



**Dual Enrollment English**  
**Tidewater Community College English 111 and English 112**  
**GRADE 12**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION** High school English students may satisfy their twelfth grade English requirement, earn six hours of credit for college freshman English through Tidewater Community College (TCC), and experience college course work.

The first semester's study is **English 111: College Composition I**. This course develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected essays. The course guides students in learning writing as a process, understanding audience and purpose, exploring ideas of information, composing, revising, and editing. This course supports writing by integrating experience in thinking, reading, listening, and speaking. This course also covers the various strategies used to produce a research paper.

The second semester's study is **English 112: College Composition II**. This course continues the development of critical and analytical writing skills.

Admission to the program affords participating high school students all the rights and privileges of TCC students including access to the TCC media center and computer labs as well as access to advanced on-line media resources from home computers. Tuition, fees, and textbooks are the responsibility of the student in accordance with the dual enrollment regulation (5-30.2).

**PREREQUISITE**

Currently, students may be placed into English 111 if they fulfill one of the following reading and writing prerequisites.

Reading and Writing Requirement

- English 05 or 85 or higher on the COMPASS Reading Test
- 21 or higher on ACT (copy of test results required).
- 500 or higher on the SAT Critical Reading (copy of test results required).
- Writing sample determination for ASSET Writing scores 43-46
- Writing sample determination for COMPASS Writing scores 78-89
- 47-54 on the ASSET Writing Test
- 90 or higher on COMPASS Writing Test

**REQUIRED STUDENT TEXTBOOKS**

The required textbooks for the course are as follows:

English 111

*Successful College Writing*, 4<sup>th</sup> Edition.

*The Little, Brown Essential Handbook*, 6<sup>th</sup> Edition.

English 112

*Current Issues and Enduring Understandings*, 9<sup>th</sup> Edition, Sylvan Barnett and Hugo Bedau.

*The Little, Brown Essential Handbook*, 6<sup>th</sup> Edition.

## THE OBJECTIVES FOR THE COURSE FOLLOW.

### TCC Objectives for 111

#### Course Objectives

##### Composition

- Generate, organize, and develop ideas in clear, logical essays.
- Use various strategies of organization.
- Generate clear thesis statements.
- Provide unified, coherent, specific support.
- Provide formal outlines or other evidence of organization.
- Show evidence of clear audience and purpose.
- Show evidence of revision and editing.
- Employ standard usages in the following areas: sentence completeness, coordination and subordination of clauses with correct punctuation, verb forms, diction, syntax, and spelling.

##### Research

- Develop methods of scholarly research.
- Locate and evaluate scholarly and professional sources (to include journal, news, and magazine articles as well as books, online resources, and interviews).
- Compile a coherent, unified, well-edited research paper.
- Correctly introduce and integrate resources, using MLA in-text documentation for quoting, paraphrasing, and summarizing these sources.
- Compile a works-cited listing.

### TCC Objectives for 112

- Students will learn how to:
- Strengthen understanding of rhetorical situations and persuasive discourse
- Develop and refine writing skills throughout all stages of the writing process (prewriting, drafting, revising, editing, and reflecting)
- Formulate adequate theses to express reasoned, well-developed judgments on meaningful topics
- Abstract, summarize, and synthesize information from a variety of disciplines and across a range of differing positions
- Apply methods of academic research, using a variety of investigative techniques, including personal, primary and secondary print, electronic, and real-life sources
- Properly document sources and effectively incorporate information from source material into their own written works
- Apply the conventions of appropriate academic formatting, style, and mechanics
- Students will compose a variety of graded and un-graded assignments and will produce at least 5,000 words of finished, graded text
- Students will write a documented research paper.

