

NEW RIVER COMMUNITY COLLEGE

DUBLIN, VIRGINIA

COURSE PLAN

Course Number and Title: ENF 3: Preparing for College English III (2 credits)

Prepared by: English Department Faculty Fall, 2018
(Instructor) (Date)

Approved by: *S. Tolbert-Hungz* Fall, 2018
(Interim Dean) (Date)

I. Course Description

ENF 3 is a course intended to help students strengthen their college-level reading and writing skills so that they can read and write competently in ENG 111.

Specifically, the course provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on VPT-English (Virginia Placement Test-English).

To successfully pass this course, students must also pass the college-level English course in which they are co-enrolled.

II. Introduction

ENF 3 is a course intended to strengthen students' college-level reading and writing skills so they can read and write competently in ENG 111.

III. Student Learning Outcomes

Upon successful completion of ENF 3, students will be able to do the following:

1. Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts
 - 1.1 Use pre-reading strategies (e.g., previewing, assessing prior knowledge, planning reading and study time, skimming, scanning)
 - 1.2 Use reading strategies (e.g., annotating, asking questions, summarizing)
 - 1.3 Use post-reading strategies (e.g., reviewing, self-quizzing)
 - 1.4 Use metacognitive skills throughout the reading process (e.g., self-monitoring, making connections, and assessing comprehension)

2. Pre-write, draft, revise, edit, and proofread college-level texts
 - 2.1 Assess rhetorical situations (e.g., audience, purpose, voice, meaning)

- 2.2 Apply techniques of invention (e.g., brainstorming, mapping, listing, outlining)
 - 2.3 Draft with consideration of subject, audience, purpose, voice, written expression and meaning
 - 2.4 Revise to produce coherent, clear, and unified texts
 - 2.5 Edit to apply the conventions of academic written English, including grammar, usage, and mechanics
 - 2.6 Proofread to ensure accuracy of final published texts
3. Expand vocabulary by using various methods
 - 3.1 Identify meanings of words in context, using
 - 3.1.1 Example clues
 - 3.1.2 Synonym clues
 - 3.1.3 Antonym clues
 - 3.1.4 General context
 - 3.2 Identify meanings of words by analyzing word parts according to
 - 3.2.1 Prefix meaning
 - 3.2.2 Root meaning
 - 3.2.3 Suffix meaning
 - 3.3 Identify meanings of words using reference materials
 - 3.4 Develop strategies for learning and correctly using vocabulary
4. Demonstrate comprehension by identifying rhetorical strategies and applying them to college-level texts
 - 4.1 Analyze organizational patterns
 - 4.2 Annotate
 - 4.3 Paraphrase
 - 4.4 Summarize
 - 4.5 Reflect
 - 4.6 Respond
5. Analyze college-level texts for stated or implied main idea and major and minor supporting details
 - 5.1 Identify the topic
 - 5.2 Identify the main idea
 - 5.3 Identify the major details
 - 5.4 Identify the minor details
6. Demonstrate critical thinking skills when reading and writing college-level texts
 - 6.1 Identify audience
 - 6.2 Identify purpose of text
 - 6.3 Identify tone
 - 6.4 Identify point of view
 - 6.5 Identify points of argument and types of supporting evidence
 - 6.6 Distinguish fact from opinion
 - 6.7 Make valid inferences
 - 6.8 Analyze
 - 6.9 Synthesize

- 6.10 Evaluate
- 7. Write well-developed, coherent, and unified college-level texts, including paragraphs and essays
 - 7.1 Produce writing for different audiences and purposes
 - 7.2 Incorporate appropriate and reasoned support and evidence
 - 7.3 Apply organizational patterns
 - 7.4 Write appropriate, controlling thesis statement
 - 7.5 Compose grammatically and mechanically correct sentences that convey the messages clearly, precisely, and fluently
 - 7.6 Write logically developed paragraphs that include topic sentences, support, and concluding statements
- 8. Identify, evaluate, integrate, and document sources properly
 - 8.1 Identify and retrieve a variety of relevant sources on a topic
 - 8.2 Evaluate varied and applicable sources to determine weight of authority, credibility, objectivity, currency, and relevancy
 - 8.3 Demonstrate ability to take notes
 - 8.4 Write texts that correctly integrate paraphrased or quoted information from an outside source
 - 8.5 Cite sources using both in-text citations and documentation of sources
 - 8.6 Demonstrate understanding of ethical, legal, and social issues surrounding plagiarism, intellectual property rights, and academic integrity

IV. Instructional Methods

- A. Lecture and class activities
- B. Student/teacher conferences
- C. Peer collaboration and group discussion

V. Instructional Materials

No required materials for the course. Students will use ENG 111 course materials to help them meet student learning outcomes for the course.

VI. Course Content

- Active reading strategies
- Writing process: pre-writing, drafting, revising, editing, and proofreading
- Audience
- Purpose
- Tone
- Voice
- Point of view
- Context clues
- Word parts
- Organizational patterns
- Annotations, paraphrasing, summary
- Stated and implied main ideas

- Major and minor supporting details
- Argumentation and evidence
- Fact and opinion
- Inferences
- Analysis, synthesis, and evaluation of readings
- Topic sentences, supporting details, and concluding statements

VII. Evaluation

Evaluation policies will vary according to individual ENG 111/ENF 3 instructors. Instructors will distribute their specific policies to each class at the beginning of the semester.

The following grading scale will be used:

S = Satisfactory = 75% course average or higher

U = Unsatisfactory = 74% course average or lower

R = Reenroll (an “R” grade may be given to students who are making satisfactory progress but who need more time to master the course objectives).

NOTE: Students must pass both ENF 3 and ENG 111 during the semester in which they are enrolled to earn credit for the courses.

VIII. Attendance

Regular attendance in classes is required. When absence from a class becomes necessary, the student is responsible for work missed. Specific attendance requirements are determined by individual instructors.

IX. 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 at a minimum 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.

X. 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.

Late withdrawal appeals will be reviewed and a decision made by the Coordinator of Admissions & Records.

No-Show Policy

A student must either attend face-to-face courses or demonstrate participation in distance learning 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 (DE 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 Distance Education (DE) courses, a student may be withdrawn due to non-performance. A student should refer to his/her DE course plan for the instructor's policy.

In accordance with the No-Show Policy, a student who has not attended class or requested/accessed distance learning materials by the last day to drop the class and receive a refund must be withdrawn by the instructor during the following week. No refund will be applicable.

When an instructor withdraws a student for unsatisfactory attendance (face-to-face class) or non-performance (DE 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.

IX. Disability and Diversity 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.

The NRCC community values the pluralistic nature of our society. We recognize diversity including, but not limited to, race, ethnicity, religion, culture, social class, age, gender, sexual orientation and physical or mental capability. We respect the variety of ideas, experiences and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at NRCC or who otherwise participate in the life of the college.

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