

ENG 111 (Dual Enrollment)**College Composition I – Syllabus**

Instructor	Mrs. Beth Leone
Session	Fall 2025
Meeting Days	TBD
Time	TBD
Location	West Springfield HS – room #TBD
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Course Description

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. Lecture 3 hours per week.

General Course Purpose

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).

Course Prerequisites/Co-Requisites

None

Course Objectives

Upon completing the course, the student will be able to demonstrate mastery of the following:

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)

Major Topics to be Included

- Writing Processes
- Rhetorical Knowledge
- Active Reading and Critical Thinking
- Inquiry and Information Literacy in a Digital Age
- Knowledge of Discourse Conventions

Required Instructional Materials

A variety of ancillary non-fiction texts; hard copies or digital access will be provided in class and/or posted in Schoology.

Into the Wild by Jon Krakauer; provided.

Supplemental materials, as needed.

Course Credit

3 Credits. Students must earn a C or better in the course in order to earn the 3 college credits.

Grading Policies

- A. Grading Scale (NVCC)
A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 or below
- B. Late work policy: Summatives can be turned in up to two weeks late with a 10% penalty of the earned grade. After that the assignment will be entered into the grade book as a zero (0). Formative assignments may not be turned in late for a grade.
- C. In cases where district grading policies conflict with college grading policies, the high school and college grades may differ; this may include assignment/test retakes, extended assignment due dates, capped minimum grades allowed, and other such district policies. This will also include final year grades, as the grade for the year for FCPS will amount to all four quarters in a rolling gradebook, whereas the NOVA grade will only include the first two quarters for the first semester grade and the last two semesters for the second semester grade.
- D. It is important that students check their Canvas grades throughout the semester and final NOVA grades in SIS as soon as the course is completed.
- E. Course Grade Appeals
 1. Students who think that a semester grade is in error should contact the instructor immediately to present their concerns. Students who wish to appeal their grade or otherwise report a grievance will need to submit Form 125-021 **within 20 days of the end of the semester**. The original grade will stand if the student delays in submitting their appeal.
 2. NOVA's Student Grievance policy can be found here:
https://www.nvcc.edu/policies/_files/608-Student-Grievances.pdf
 3. Form 125-021 can be found here: <https://www.nvcc.edu/forms/>
- F. Grade Distribution

Gradebook Category	% of Grade	Total Points
Summative (Writing Processes, Rhetorical Knowledge,	70%	Formatives – 100 pts Summatives – 100 pts
Formative	30%	
Final Exam - 10% of Summative grade		

Course Policies

- A. Student Rights and Responsibilities
 1. Students should be familiar with the college's specific expectations concerning the conduct of its students. These expectations apply to all students, including Dual Enrollment students.
 2. Student Rights and Responsibilities are outlined in the Student Code of Conduct, found here:
<https://www.nvcc.edu/students/handbook/conduct.html>
- B. Academic Integrity
 1. NOVA promotes and emphasizes the importance of honesty in academic work. It is therefore imperative for students to maintain the highest standard of honor in their scholastic work.

include, but is not limited to cheating on an exam or quiz, submitting work that is not your own (plagiarism), or sharing assessments online. Consequences of academic dishonesty can include a failing grade on an assignment, a failing grade in the course, and may include additional administrative sanctions such as suspension or expulsion from the college. Procedures for disciplinary measures and appeals are outlined in the [Academic Integrity Procedures](#). It is a student's responsibility to become familiar with the student code of conduct. Lack of awareness is no excuse for noncompliance with NOVA's policies and procedures.

2. NOVA Faculty may choose to use tools, such as Turnitin, to detect and flag instances of plagiarism in academic writing. These tools can also identify text written by artificial intelligence (AI) applications, including ChatGPT, and flag it as potential plagiarism. The use of AI to complete assigned work may be considered a violation of the academic integrity policy. Students are urged to be cautious when using any web tools designed to assist with assignments without their instructors' explicit permission to do so and to cite their sources in all their work.
3. Violating the Academic Integrity Policy will incur consequences. Your instructor may give you a failing grade for the assignment or for the course. Further, you may be referred to the [Office of Wellness and Mental Health](#), reported to an academic dean, or even referred to the Dean of Students for disciplinary action depending on how serious an infraction was committed.

C. Accommodations and Accessibility Services

1. NOVA is committed to ensuring all students have an opportunity to pursue a college education regardless of the presence or absence of a disability. Information on NOVA's Accommodations and Accessibility Services, including how to reach an Accommodations and Accessibility Services counselor, can be found here: <https://www.nvcc.edu/student-resources/accessibility/process.html>.
2. Students must reach out to contact NOVA's Accommodations and Accessibility Services to apply for accommodations. A student with a 504 plan or IEP at their high school will still need to apply with NOVA's Accommodations and Accessibility Services – those plans do not automatically carry over to your Dual Enrollment course. If accommodations are agreed upon, students will receive a Memorandum of Accommodation (MOA) by AAS. All information is kept confidential and may increase your chances of success in the academic setting. Approved accommodations are valid for one semester.