## VBCPS

### ORAL LANGUAGE

- 12.1 The student will illustrate an understanding of literature by reading aloud and participating in discussion.**
- E 12.1.1 Demonstrate an understanding of the motivation of a character in a play through an oral reading.
  - E 12.1.2 Read a poem aloud emphasizing sensory images.
- 12.2 The student will make a 5-10 minute formal oral presentation. (SOL 12.1)**
- E 12.2.1 Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information. (SOL 12.1a)
  - E 12.2.2 Use a well-structured narrative or logical argument. (SOL 12.1b)
  - E 12.2.3 Use details, illustrations, statistics, comparisons, and analogies to support purposes. (SOL 12.1c)
  - E 12.2.4 Use visual aids or technology to support presentation. (SOL 12.1d)
  - E 12.2.5 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 12.1e)
  - E 12.2.6 Cite information sources.
- 12.3 The student will evaluate formal presentations. (SOL 12.2)**
- E 12.3.1 Critique relationships among purpose, audience, and content of presentations. (SOL 12. 2a)
  - E 12.3.2 Critique proficiency in the use of standard English in speaking.
  - E 12.3.3 Critique effectiveness of presentations. (SOL 12.2b)
- 12.4 The student will continue to work cooperatively.**
- E 12.4.1 Develop the ability to listen and restate.
  - E 12.4.2 Demonstrate the ability to work in a group in any role.
  - E 12.4.3 Learn to interpret body language and tone of voice.
  - E 12.4.4 Learn to select the most appropriate question for evaluation.

- E 12.4.5 Evaluate how the group has worked as a whole.
- E 12.4.6 Use effective leadership techniques.
- E 12.4.7 Explain and perform the various roles within a group.
- E 12.4.8 Exhibit sensitivity to differences among people.

## READING ANALYSIS

- 12.5 The student will continue to build knowledge of literary terminology, forms, and vocabulary in context.**
- E 12.5.1 Expand vocabulary with words encountered in reading selections.
  - E 12.5.2 Use terminology that demonstrates a knowledge of literary forms in both speaking and writing.
  - E 12.5.3 Demonstrate mastery of the ability to use syntactical, structural, and contextual clues to derive the meanings of new words.
- 12.6 The student will explain the processes by which language changes.**
- E 12.6.1 Describe the history of the English language.
  - E 12.6.2 Identify the major periods of the English language.
  - E 12.6.3 Identify and use English words that have been influenced or brought into the language by borrowing from foreign languages and/or technical advances.
- 12.7 The student will read and analyze a variety of informational materials, including electronic resources. (SOL 12.4)**
- E 12.7.1 Identify information needed to conduct a laboratory experiment or product evaluation.
  - E 12.7.2 Identify formats common to new publications and information resources. (SOL 12.4a)
  - E 12.7.3 Evaluate a product based on analysis of the accompanying warranty and instructional manual. (SOL 12.4c)
  - E 12.7.4 Evaluate the quality of informational and technical manuals. (SOL 12.4d)
  - E 12.7.5 Read and follow instructions to install a software program.
  - E 12.7.6 Explain personal opinions based on valid analyses of books, plays, or scripts from movies or television shows.
- 12.8 The student will read and analyze the development of British literature and literature of other cultures. (SOL 12.3)**
- E 12.8.1 Recognize major literary forms and their elements. (SOL 12.3a)
  - E 12.8.2 Recognize the characteristics of major chronological eras. (SOL 12.3b)
  - E 12.8.3 Read and evaluate the ideas presented in the works of authors representing each literary period.
  - E 12.8.4 Relate literary works and authors to major themes and issues of their eras. (SOL 12.3c)
  - E 12.8.5 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books).
- 12.9 The student will demonstrate analytical skills used in responding to literature by applying them to literary interpretation as well as personal and peer writing.**
- E 12.9.1 Analyze how the universal truths explored in literature relate to his/her own life and develop a personal essay.
  - E 12.9.2 Develop an analytical essay, analyzing the author's purpose through the use of diction, tone, and detail.
- 12.10 The student will read and analyze a variety of poetry. (SOL 12.5)**
- E 12.10.1 Explain how the choice of words in a poem creates tone and voice. (SOL 12.5a)
  - E 12.10.2 Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood. (SOL 12.5b)
  - E 12.10.3 Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience. (SOL 12.5c)
  - E 12.10.4 Compare and contrast traditional and contemporary works of poets from many cultures. (SOL 12.5d)
- 12.11 The student will read and critique dramatic selections from a variety of authors. (SOL 12.6)**
- E 12.11.1 Describe the conflict, plot, climax, and setting. (SOL 12.6a)
  - E 12.11.2 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect. (SOL 12.6b)
  - E 12.11.3 Identify the most effective elements of selected plays. (SOL 12.6c)
  - E 12.11.4 Compare and contrast dramatic elements of plays from American, British, and other cultures. (SOL 12.6d)

