The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Instructor: Dr. Elizabeth Roth, Assistant Professor of English
Office Location: MARSH HALL 314
Office Hours: Monday-Wednesday-Friday 9:00 – 9:50 AM
Tuesday-Thursday 3:30 – 4:00 PM
– or by appointment –
Office Phone: 304-384-5229
E-mail Address: ROTH@concord.edu
(please use your CU e-mail account, and include ENGL 101-01 in the subject line.)

Division of Humanities Website: http://www.concord.edu/humanities/

Course Title: English 101: Composition and Rhetoric I
Course CRN: 10226
Section: 01
Credit hours: 3 credit hours
Semester Taught: Fall 2018
Room Number: Marsh Hall 308
Course Time: MWF 8:00-8:50 AM
Course Management System: N/A
Hardware/Software Needed: Microsoft Word

Pre-requisite: A grade or C or higher in English 90; or minimum placement test score as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
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<tbody>
<tr>
<td>ACT English</td>
<td>18</td>
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<tr>
<td>SAT Pre-March 2016 Critical Reading</td>
<td>450</td>
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<tr>
<td>SAT March 2016 (+) Evidence-Based Reading and Writing</td>
<td>480</td>
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<td>ASSET Writing Skills</td>
<td>38</td>
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<td>COMPASS English Skills</td>
<td>71</td>
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<td>ACCUPLACER Sentence Skills</td>
<td>88</td>
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<td>WV Summative Assessment</td>
<td>Level 3</td>
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For International Students:
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<th>Test</th>
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<td>ibtTOEFL</td>
<td>75</td>
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<tr>
<td>IELTS</td>
<td>6.5</td>
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Text Requirements:

  CU Bookstore: BUY: $61.25 (new); $46.00 (used) / RENT [due 12/7/18]: $33.69 (new); $24.50 (used)
- Short Fiction: Selections for Recursive Reading and Writing. ISBN: 9781337454308
  CU Bookstore: BUY: $38.25 (new); $28.75 (used)
  [Note: You’ll find this book shelved alphabetically in the CU Bookstore under my last name: “Roth.”]

Please note:
- The CU Bookstore has a “price match” policy. If you find a lower price for The Norton Sampler, 9th ed. online, let the cashier know if you would like to take advantage of this policy. [Unfortunately, this policy does not apply to Short Fiction since this is a custom text I have compiled for my English 101 and 101C courses.]
- If you are eligible to receive check-change as a part of your Financial Aid package, Ms. Sheila Conner, CU Bookstore manager, can electronically access a portion of your check-change during the first week of classes so that you can apply it toward purchase of your textbooks from the CU Bookstore.
**Supply Requirements:**
- Two folders with inner pockets (one for submitting individual assignments; one for your course portfolio of assignments to be turned in at the end of the semester)
- Four light-colored or fluorescent highlighters (examples: yellow, pink, light blue, light green)
- Index cards for making flashcards to study for tests.

**Course Description/Rationale:**
Exploration of the writing process with emphasis on development of expository writing skills.

- **A grade of C or better in ENGL 101 or 101C is a pre-requisite for ENGL 102.**
- Also, a minimum grade of C in ENGL 101 or 101C is required in order to earn credit for these courses.

### Alignment between English 101 Learning Outcomes and CU Educational Goals

<table>
<thead>
<tr>
<th>Learning Outcomes for English 101: Composition and Rhetoric I</th>
<th>Concord University Educational Goals (Introductory General Studies Course Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Through text-based writing, the students will demonstrate competency in determining defensible inferences from texts; and using textual evidence to support inferences.</td>
<td>CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <strong>reading</strong> . . .</td>
</tr>
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<td>2. By writing a series of essays incorporating various expository modes prevalent in academic writing, such as illustration, causal analysis, comparison and contrast, and classification, the students will demonstrate writing competencies applicable to a broad range of academic and non-academic purposes.</td>
<td>CU Skills Goal #1b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <strong>writing</strong> . . .</td>
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<td>3. By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.</td>
<td>CU Knowledge Goal #4: Acquaintance with principles underlying languages—for example, linguistic, mathematical, and computer-language systems</td>
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<td>4. By receiving reader feedback, the students will internalize appropriate evaluation criteria so that they can develop metacognitive awareness of their own writing competencies and deficiencies.</td>
<td>CU Knowledge Goal #7: Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s)</td>
</tr>
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### Reading Assignments:

**Selections from The Norton Sampler: Short Essays for Composition (NS) and an online article:**

- Excerpts from Chapter 3, “The Writing Process”
  - pp. 35-36 ("Generating Ideas": “Freewriting,” “Keeping Lists,” and “Brainstorming”)
  - pp. 38-39 ("Stating Your Point")
- Chapter 4, “Writing Paragraphs,” pp. 51-66
- Excerpts from Chapter 5, “Description”
  - pp. 67-76
  - pp. 92-95, “A View from the Bridge” by Cherokee Paul McDonald,
- Excerpts from Chapter 6, “Narrative”
  - pp. 124-33 (“A Brief Guide to Writing a Narrative” and “Editing for Common Errors in Narrative Writing”)
  - pp. 166-70, “The Sanctuary of School” by Lynda Barry
- Excerpts from Chapter 7, “Example”
  - pp. 173-83
  - pp. 190-93, “All Seven Deadly Sins Committed at Church Bake Sale”
- Excerpts from Chapter 8, “Classification”
  - pp. 219-26
  - pp. 234-41, “Mother Tongue” by Amy Tan
- Excerpts from Chapter 9, “Process Analysis”
  - pp. 271-82
  - pp. 288-91, “First Passion, Then Training” by Edward O. Wilson
- Excerpts from Chapter 10, “Comparison and Contrast”
  - pp. 317-26
  - “Grant and Lee: A Study in Contrasts” by Bruce Caton, pp. 342-48
- Excerpt from Chapter 12, “Cause and Effect,” pp. 417-26
- “Adverse Health Effects of Marijuana Use” by Nora D. Volkow et al. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4827335/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4827335/)
Late Work

Assignments submitted after the due date will be subject to a grade penalty of -12% per week. If an “IOU” for the assignment is submitted by the due date, the late penalty will be reduced to -6% per week.

Grading Scale:
A = 90% - 100% / B = 80% - 89% / C = 70% - 79% / D = 60% - 69% / F = 0% - 59%

Grading Policies:
- Relative Weight of Semester Grade Components:
  - Essay average (including In-Class and Take-Home Final Exam Essays) 70%
  - Test and quiz average 20%
  - Class Participation 10%
  - Class Portfolio of graded and informal writing assignments (including your Reading Log) 20%
  - Optional revisions of graded assignments (Schedule a conference if you are interested in pursuing this option.) 10%
  - Observance of traditional classroom courtesies, including
    - refraining from use of any form of vaping, e-cigarettes, traditional tobacco products, etc.
    - abiding by posted rules in computer labs (e.g., no food or drink allowed)
    - promptly communicating the reasons for any absences or partial absences 10%
  - Optional cultural-credit activities (when announced in class or by e-mail).

Make-up Policy:
- Make-up assignments may differ in content, scope, type, and length from those taken on schedule.
- The consequences of neglecting to make up an in-class assignment within two weeks will be the same as for late submission of an out-of-class assignment (see “Late Assignments”).

Late Work:
- Assignments submitted after the due date will be subject to a grade penalty of -12% per week. If an “IOU” for the assignment is submitted by the due date, the late penalty will be reduced to -6% per week.

Writing Assignments

Narrative Writing Sample: “My Autobiography as a Reader and Writer” (due 8/15)
Essay #1: Example Essay: Experience-Based Character Analysis (due 8/29)
Essay #2: Cause-Effect Essay based on a story of your choice from SF (due 9/14)
Essay #3: Comparison/Contrast Essay based on a story of your choice from SF (due 10/10)
Essay #4: Classification Essay based on a story of your choice from SF (due 10/26)
Essay #6: In-Class Final Exam Essay: Open-book extemporaneous essay based on “Rappaccini’s Daughter” (due 12/3)
Essay #7: Optional Essay comparing/contrasting an experience-based narrative with a selection from SF or NS (due 12/3)

Tests and Quizzes

Cumulative Test: (Monday, 10/1)
Comprehensive Test: (Friday, 11/30)
Quizzes: TBA

Class Participation:
Your class participation grade will be based on the following factors:
- Your preparedness for class, including bringing textbooks, syllabus, handouts, supplies, and assigned work to class each day
- Note: Neglecting to bring the required text(s) for an open-book in-class writing assignment will be grounds for re-scheduling the assignment on an individual basis for reduced credit.
- Your Course Portfolio of graded and informal writing assignments (including your Reading Log).
- Constructive participation in class discussion and activities
- Checking your Concord University e-mail account on a regular basis for announcements and materials for this class.
- Optional revisions of graded assignments (Schedule a conference if you are interested in pursuing this option.)
- Observance of traditional classroom courtesies, including
  - refraining from use of any form of vaping, e-cigarettes, traditional tobacco products, etc.
  - abiding by posted rules in computer labs (e.g., no food or drink allowed)
  - promptly communicating the reasons for any absences or partial absences
- Optional cultural-credit activities (when announced in class or by e-mail).

