

Community College of Vermont (CCV)/Spaulding High School

Course Title: CCV English Composition

Department: English

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Department Chair Contact Information: same

CCV Student Academic Advisor: Conner Gilbert; cmg01250@ccv.vsc.edu

Course Description:

Students are expected to read and think critically, to write effectively, and to understand the fundamentals of literary analysis and written composition. Classroom discussion of assigned readings and the construction of related essays are stressed. A required research paper demonstrates the student's use of resources in locating, organizing, and presenting materials in an accepted format. The Writing Graduation Standard for CCV is assessed in this course. This course is writing-intensive.

Units of Study

Units focus around different rhetorical modes/moves. In each, students will have the opportunity to develop both a written and a video or audio presentation that communicates in a given style. Particular emphasis is placed on developing text-based discussion skills; We will discuss where and why these styles might overlap with each other, and will ultimately build to a researched argument and documentary or podcast short.

Unit 1: "My Voice": Narrative Writing

Unit 2: "They Say": Starting with What Others Are Saying

Unit 3: "I Say": Ways to Respond

Unit 4: "Tying It All Together" Connecting the Parts

Unit 5: "Joining a Conversation I've Researched"

Materials/Text(s):

- Various readings, including *They Say, I Say with Readings, 4th Edition*
- *The Little Seagull Handbook, Third Edition Ebook, Interactive Online Textbook*

All materials and applications will be accessible via the Canvas platform; students may also elect to check out a hardcover version of the text.

Replacement cost(s) for hardcover text: \$45

CCV Course Information and Policies

English Composition Essential Objectives:

1. Consistently apply an appropriate writing process that includes planning, drafting, revising and editing.
2. Demonstrate in written work an awareness of the relationship among writer, subject, audience, and purpose.
3. Demonstrate writing proficiency with a range of rhetorical approaches to include narration, exposition, argument, and critical analysis and recognize the stylistic and structural strategies in the writing of others.
4. Focus written work around an explicit central thesis, a position statement or proposition advanced by the writer that is arguable and supportable and develop the thesis systematically, using specific details and supporting evidence.
5. Compose written work that demonstrates effective use of sentence structure, paragraphing,

grammar, syntax, punctuation, and spelling.

6. Demonstrate proficiency in research writing skills by completing one or more papers that:

- a) Develop and support an arguable thesis;
- b) Locate, evaluate, and incorporate appropriate scholarly and professional sources, including primary and secondary evidence as needed, to address an academic research question;
- c) Appropriately acknowledge and document sources, using standard MLA or APA styles.

CCV Course Information and Policies:

Academic Honesty: CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College.

CCV Attendance Policy: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. Therefore in order to earn CCV credit, you are expected to adhere to the attendance policy of CCV, which states:

- “Missing more than 20% of classes may jeopardize course credit. Many faculty members count regular attendance as a requirement and consider class discussion to be essential to a vibrant, positive teaching and learning experience. You are part of a community of learners; that means making a commitment to be present.”

Deadlines and Re-assessment: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. In order to earn CCV credit, you are expected to adhere to deadlines for work completion.

- Work will only receive full credit if it is submitted by the due date.
- Once assignments are locked (one week after the due date), students may not work on them and will not receive credit for them (other than for severe extenuating circumstances).
- Students may not re-asses on assessments, unless it is part of a drafting process for a paper.

Classroom Expectations:

Personal Electronic Devices Policy:

All of the course material can be accessed through Canvas. If you have an academic need to use a personal device, **please ask first** and be ready to explain what that need is. You may listen to music during independent work time as long as it is not distracting you or audible to others.

Chromebooks should be brought to class and be sufficiently charged daily. Charging Chromebooks during class is not always possible, and you may not connect your device to a power source in a way that creates a tripping hazard for yourself or others (i.e., you may not keep a Chromebook on a table while charging at the back counter.)

A Note about Makeups/Extra Help:

If you miss class for any reason, it is your responsibility to check the weekly outline and our Classroom or Canvas space for missing assignments. Should you need further support outside regular class times, please advocate for yourself by contacting me about it, and we will work together to figure out the best approach for you. I am here to help, but I want to see you taking responsibility for your work as well.

Classroom Habits:

As juniors and seniors, you are expected to conduct yourselves with maturity and respect.

Each student is expected to:

- Show respect for themselves and others (including the classroom and its contents).
- Accept responsibility for one's own learning.
- Make appropriate decisions about breaks and seating.
- Arrive on time and prepared (with appropriate text & materials).
- Put their best effort forward in both individual and group work.
- Complete all assessments (formal and informal) by the decided deadline.
- Follow all school and classroom rules (see Student & Parent Handbook).

Course Grading

Per CCV's grading practices, students will be awarded credit using alpha-numeric grading.

GRADEBOOK CATEGORIES/WEIGHTS are based on the skills you are expected to strengthen in this course.

Writing Assessments (40% of final grade).

- Narrative Essay (100 points)
- Mini-Essay #1: Summarizing/Responding (50 points)
- Mini-Essay #2: Quoting (50 points)
- The Researched Argument Essay:
 - Outline (50 points)
 - First Draft (50 points)
 - Revised Draft (300 points)

Presentations (25% of final grade)

- Autobiography Video (50 points)
- Practice Interview (50 points)
- Podcast Preparation (50 points)
- Podcast Project (100 points)
- Final Project Preparation (50 points)
- Final Project (200 points)

Readings and Discussions (25% of final grade).

These assignments will allow you to process three types of content:

- Chapter readings about various parts of the writing process.
- Essays on contemporary issues that serve as provocative examples of writing and research.
- Informal check-ins on various stages of the research project.

Grammar and Research Activities (10% of final grade).

The grammar assignments will allow you to practice relevant writing conventions, and later apply those rules to your own writing. Research assignments will allow you to break down your final essay into manageable sections and organize your research.

ASSIGNMENT GRADING CRITERIA While individual rubrics will be used for each assessment, the list below represents a general description of how the quality of work submitted on a given assignment will be scored.

CCV	General Description of <u>Mastery</u>
A+ through A-	Exceptional or outstanding work. It must demonstrate keen insight and original thinking. It must not only demonstrate full understanding of the topic or issues addressed, but it must also provide a critical analysis of these. In addition, an "A" grade reflects a student's ability to clearly and thoughtfully articulate his or her learning.
B+ through B-	Good to excellent work. It must demonstrate strong originality, comprehension, critical thinking, and attention to detail. In addition, a "B" grade reflects a student's ability to clearly articulate his or her learning.
C+ through C-	Work that meets the expectations of the assignment. It must demonstrate solid comprehension, critical thinking, and attention to detail. In addition, a "C" grade reflects a student's ability to adequately articulate his or her learning.
D+ through D-	Work that marginally meets the expectations of the assignment. It demonstrates minimal comprehension, critical thinking, and attention to detail. In addition, a "D" grade may reflect a student's difficulty in articulating his or her learning. "D" grades do not earn credit.
F	Work that does not meet the expectations or objectives of the assignment. It demonstrates consistent problems with comprehension, organization, critical thinking, and supporting details. In addition, an "F" grade reflects a student's inability to articulate his or her learning. Students are strongly urged to discuss this grade with their instructor and advisor.