling 15-20 pages of graded text (two of which must be written in class)	60%
Daily and other assignments and quizzes	10-30%
Final examination	10-30%

(By the end of the semester, the student should have written in class, using Standard English, a well-developed, coherent, and unified five-paragraph essay reasonably free of major mechanical errors.)

B. The following grading scale will be used:

A = 90-100
B = 80- 89
C = 70- 79
D = 60- 69
F = 0- 59

NOTE: Evaluation and attendance policies will vary according to individual instructors. These policies will be distributed in each class at the beginning of the semester.

NOTE for ENG 111 students also placing in ENF 3: ENF 3 and English 111 must be taken concurrently, per VCCS mandate. Also, students must pass both ENF 3 and English 111 to receive credit.

IX. Attendance

Regular attendance at classes is required. When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study

missed during an absence. Any instruction missed and not subsequently completed will necessarily affect the grade of the student regardless of the reason for the absence.

X. Cheating Policy

Cheating includes:

1. Giving or receiving information pertaining to tests; and
2. Plagiarizing, which is defined as taking and using as one's own the writing or ideas of another. (Definition adapted from the American Heritage Dictionary.)

Any student found cheating on an assignment may receive a grade of zero for that assignment with no opportunity to make it up. Blatant plagiarism can result in a grade of “F” for the course.

Personal electronic devices cannot be accessed during final exams, tests, and/or other assignments as indicated by the instructor.

XI. Withdrawal Policy

Student Initiated Withdrawal Policy

A student may drop or withdraw from a class without academic penalty during the first 60 percent of a session. For purposes of enrollment reporting, the following procedures apply:

- a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
- b. After the add/drop period, but prior to completion of 60 percent of a session, a student who withdraws from a class will be assigned a grade of “W.” A grade of “W” implies that the student was making satisfactory progress in the class at the time of withdrawal, that the withdrawal was officially made before the deadline published in the college calendar, or that the student was administratively transferred to a different program.
- c. After that time, if a student withdraws from a class, a grade of “F” or “U” will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance.

A retroactive grade of “W” may be awarded only if the student would have been eligible under the previously stated policy to receive a “W” on the last date of class attendance. The last date of attendance for a distance education course will be the last date that work was submitted.

Students requesting a late withdrawal due to documented mitigating circumstances should contact the Coordinator of Admissions and Records.

No-Show Policy

A student must either attend face-to-face courses or demonstrate participation in online courses by the last date to drop for a refund. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student's financial aid award.

Instructor Initiated Withdrawal

A student who adds a class or registers after the first day of class is counted absent from all class meetings missed. Each instructor is responsible for keeping a record of student attendance (face-to-face classes) or performance/participation (online classes) in each class throughout the semester.

When a student's absences equal twice the number of weekly meetings of a class (equivalent amount of time for summer session), the student may be dropped for unsatisfactory attendance in the class by the instructor.

Since attendance is not a valid measurement for online courses, a student may be withdrawn due to non-performance. A student should refer to his/her online course plan for the instructor's policy.

When an instructor withdraws a student for unsatisfactory attendance (face-to-face class) or non-performance (online class), the last date of attendance/participation will be documented. Withdrawal must be completed within five days of a student's meeting the withdrawal criteria. A grade of "W" will be recorded during the first sixty percent (60%) period of a course. A student withdrawn after the sixty percent (60%) period will receive a grade of "F" or "U" except under documented mitigating circumstances when a letter of appeal has been submitted by the student. A copy of this documentation must be placed in the student's academic file.

The student will be notified of the withdrawal by the Admissions and Records Office. An appeal of reinstatement into the class may be approved only by the instructor.

XII. Disability and Non-Discrimination Statements

If you are a student with a documented disability who will require accommodations in this course, please register with the Disability Services Office located in the Advising Center in Rooker Hall for assistance in developing a plan to address your academic needs.

This College promotes and maintains educational opportunities without regard to race, color, national origin, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), veteran status, or other non-merit factors.

Required Safety Training

Virginia law, effective August 1, 2024, requires campus safety and emergency preparedness training for all students enrolled in on-campus classes at public colleges and universities. The training must focus on an active shooter event and be completed by the last day of their first term in college.

To comply with this legislation, students will view a college-provided awareness and training video during the first two weeks of class for this course.

Evacuation Procedure: Please note the evacuation route posted at the classroom doorway. Two routes are marked in case one route might be blocked.