Reading Assignments, cont’d.:

Selections from Short Fiction: Selections for Recursive Reading and Writing (SF)
- Four free-choice selections for Essays #2, #3, #4, and #5
- “Rappaccini’s Daughter” by Nathaniel Hawthorne (pp. 20-39) for Essay #6
Course Timeline:

**Tentative Schedule of Assignments**

Schedule revisions will be announced in class and/or via email.

- **Monday, August 13:**
  - In class: Orientation to the course / “My Autobiography as a Reader and Writer” assignment
  - Homework assignment for Wed., 8/15:
    - Bring the following books and supplies to class for a “Book and Supplies Check”:
      - *The Norton Sampler, 9th edition*
      - *Short Fiction: Selections for Recursive Reading and Writing*
    - Course Supplies:
      - Two folders with inner pockets (one for submitting individual assignments; and one for storing your course portfolio to be turned in at the end of the semester)
      - Four light-colored or fluorescent highlighters (examples: yellow, pink, light blue, light green)
      - Index cards for making flashcards to study for tests.
  - ➢ *Because I have noticed that students who purchase their books and supplies promptly and bring them to class each day are more likely to succeed in this class, I have established the following policy:*
    - *Bring both your textbooks and supplies to each class meeting. Neglecting to do so will be grounds for a class-participation grade penalty of -1% per instance.*

- **Wednesday, August 15:**
  - In class:
    - Book and Supplies Check (or CU Bookstore Receipt / Online Order Documentation Check)
    - Instructions for MLA formatting
  - Homework assignment for Fri., 8/17:
    - Read in *The Norton Sampler (NS):*
      - Excerpts from Chapter 3, “The Writing Process”
        - pp. 35-36 (“Generating Ideas”; “Freewriting,” “Keeping Lists,” and “Brainstorming”)
        - pp. 38-39 (“Stating Your Point”)
      - Chapter 4, “Writing Paragraphs”
        - pp. 51-66
      - Format “My Autobiography as a Reader and Writer” in accord with MLA guidelines*
    - *For information about MLA document format, Google these sites:*
      - “MLA Setup in Word - DSC Library - Daytona State College”
      - “Sample MLA Paper - DSC Library - Daytona State College”
  - Submit MLA-formatted “My Autobiography as a Reader and Writer” to turnitin.com.

- **Friday, August 17:**
  - In class: Discussion of excerpts from NS, Chapters 3 and 4
  - Homework assignment for Mon., 8/20:
    - Read in *NS:*
      - Excerpts from Chapter 5, “Description”
        - pp. 67-76
        - pp. 92-95, “A View from the Bridge” by Cherokee Paul McDonald,
      - Excerpts from Chapter 6, “Narrative”
        - pp. 124-33 (“A Brief Guide to Writing a Narrative” and “Editing for Common Errors in Narrative Writing”)
        - pp. 166-70, “The Sanctuary of School” by Lynda Barr

- **Monday, August 20:**
  - In class: Discussion of excerpts from NS Chapters 5 (“Description”) and 6 (“Narrative”)
  - Homework assignment for Wed., 8/22:
    - Read in *NS:*
      - Excerpts from Chapter 7, “Example”
        - pp. 173-83
        - pp. 190-93, “All Seven Deadly Sins Committed at Church Bake Sale”
Wednesday, August 22:
  o In class:
    • Discussion of excerpts from NS Chapter 7 (“Example”)
    • Discussion of expectations for sentence outline and introduction for Essay #1
  o Homework assignment for Fri., 8/24:
    • Bring rough drafts of the following components of Essay #1: Character Analysis / Example Essay:
      • Tentative sentence outline(s)
        o Thesis statement identifying two character traits of someone you know
        o Two topic sentences (one per character trait)
      • Introduction (2 or more paragraphs)
        o Introductory narrative, designed to foreshadow your thesis, that includes vivid narrative and descriptive details to bring your narrative “to life” in the imagination of your reader (1 or 2 paragraphs)
        o A transitional paragraph to “bridge the gap” between your introductory narrative and your thesis (electronically underlined) placed at the end of your transitional paragraph.

