

The English Moodle Environment

Dual Enrollment English



Instructor Jenny Pennington
276-783-4731 (MSHS)
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Course Description

Dual Enrollment English 111-112 focuses the development of different types of writing that include research, expository, argumentative, employment, and literary analysis. Students' writing will concentrate on organizational skills, audience, and purpose, which include thorough attention to writing logical and clear ideas. Students will work to perfect grammar, mechanical, and writing skills. Students will develop library and electronic research skills and MLA documentation skills. British literature will be used to guide students in their writing and analysis of literature as they develop mature thinking, reading, and writing skills. Editing and peer reviews will be used to help students perfect their writings. A final research project and presentation will be required.

Course Objectives

1. Use **writing as a means of thinking** (exploring, analyzing, arguing) in reaction to readings
2. **Read critically and compose effective synthesis essays:**
 - form a thesis-idea after reading and reacting to other authoritative writers.
 - develop your analysis (and support your thesis-argument) by summarizing key points from their essays, integrating their ideas into your own.

- organize the essay (effective title, full introduction, paragraphing, and full conclusion).
3. **Learn skills of library and electronic research** (how to find the best possible sources of ideas on any given topic), and **properly document your sources of information**.
 4. **Achieve an eloquent written style**, including correct grammar, punctuation, and spelling.

Grading Policy

Grading Scale: 100-90 A; 90-80 B; 80-70 C; 70-60 D; 59-0 F. Grades are emailed to the guidance counselors at the end of the 4.5 periods and 6 week periods.

Below is the information you will need to be successful in English 111-112

How to Log in into the Moodle Environment

Homepage: <http://www.svetn.org>

- Your **username** is typically the first letter of your first name, your entire last name, and the first three letters of your county. John Smith, Washington County's username would be: **jsmithwas**. This does not always work because some people have the same initials, so check with your facilitator if your login does not work.
- Your initial **password** is SVETN (all CAPS). You will have to change this the first time you log in.

How to be Successful

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing your assignment sheets and keeping them in a notebook with a calendar.
- Print all your **completed assignments**, save them, and email them to yourself, providing ample backup copies if needed.
- Plan ahead, and do not procrastinate. The dual enrollment classes are college classes. If you are taking more than two dual enrollment or advancement placement courses, then you might want to reconsider taking a third one. An asynchronous class requires discipline. If you are not self-disciplined in your studies, then you need to rethink your ability to take this class. I DO NOT hound you for your work. This is a college class. If you do it, then you do. If you do not, then you do not.
- You must stay focused and keep a steady pace, or you will fall behind. If you are serious about being successful here, then make sure your parents also have my contact information. Working together, we can all see to your success!
- Expect technical difficulties. There are very few times the system will not work. Remember that technical difficulties happen with online courses. Here is what you do: Remember that all technical problems should be reported to the SVETN Help Desk by telephoning SVETN or through the Help Center. Technical problems mean you cannot send email, or you keep getting error messages. First, copy the error message. Then, if you look at the toolbar on the left side of Moodle which has an icon that looks like a lowercase "i," click here and report your problems. There is a box near the bottom where you can copy and paste your error. This helps our tech person target your problem

sooner. Our technologist's name is Jonathan, and he is very quick in assisting you. Remain calm, and understand that if you are having problems then more than likely your instructors are having problems as well. This means that time will take care of the problem, and when the systems come back up, we will pick up where we left off. Please have your facilitator call the SVETN Help Desk at (276) 619-4320 when this happens.

Email Information:

I sign in to MOODLE several times throughout the day, but not on the weekends. I do not sit around all day waiting for email since I have other classes to teach. This is an asynchronous class, meaning your classmates also log in at different times throughout the day. Usually, if your email does not require an answer, I do not return the email. I do make note of your email, however. You can go to the sent mail folder and check to see if I have read your email. If your email requires an answer and I have not returned your email in a few hours, do not panic. I will get to it in the next twenty-four hours. You may leave me a telephone message at 276-783-4731 if you need quicker attention.

Do not write emails in the informal language of a text message.

Do not apologize for bothering me when you email me. If you have questions, feel free to ask them.