D. Advocacy and Privacy of Student Records

1. Students are expected to reach out to their instructor if they do not understand content or expectations.
2. You, as a NOVA student, have a right to review your NOVA grades and other records. Your high school may share grades and other records with NOVA, and NOVA will share your post-secondary (college) grades with your high school. The grades you earn at NOVA are part of a permanent transcript, and you will be required to include your NOVA transcript as part of any future college or graduate school application. NOVA instructors and other college personnel generally may not release a student's educational records without written consent of the student. For dual enrolled students under 18, parents or guardians may generally access records and grades which are created by or shared with a student's high school. For the purposes of these privacy rules, your Dual Enrollment instructor is considered a NOVA employee.
3. To grant parents or guardians direct access to NOVA records, students will be required to submit a notarized copy of [NOVA Form 125-356](#).
4. For more information about student privacy, parent limitations of access to students' educational records, and other restrictions on sharing students' personally identifiable information, please review [NOVA Policy 613 \(FERPA\)](#).

E. Campus Services

1. Dual enrolled students have access to full NOVA campus services to include tutoring, library, and counseling services; student resources are found here: <https://www.nvcc.edu/student-resources/index.html>.

F. Office of Wellness and Mental Health

1. During your time at NOVA, you may experience challenges including struggles with academics, finances, or your personal well-being. NOVA has support resources available. If you are seeking resources and support or if you are worried about a friend or classmate: <https://www.nvcc.edu/wellness/index.html>.

G. Course Drop and Withdrawal Policy

1. Please note two important dates related to your enrollment in a course:
 - a. The "Drop" date (also known as census date) for a course is the last day to drop a course. Dropping a course before the drop date will not appear on your NOVA transcript.

- b. The “Withdrawal” date is the last day to withdraw without a grade penalty. Dropping a course after the drop date and before the withdrawal date will result in a ‘W’ grade appearing on your transcript. A “W” on the transcript does not impact your college GPA.
 - c. To identify these dates for your dual enrollment course, please see below on the ‘Course Schedule’ chart or log into your myNOVA account and SIS.
2. Withdrawal Process
- a. Dual enrolled students are responsible for requesting to drop or withdraw from their DE classes, using Form 125-03, found at the following link:
<https://dashboard.nvcc.edu/Forms/125-03>
 - b. Dual enrolled students will use their myNOVA credentials to access the withdrawal form and will select one or more enrolled DE classes to withdraw.
 - c. The withdrawal form is then routed to the assigned DE instructor and the Office of Dual Enrollment for review and approval.
 - d. Check your VCCS email for the status of your request.
- H. Communication
1. Students are required to use their VCCS email accounts (____@email.vccs.edu) to communicate with college personnel and should check their email accounts regularly. Students may access their VCCS email accounts through myNOVA.
- I. Title IX
1. Title IX is a civil rights law that prohibits discrimination on the basis of sex in educational programs, activities, admission and employment. Complaints of sex-based discrimination, sexual violence, domestic violence, and sexual or gender-based harassment are governed by the Title IX Policy. For more information about Title IX or to make a report: <https://www.nvcc.edu/titleix/index.html>.

Additional Course Information

- A. DE students are expected to engage in college level course content and discussions appropriate for adult learners. Mature topics may be discussed.

Course Schedule

A. Critical Course Dates

Course Start Date	August 18, 2025
Course Drop Date	September 11, 2025
Course Withdraw Date	November 24, 2025
Final Exam Date	TBA
Course End Date	January 28, 2026

B. Course Schedule

Class Dates	Topics/Skills/Assignments Due	Readings
Class #1	Introduction to course and writing; email etiquette; six-word memoirs	Syllabus; “What color is Jesus?” – James McBride
Class #2	Syllabus quiz; “Seeing,” making inferences, & the rhetorical triangle	“Dumbstruck” – Annie Dillard; various Dorothea Lange photographs
Classes #3 – 4	Introduction to expository writing; focus on the descriptive essay; conventional style & usage rules	“The Figure 5 in Gold” – Charles Demuth; “The Great Figure” – William Carlos Williams; “Ode to an Orange” – Larry Woiwode
Classes #5 – 10	Focus on analysis, both verbal and visual; rhetorical appeals; advertisement analysis essay	Various visual advertisements

Classes #11 – 15	Intro to the expository essay; conventional style & usage rules	“Shoelaces” – Nicholson Baker; “Seeing” – Annie Dillard; “The Little Store” – Eudora Welty; “I must be going” – Richard Ford
Classes #16 – 17	APA/MLA style for integrating quotations, paraphrasing, in-text citations, & references	Sample research papers
Classes #18 – 21	Focus on cause & effect and process analysis essays; expository choice essay	“Why We Crave Horror Movies” – Stephen King; “Shitty First Drafts” – Anne Lamott
Classes #22 – 24 10/24 – 10/31	Introduce argumentative essay; search strategies & evaluating sources	<i>Into the Wild</i> – Jon Krakauer; Excerpts from <i>Walden Pond</i> – Thoreau
Classes #25 – 30 11/6 – 11/22	Research; annotated bibliography ; writing/revising/editing; peer editing	<i>Into the Wild</i> – Jon Krakauer; “The Cult of Chris McCandless” – Matthew Power
Classes #31 – 33	Focus on <i>Into the Wild</i> ; presentation skills	
Classes #34 – 36	Final presentations of research	
Classes #37 – 39	Watch <i>Into the Wild</i> film; comparison/contrast essay with novel (in-class essay)	“A Man Made Cold by the Universe” – Sherry Simpson
Classes #43-45 1/17-27	Overflow room to account for missed classes, etc; final exam TBA	

C. Final Exam Date: TBA