Friday, August 24:
  o In class:
    • Turn in a copy of your tentative sentence outline(s) for Essay #1.
    • Peer review of introduction
    • Discussion of expectations for body paragraphs and conclusion for Essay #1.
  o Homework assignment for Mon., 8/27:
    • Bring rough draft of body paragraphs and conclusion for Essay #1
      • Begin each body paragraph with a topic sentence from your sentence outline. **Electronically underline each topic sentence.**
        o Support each topic sentence with narrative examples, including vivid narrative and descriptive details designed to create a “mental movie” in your reader’s imagination.
      • In your conclusion:
        o Include a sequel to your introductory narrative
        o Analyze the relationship you see between the character traits you have identified in your thesis and illustrated in your body paragraphs. Some questions to consider:
          o What factor(s) do you think may have influenced the development of these character traits?
          o Are these character traits self-contradictory? If so, how would you account for this self-contradiction?
          o What effects of these character traits have you observed? On the person who exhibits them? On others?

Monday, August 27:
  o In class:
    • Peer review of body paragraphs and conclusion
    • Begin work on revising, editing, and formatting your rough draft in accord with MLA guidelines.
  o Homework assignment for Wed., 8/29:
    • Continue work on revising, editing, and formatting Essay #1.
    • Browse in Short Fiction (SF), looking for stories you might like to read and write about in upcoming essays.
    • Begin working on your “Reading Journal”:
      • Read ten or more pages of your choice in SF
      • Record the title and author of the story of each story you sample, and briefly respond to your reading selection(s) in your Reading Journal (Some questions to consider: Why did you select this story? What part of the story interested you the most? What would you ask the author if you had a chance to meet him or her? etc.).

Wednesday, August 29: Due date for Essay #1
  o In class: Put finishing touches on your essay, submit it to turnitin.com, print the essay and digital receipt, and put all components of the assignment in a folder with inner pockets (see checklist directions), and turn it in.
  o Homework assignment for Fri., 8/31:
    • Read ten or more additional pages of your choice in SF. Respond to your additional reading selection(s) in your Reading Journal.
    • Read “Adverse Health Effects of Marijuana Use” by Nora D. Volkow et al. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4827335/]
• **Friday, August 31:**
  - In class: Discussion of excerpts from *NS* Chapter 12 and “Adverse Health Effects of Marijuana Use”
  - Homework assignment for Wed., 9/5:
    - Read ten or more additional pages of your choice in *SF*. Respond to your additional reading selection(s) in your Reading Journal.
    - Select one story from *SF* to use as the basis for Essay #2: Cause-Effect Analysis Essay
    - Read and re-read the story, looking for possible implied cause-effect relationships within it.
    - Bring to class one or more pages of “free-writing” focusing on causes and effects that you have observed (either “on the surface” or implied “beneath the surface”) within the story. Your free-writing can be in any form (stream-of-consciousness writing, lists, webs, diagrams, graphic organizers, etc.).
    - Some questions to consider as you “free-write”:
      - What do you think this character believes is causing his or her behavior? If your answers to these questions differ, how would you explain the difference?
      - What do you see as the effect(s) of a character’s behavior on others? On the character himself or herself?
      - Do you think the character recognizes the causes and effects of his or her own behavior? Why or why not?
      - Do any of the events, decisions, etc. portrayed in the story seem to have beneficial effects, either short-term or long-term? Harmful effects, either short-term or long-term?
      - Do any effects seem beneficial at first, but are later revealed to be harmful? Or vice versa? How would you account for these differing perspectives?
      - Can a causal chain be traced within the story? If so, what seems to be the initial cause? What seem to be the factors or conditions that facilitate a “domino effect”?

* * * Monday, September 3: Labor Day Break * * *

• **Wednesday, September 5:**
  - In class: Begin working on formulating a sentence outline and creating an introductory narrative for Essay #2: Cause-Effect Essay based on a story from *SF*
  - Homework assignment for Fri., 9/7: Bring a rough draft of the following components of Essay #2:
    - A sentence outline consisting of the following sentences:
      - A thesis statement identifying two or more causes or effects within the story
      - Two or more topic sentences (one per cause or effect)
    - Introduction (2 or more paragraphs)
      - An introductory narrative designed to foreshadow your thesis, including vivid narrative and descriptive details selected to bring the narrative “to life” in your reader’s imagination (1 or 2 paragraphs)
      - A transitional paragraph to “bridge the gap” between your introductory narrative and your thesis statement
        - Include the title and author of your selected *SF* story within this transitional paragraph.
        - Place your thesis statement at the end of this paragraph. *Electronically underline your thesis statement.*