Remember, if I feel it is necessary, I will include your facilitator, your mentor, your principal, and your college representative in the email.

Spellcheck your emails. Go to email course options and choose that setting.

When sending me email, make sure you are specific. Do not say, "I cannot get on that discussion board." Please tell me which discussion board you are having problems accessing. I need *specific information* from you in order to answer your questions accurately.

Assignment Information:

I do not make surprise assignments. Everything is assigned upfront, and you have due dates for everything set forth on day one of this class. Occasionally if I feel you are not reading your assignments, then I will toss in some extra homework or pop quizzes; however, there is no excuse for late work. If there is an emergency, then your facilitator needs to contact me via email or telephone immediately!

When you turn in an assignment, name it appropriately. For example: [jpennington_narrative_marion](#). There is a combination here. Your first initial and last name, assignment name, and school name. All assignments must go into their designated drop boxes.

All assignments need to be properly formatted in Microsoft WORD—**NOT** Microsoft WORKS. All four margins are to be one inch; font face is to be set at Times New Roman; font size is set at 12-point. There are no exceptions to this rule, and all papers not properly formatted will be given a zero until they have been properly formatted and returned to me. (This is a pet peeve of mine!)

I expect writing to be grade-level proficient. Your guidance counselor and other teachers have recommended you for this class; therefore, I expect your academic performance to meet their recommendations and my expectations.

Do not panic if an assignment appears today that was not there yesterday. All assignments are set to appear at certain times. Pay attention to the dates. You must let me know when UNEXPECTED delays hinder completing assignments on time. This also means that drop boxes appear and disappear, so make sure you get the assignment completed in the allotted time.

Unit Assignments are due by midnight on Friday night unless otherwise noted. Quizzes are taken on Fridays. If you want me to proofread a document for you, then you must get it to me by the middle of the week.

I spend time looking for your essay online before I grade it. Why? Think about it. I have found many great papers this way already published! You would be surprised how quickly my grading time passes by! If you do use another source, then first have the source approved by me, and then, document your source appropriately. When you ask me for permission to use a source, please send me the source and tell me why this source is going to be useful to you in completing the assignment.

I try to grade papers quickly, but with different schools being on different schedules especially in the winter, it does become challenging; therefore, patience is expected. I am not fond of grading late work, nor am I *required* to take it.

Cheating is not impossible but difficult since most of your work is writing. The best way to help each other is to offer to read each other's work and offer good criticism. This will improve not only your peer's work but also your own skills as a writer. Practicing this makes your ability to write more proficiently stronger, which makes writing essays go by faster!

For those frustrating times when MOODLE is down and you are trying to submit work and cannot, here are the steps you take: (1) Send your work to me via email and wait a few hours for me to reply and say, "I have received your work!" If that does not work, call me at 276-783-4731 to let me know what is going on (call between 8 a.m. and 3 p.m.). If I am not available, then **LEAVE** a message. Remember that I can see online whether or not you have tried to submit your work and had no luck, so skipping options will not be accepted if I cannot find a trace of your efforts to turn work in.

Do not email me and ask me what you need to complete. You have your assignment. It takes you just as long as it does me to do this, and this is your responsibility not mine.

I rarely offer extra credit, but if I do, it is your job to keep me informed of the assignment's progress. If we agree on a due date and you miss it, then do not bother reminding me you were even allowed to do it.

Keep all of your assignments in a folder on your computer or on a jump drive. When I grade an assignment, save it too! It is your responsibility to keep up with your work!

Resources:

- Only *Find it Virginia* and public library resources are acceptable in research assignments. Make use of Infotrac and other search engines for scholarly research.
- Internet sources must be approved by me.
- **Wikipedia or Wiki-Anything is not ALLOWED!** What some students do not realize is that Wiki-etc websites can be edited by just about anyone, and this feature challenges Wiki's validity.
- COPY and PASTING is called Plagiarism. This might result in FAILURE! Also know that I have to report this to your guidance counselor, your principal, and your college representative.
- All sources must be documented using MLA documentation. You can learn about these in your textbook—go to the index! You can also access this information at <http://owl.english.purdue.edu/workshops/pp/index.html#presentations>.