## WRITING

- 12.12 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
- E 12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)
  - E 12.12.2 Consider audience and purpose when planning for writing. (SOL 12.7b)
  - E 12.12.3 Present ideas in a logical sequence.
  - E 12.12.4 Demonstrate command of appropriate and correct use of sentence variety.
  - E 12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)
  - E 12.12.6 Use reflective strategies to revise writing.

- E 12.12.7 Revise writing for depth of information and technique of presentation. (SOL 12.7e)
- E 12.12.8 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7f)
- E 12.12.9 Proofread final copy and prepare document for publication or submission. (SOL 12.7g)
- E 12.12.10 Use available technology.
- E 12.12.11 Maintain a writing portfolio.

**12.13 The student will develop expository and informational writings. (SOL 12.7)**

- E 12.13.1 Write a multi-paragraph essay using inductive/deductive reasoning.
- E 12.13.2 Write a letter expressing an opinion to an elected official.
- E 12.13.3 Write a multi-paragraph essay using rational appeals, emotional appeals, and appeals to logic.
- E 12.13.4 Write a commentary on a book, short story, play, or film.
- E 12.13.5 Write an analysis of explanation of how the literary works of several authors mirror the issues of their eras.
- E 12.13.6 Write an analysis of a product based on the warranty and instructional manual.
- E 12.13.7 Keep a log of news and magazine articles that he/she finds of interest.
- E 12.13.8 Use one or more log entries to produce an original piece of writing.
- E 12.13.9 Write analytically about literary, informational, and visual materials. (SOL 12.7c)

**12.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.**

- E 12.14.1 Demonstrate the ability to evaluate, edit, and revise all writing tasks.
- E 12.14.2 Use a handbook as a reference tool.
- E 12.14.3 Exhibit proficiency in the use of standard English in writing.
- E 12.14.4 Use available technology.

**12.15 The student will prepare for the transition to career or schools of higher learning.**

- E 12.15.1 Update a résumé and a cover letter.
- E 12.15.2 Use criteria to evaluate the performance of tasks.
- E 12.15.3 Demonstrate mastery in completing business forms.

**RESEARCH**

**12.16 The student will write documented research papers. (SOL 12.8)**

- E 12.16.1 Identify and understand the ethical issues of research and documentation. (SOL 12.8a)
- E 12.16.2 Select and narrow a topic for a critical analysis paper.
- E 12.16.3 Select and narrow a topic for an investigative paper.
- E 12.16.4 Develop a plan for research.
- E 12.16.5 Prepare a formal outline of the paper.
- E 12.16.6 Collect information to support a thesis.
- E 12.16.7 Evaluate the accuracy and usefulness of information. (SOL 12.8b)
- E 12.16.8 Synthesize information to support the thesis. (SOL 12.8c)
- E 12.16.9 Present information in a logical manner. (SOL 12.8d)
- E 12.16.10 Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)
- E 12.16.11 Edit copies for correct use of language, spelling, punctuation, and capitalization. (SOL 12.8f)
- E 12.16.12 Proofread a final copy and prepare document for publication or submission. (SOL 12.8g)



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

## **MISSION STATEMENT**

**The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.**

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## **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

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