• **Friday, September 7:**
  - In class:
    - Turn in a copy of your sentence outline for Essay #2.
    - Peer review of introduction
    - Discussion of expectations for the following phases of your work on Essay #2
      - Lists of annotated quoted passages in double-entry format to support each topic sentence in your sentence outline
      - Body paragraphs
  - Homework assignment for Mon., 9/10:
    - Create a list of annotated quoted passages to support each topic sentence in your sentence outline:
      - Re-read your selected *SF* story, looking for passages to support each topic sentence in your sentence outline. *(Recommended: “Flag” these passages with “sticky flags”).*
      - In “double-entry” format under each topic sentence, create a list of quoted passages that can be used to support it.
        - Enclose all quoted words in quotation marks.
        - Identify the page number for each quoted passage.
      - “Annotate” each quoted passage by “thinking on paper” about how each relates to the topic sentence under which you have listed it.
Monday, September 10:
- Peer review of lists of annotated quoted passages under each of your topic sentences for Essay #2
  - Check for inclusion of all required elements, including
    - Full statement of each topic sentence
    - Under each topic sentence, at least two quoted passages that support it:
      - Accurately-quoted sentences
      - Brief passages (usually just one sentence per passage)
      - Double quotation marks at the beginning and end of each quoted passage.
      - Single quotation marks around any quotations-within-quotations
      - Page number or page span for each quoted passage
  - For the annotation for each quoted passage:
    - Explanation of how the passage supports the topic sentence it is listed it under
- Discussion of expectations for Body Paragraphs for Essay #2.
- Homework assignment for Wed., 9/12:
  - Bring to class a rough draft of your body paragraphs for Essay #2
    - Begin each body paragraph with a topic sentence from your sentence outline. **Electronically underline** each topic sentence.
    - Support each topic sentences with examples drawn from your selected SF story.
      - Incorporate specific quoted words drawn from your list of annotated quoted passages, following these guidelines:
        - Enclose all quoted words in quotation marks.
        - Identify the page number for each quoted passage in parentheses following the quoted word(s).
        - “Weave” quoted words within your own interpretive sentences to create a smooth flow of thought.
        - **Do this:**
          When she learned that the heirloom quilts had been promised to her sister, Dee “gasped like a bee had stung her” (112). This analogy reveals just how shocked and hurt she was by her mother’s decision.
        - **Don’t just insert a “stand alone” quoted sentence between your own sentences.**
        - **Don’t do this:**
          *Dee learned that the heirloom quilts had been promised to her sister. “She gasped like a bee had stung her” (112). She was shocked and hurt by her mother’s decision.*
- Wednesday, September 12:
  - Discussion of expectations for transitions within and between body paragraphs
  - Discussion of expectations for conclusion of Essay #2
  - Discussion of expectations for editing
  - Homework assignment for Fri., 9/14:
    - Add transitions as needed within and between body paragraphs.
    - Create a rough draft of your conclusion (at least one paragraph, following your last body paragraph):
      - Create a “full-circle” effect by including a sequel to your introductory narrative.
      - Unify your conclusion by “tying together” all the “threads” of your discussion in a thought-provoking way.
    - Work on editing your full rough draft.
- Friday, September 14: Due date for Essay #2
  - In class: Put finishing touches on essay, submit to turnitin.com, print essay and digital receipt, and put all components in folder (see checklist), and turn it in.
  - Homework assignment for Mon., 9/17:
    - Read in *NS*: Excerpts from Chapter 10, “Comparison and Contrast”
      - pp. 317-26
      - “Grant and Lee: A Study in Contrasts” by Bruce Caton, pp. 342-48
• **Monday, September 17:**
  o In class: Discussion of excerpts from *NS* Chapter 10, “Comparison and Contrast”
  o Homework assignment for Wed., 9/19:
    - Begin looking for two selections to use as the basis for Essay #3: Comparison and Contrast Essay
      - At least one of the selections must be from *SF*.
      - The other selection can be from any source.
        - If the selection is not from *SF*, a copy of the selection must be turned in with your essay, or an emailed link must be supplied.
      - If you have found a story in *SF* that you would like to write about, but haven’t found a selection to pair with it, I’ll be glad to help you find a selection that you can compare and contrast with it. Just send me an email to let me know the title of the *SF* story for which you are seeking a “match.”
      - Some suggested pairs of selections for Essay #3 for your consideration:
        - “The Catbird Seat” by James Thurber / “The Cask of Amontillado” by Edgar Allan Poe
        - “Everyday Use” by Alice Walker / “Why I Live at the P.O.” by Eudora Welty
        - “I Stand Here Ironing” by Tillie Olsen / “Everyday Use” by Alice Walker
        - “An Occurrence at Owl Creek Bridge” by Ambrose Bierce / “The Jilting of Granny Weatherall” by Katherine Anne Porter
  