Textbooks:

Steps to Writing Well is a fine book that teaches you all about writing. Throughout the course, I will be posting discussion boards that will give you the opportunity to work together on the assignments.

Downloadable Software:

Do you all know about OpenOffice? You can download this free Word program. It takes about two hours to get this download if you have a dial-up connection. For all other connections, the download usually takes only a few minutes. This Word program is much like Microsoft Word and is compatible with other word programs. You can use this for your essays or other assignments. The link is <http://www.openoffice.org/>. Click on the green box that says, "Get openoffice.org." If you have dialup at home, ask your technology person at school to download this for you.

Just for Facilitators, Guidance Counselors and Principals

I may be reached by telephone practically anytime throughout the day at 276-783-4731, and I strive to answer email quickly. It is difficult for me to leave my school to visit your school during the day, but I may be able to if a request is made in advance. Please see that parents be given my contact information. We will all work together to help students be successful in this course.

College Contacts:

Below is a list of community college dual enrollment college advisors. Please contact these folks if you have any questions about your college major or programs. These people can also put you in contact with the right people for all your community college questions like admissions, courses, and applying for financial aid.

College	Dual Enrollment Advisor	Telephone Number	Email Address
SVCC	Ken Fairbanks	276-964-7780	ken.fairbanks@sw.edu
MECC	Karen Carter	276-523-2400 ext. 307	kcarter@me.vcc.edu
WCC	Dr. Horton	276-223-4754	wchortb@wcc.vccs.edu
VHCC	Jim Johnson	276-739-2401	jjohnson@vhcc.edu

SVETN English Syllabus Acknowledgment Form

Students: Please sign and email this page to me, or print and mail it to:

Jennifer Pennington

jenniferpennington@scsb.org

Marion Senior High School

848 Stage St.

Marion, VA 24354

276-783-4731

SVETN English Syllabus Acknowledgment Form

I, _____ have reviewed the syllabus for SVETN's English class. I am currently enrolled in _____. By affixing my signature below, I signify that I understand the course requirements and know how my final grade will be determined. Further, I understand the attendance policy and make-up policy for this course, and I know how to contact my instructor for assistance and / or for clarification of points on this syllabus. My signature also signifies that I have read and understand SVETN's, my home school's, and community college's (if applicable) Academic Honesty Policies and will abide by their guidelines.

(Student's Signature) (Date)

(Facilitator's Signature) (Date)

(Principal's Signature) (Date)

(Parent/ Guardian's Signature) (Date)

Parents: Make sure you receive the letter I have written to you.

Letter to Parents

Jennifer Pennington

jenniferpennington@scsb.org

Marion Senior High School

848 Stage St.

Marion, VA 24354

276-783-4731

Dear Parents,

My name is Jenny Pennington, and I am teaching your child's SVETN English 111-112 class. Your child has been selected by his or her principal, guidance counselor, and teachers to participate in this online learning opportunity. I invite you to take an active role in your child's experience by staying in touch with me as we journey into the worlds of English 111-112.

If you would like a copy of your child's syllabus, then send me an email request, and I will email one to you. If you would like to receive course updates, then that too is available upon request.

My contact information is above. Please do not hesitate to let me know how I can be of assistance to you.

Sincerely,

Jennifer Pennington

Course Outline English 111

Spring 2010

Orientation: January 11-15 (1 week)

Objectives: Introduce students to English 111, to their peers, and to the Moodle Environment; have students complete all paperwork and college paperwork to begin the course; make sure students have the appropriate textbook for class.

Reading Assignments: To the Student, the page before Part 1, page 1.

Homework Assignments: Complete all paperwork, make sure you are enrolled with your community college, and complete the introduction forum assignment. Please engage in conversation.

Learning the Writing Process: January 18-22 (1 week)

Objectives: Study the Writing Process, develop new ideas about writing, and strengthen writing mechanics and grammatical issues; work in groups to explain the Writing Process to each other.