• **Wednesday, September 19:**
  o In class: Discussion of Compound Sentence Formulas #1 and #2
  o Homework assignment for Fri., 9/21:
    - Select a pair of stories (at least one of which is in *SF*) that you’d like to use as the basis for Comparison/Contrast Essay #3.
      - You are welcome to email me if you need help finding a story to pair with a story in *SF* that you’d like to write about.
    - Make flash cards to study conjunctive adverbs for Compound Sentence Formula #2.
  
• **Friday, September 21:**
  o In class:
    - Practice writing sentences using Compound Sentence Formula #2.
    - Read/re-read your selected stories for Comparison/Contrast Essay #3.
  o Homework assignment for Mon., 9/24:
    - Continue re-reading the two stories you have selected for Essay #3, looking for similarities and differences between them.
    - “Free-write” on similarities and differences you have observed between your two selected stories thus far. Your free-writing can be in any form (stream-of-consciousness writing, lists, webs, diagrams [for example, a Venn diagram], graphic organizers, etc.).
  
• **Monday, September 24:**
  o In class:
    - Discussion of expectations for Sentence Outline for Comparison/Contrast Essay #3.
    - Discussion of Compound Sentence Formulas #3 and #4.
  o Homework assignment for Wed., 9/26:
    - Create one or more tentative sentence outlines for Essay #3.
    - Make flashcards for coordinating conjunctions for Compound Sentence Formula #3.
• **Wednesday, September 26:**
  o In class:
    • Turn in your tentative sentence outline(s) for Essay #3.
    • Practice writing sentences using Compound Sentence Formula #3.
    • Discuss “translation” of ideas from Compound Sentence Formula #2 to #3; and vice versa, and practice “translating” ideas from one formula to another.
  o Homework assignment for Fri., 9/28:
    • Write 16 compound sentences based on stories you have selected to compare/contrast in Essay #3.
      • 10 sentences using Formula #2 (one sentence per conjunctive adverb relationship category).
      • 6 sentences using Formula #3 (one sentence per coordinating conjunctive relationship category).
    • Make flashcards for Compound Sentence Formulas #1, #2, #3, and #4.
    • Bring your 16 compound sentences and flashcards on conjunctive adverbs, coordinating conjunctions, and compound sentence formulas to class on Friday.

• **Friday, September 28:**
  o In class: Review for Cumulative Test
  o Homework assignment for Mon., 10/1:
    • Study for Test #1, and practice writing compound sentences based SF stories you have read.
    • Create a list of annotated quoted passages to support each topic sentence in your sentence outline.

• **Monday, October 1:**
  o In class:
    • Cumulative Test
  o Homework assignment for Wed., 10/3:
    • Re-read your selected SF stories, looking for passages to support each topic sentence in your sentence outline for Essay #3.
    • Create an annotated list of passages to support each topic sentence in your sentence outline. Bring your sentence outline and your annotated lists of passages to class.

• **Wednesday, October 3:**
  o In class:
    • Discussion of expectations for the first half of Essay #3:
      • Introduction (at least 2 paragraphs)
      • Body paragraphs #1 and #2
  o Homework assignment for Fri., 10/5:
    • Write a rough draft of the first half of your Essay #3.

• **Friday, October 5:**
  o In class:
    • Discussion of expectations for the second half of Essay #3:
      • Transitional paragraph (between body paragraphs #2 and #3)
      • Body paragraphs #3 and #4
      • Conclusion
  o Homework assignment for Mon., 10/8:
    • Write a rough draft of the second half of your Essay #3.
    • Bring your full rough draft to class on Monday.

• **Monday, October 8:**
  o In class:
    • Peer review of rough draft of Essay #3
    • Discuss expectations for revising and editing draft of Essay #3.
  o Homework assignment for Wed., 10/10:
    • Work on revising and editing rough draft of Essay #3.

⇒ **Reminder:** Wednesday, October 10, is the due date for Essay #3.
• **Wednesday, October 10: Due date for Essay #3**
  o In class:
    • Put finishing touches on essay, submit to turnitin.com, print essay and digital receipt, put all assignment components in a folder (including the Checklist for Essay #3), and turn it in.
  o Homework assignment for Fri., 10/12:
    • Read in NS: Excerpts from Chapter 8, “Classification”
      • pp. 219-26
      • pp. 234-41, “Mother Tongue” by Amy Tan
    • Select a story from *SF* to serve as a basis for your Essay #4: Classification Essay.

• **Friday, October 12:**
  o In class:
    • Discussion of expectations for Essay #4: Classification Essay
    • Discussion of Complex Sentences with adverb clauses: Formulas, #1 and #2; and exception to Formula #2.
  o Homework assignment for Mon., 10/15:
    • Make flashcards for subordinating conjunctions for complex sentences.
    • Read/re-read your selected story for Essay #4, and do freewriting to generate ideas for your sentence outline.
    • Create one or more tentative sentence outlines for Essay #4: Classification Essay, and bring your outline(s) to class on Monday.

• **Monday, October 15:**
  o In class:
    • Discuss “translation” of complex sentences with adverb clauses from Formula #1 to #2; and vice versa.
    • Turn in tentative sentence outline(s) for Essay #4: Classification Essay.
  o Homework assignment for Wed., 10/17:
    • Write 12 complex sentences with adverb clauses:
      • Use at least six different subordinating conjunctions
      • Illustrate the use of Formula #1, Formula #2, and the exception to Formula #2
        o Six sentences using Formula #1
        o Four sentences using Formula #2
        o Two sentences illustrating the exception to Formula #2

• **Wednesday, October 17:**
  o In class:
    • Discuss “translation” of complex sentences with adverb clauses to compound sentences; and vice versa.
  o Homework assignment for Fri., 10/19:
    • Re-read your selected *SF* story for Essay #4: Classification Essay, looking for passages to support each topic sentence in your sentence outline.
    • Create a list of annotated quoted passages to support each topic sentence in your sentence outline.
    • Bring your sentence outline and your lists of annotated quoted passages to class on Friday.

• **Friday, October 19:**
  o In class:
    • Discussion of expectations for the first half of your rough draft for Essay #4: Classification Essay.
  o Homework assignment for Mon., 10/22:
    • Write a rough draft of the first half of your rough draft for Essay #4:
      • Introduction (two or more paragraphs)
      • First body paragraph(s)

• **Monday, October 22:**
  o In class:
    • Discussion of expectations for the second half of your rough draft for Essay #4: Classification Essay.
  o Homework assignment for Wed., 10/24:
    • Write the remainder of your rough draft for Essay #4:
      • Remaining body paragraphs
      • Conclusion
    • Bring your full rough draft to class on Wednesday for Peer review.
• **Wednesday, October 24:**
  - In class: Peer review for Essay #4: Classification Essay
  - Homework assignment for Friday, 10/26:
    - Work on revising and editing Essay #4.

• **Friday, October 26:**
  - In class: **Due date for Essay #4**
    - Put finishing touches on essay, submit to turnitin.com, print essay and digital receipt, and put all components in folder (see checklist), and turn it in.
  - Homework assignment for Mon., 10/29:
    - Read 1st section of “Rappaccini’s Daughter” by Nathaniel Hawthorne in SF
      - Begin reading on p. 20, paragraph #3: “A young man. . .”).
      - Read to top of p. 25 (end of paragraph 28).

• **Monday, October 29:**
  - In class:
    - Discussion of 1st section of “Rappaccini’s Daughter”
    - Watch excerpt of film version of “Rappaccini’s Daughter”
  - Homework assignment for Wed., 10/31:
    - Read 2nd section of “Rappaccini’s Daughter” (to bottom of p. 29, end of paragraph 62).

• **Wednesday, October 31:**
  - In class:
    - Discussion of 2nd section of “Rappaccini’s Daughter”
    - Watch additional excerpt of film version of “Rappaccini’s Daughter”
  - Homework assignment for Fri., 11/2:
    - Read 3rd section of “Rappaccini’s Daughter” (through p. 34).

→ **Reminder: Friday, November 2, is the last day to drop an individual class with a grade of "W."**

• **Friday, November 2:**
  - In class:
    - Discussion of 3rd section of “Rappaccini’s Daughter”
    - Watch additional excerpt of film version of “Rappaccini’s Daughter”
  - Homework assignment for Mon., 11/5:
    - Read the remainder of “Rappaccini’s Daughter” (through p. 39).