Reading Assignments: Part One, The Basics of the Short Essay

Monday—Prewriting, 3

Tuesday—The Thesis Statement, 31

Wednesday—The Body Paragraph, 47

Thursday—Beginnings and Endings, 79

Monday—Drafting and Revising: Creative Thinking, Critical Thinking, 91

Tuesday—Effective Sentences, 117

Wednesday—Word Logic, 145

Thursday—The Reading-Writing Connection, 169

Note: All page numbers are correlated with *Steps to Writing Well* 10th edition. If you are using the 6th or 9th edition, do not worry—refer to the front index for the correct page number. Also remember that you can contact me for further assistance.

Homework Assignments: Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Writing the Personal Narrative: January 25-29 (1 week)

Objectives: Students will write a three-page personal narrative essay.

Reading Assignments: Monday, Chapter 12, Narration, 333; Tuesday, Chapter 31, Narration 641

Homework Assignments: Essay due on Friday, January 29. Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Writing the Argumentative Essay: February 1-5 (1 week)

Objectives: Students will write a three-page argumentative essay.

Reading Assignments: Monday, Chapter 10, Argumentation, 277; Tuesday, Chapter 29, Argumentation, 627.

Homework Assignments: Essay due on Friday, February 5. Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Writing the Expository Essay: February 8-12 (1 week)

Objectives: Students will write a four-page expository essay

Reading Assignments: Monday, The Strategies of Exposition, 183, Strategy One: Development by Example, 184; Tuesday, Strategy Two: Development by Process Analysis, 197; Wednesday, Strategy Three: Development by Comparison and Contrast, 215; Thursday, Strategy Four: Development by Definition, 236; Monday, Strategy Five: Development by Division and Classification, 249; Tuesday, Strategy Six: Development by Casual Analysis, 263. There are additional readings in the back beginning on page 577. Review these as examples to go by.

Homework Assignments: Essay due on Friday, February 12. Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Writing about Literature and Film: February 15-19 (1 week)

Objectives: Students will write a one-page literature review and a one-page film review with a peer. These will be the students' choice but must have teacher's approval.

Reading Assignments: Monday, Chapter 16, Writing about Literature, 437; Tuesday, Chapter 18, Writing about Film, 487. Wednesday, Chapter 33, Literature, 665

Homework Assignments: Essays due on Friday, February 19. Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that

demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Writing in the World of Work: February 22-26 (1 week)

Objectives: Students will explore different modes of writing in the work place.

Reading Assignments: Monday, Chapter 19, Writing in the World of Work, 501.

Homework Assignments: Each day, be prepared to do an assignment in class, engage in a discussion board activity, and /or take a short quiz that demonstrates to me that you have completed your reading assignment. You will be allowed to use your book. Remember that quizzes are timed and can only be taken once.

Course Outline English 112

Welcome to English 112 & Research Orientation: March 1-5 (1 week)

Objectives: Students will be introduced to English 112 and research writing. This section will require students to write a ten-page research paper with all the required components—annotated bibliography, outline, works cited page, and rough draft.

Homework Assignments: Engage in discussion forums that discuss research.

Developing Your Research Question and Reading *Silas Marner*: March 8-19 (2 weeks)

Objectives: Students will develop their research questions and read *Silas Marner*.

Reading Assignments: Read *Silas Marner*.

Homework Assignments: Complete your study guide for *Silas Marner* and begin collecting materials that answers your research question. There will be discussion boards.

Writing the Outline, Visiting the Library, and Reading *The Merchant of Venice*: March 22-April 2 (2 weeks)

Objectives: Students will complete their outlines, visit their libraries, and read *The Merchant of Venice*. Students will review MLA style.

Reading Assignments: Read *The Merchant of Venice*.

Homework Assignments: Complete your study guide for *The Merchant of Venice*, complete your outline, and visit your library. There will be discussion boards.

Analyzing all my Information and Writing the Rough Draft: April 5-16 (2 weeks)

Objectives: Students will concentrate on their collected information, analyze it for their rough drafts, and study the differences between summarizing, analyzing, and paraphrasing as they learn to avoid plagiarism.

Reading Assignments: Collected Literature documenting all information.

Homework Assignments: Complete Rough Draft and submit to teacher ASAP!

Finalizing Research and Exiting DE English: April 19-May 4 (2+ weeks)

Objectives: Students will finalize and submit their research projects formally.

Reading Assignments: Students will share research papers with each other.