• **Monday, November 5:**
  - In class:
    - Discussion of remainder of “Rappaccini’s Daughter”
    - Watch additional excerpt of film version of “Rappaccini’s Daughter”
  - Homework assignment for Wed., 11/7:
    - Read in NS:
      - Excerpts from Chapter 9, “Process Analysis”
        - pp. 271-82
        - pp. 288-91, “First Passion, Then Training” by Edward O. Wilson

• **Wednesday, November 7:**
  - In class:
    - Discussion of excerpts from NS Chapter 9, “Process Analysis”
    - Discussion of expectations for Essay #5: Process Analysis Essay (Take-Home Final Exam Essay)
  - Homework assignment for Fri., 11/9:
    - Select a story of your choice from SF to use as the basis for Essay #5: Process Analysis Essay.
    - Read/re-read your selected story, and “free-write” to record your observations about any or all of the following kinds of processes:
      - Processes depicted within your selected story
      - Processes you have experienced as a reader while reading/re-reading/reflecting on the story
      - Processes used by the author to create various effects on the reader of the story
    - Create one or more tentative sentence outlines for Essay #5, and bring your outline(s) to class on Friday.
• **Friday, November 9:**
  o In class:
    • Turn in your sentence outline(s) for Essay #5: Process Analysis Essay.
    • Discussion of compound-complex sentences.
  o Homework assignment for Mon., 11/12:
    • Write 12 compound-complex sentences based on “Rappaccini’s Daughter”
      • Use six different coordinating conjunctions to join independent clauses.
      • Use six different conjunctive adverbs to join independent clauses.
      • Use six different subordinating conjunctions to introduce adverb clauses.
    • Recommendation:
      • Begin working on Optional Essay comparing/contrasting an experience-based narrative with a selection from SF or NS, and continue doing so as your schedule allows during the remainder of the semester.

• **Monday, November 12:**
  o In class: Practice writing compound-complex sentences for process analysis.
  o Homework assignment for Wed., 11/14:
    • Re-read your selected story for Essay #5: Process Analysis Essay to find passages that can be used to support the topic sentences in your sentence outline.
    • Create an annotated list of quoted passages to support each topic sentence in your sentence outline.

• **Wednesday, November 14:**
  o In class:
    • Practice writing compound, complex, and compound-complex sentences in individual or collaborative narrative writing.
  o Homework assignment for Fri., 11/16:
    • Write 1st ½ of rough draft for Essay #5: Process Analysis Essay.

• **Friday, November 16:**
  o In class:
    • Collaborative review for Comprehensive Test
  o Homework assignment for Mon., 11/26:
    • Write remainder of rough draft for Essay #5: Process Analysis Essay.

* * * * * * * Monday-Friday, November 19 - 23: Thanksgiving Break * * * * * * *

• **Monday, November 26:**
  o In class: “Grammar Bee” review for Comprehensive Test
  o Homework assignment for Wed., 11/28:
    • Work on revising and editing Essay #5
    • Re-read “Rappaccini’s Daughter” in preparation for In-Class Final Exam Essay

• **Wednesday, November 28:**
  o In-Class:
    • Discussion of “Rappaccini’s Daughter” in preparation for In-Class Final Exam Essay
    • Course Evaluation
  o Homework assignment for Fri., 11/30:
    • Prepare for Comprehensive Test

• **Friday, November 30:**
  o In-class: Comprehensive Test

⇒ **Final Exam for ENGL 101-01** Monday, December 3, 9:00 – 11:15 AM
  • In-class Final Exam Essay (open-book: Bring *Short Fiction*.)
  • Due date for Course Portfolio:
    o In one pocket: “New Business”: Take-Home Final Exam Essay and Optional Essay
    o In the other pocket: “Old Business”: Final drafts of previous essays; Test #1; miscellaneous assignments
Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jean and Jerry L. Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Turnitin.com:
You are responsible for enrolling for this class on the turnitin.com (a plagiarism-detection website) and for submitting assignments to turnitin.com whenever you are directed to do so.

➔ Important: Always access the Turnitin.com site via Google Chrome (not Internet Explorer).

If you have not previously done so, create a turnitin.com account: Click on “Create account” near the top of the turnitin.com Home Page. Follow the prompts on the screen for creating your individual password and entering the Class ID and Enrollment Key:

<table>
<thead>
<tr>
<th>Turnitin.com enrollment information for ENGL 101, Section 01:</th>
</tr>
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<tbody>
<tr>
<td>Class ID</td>
</tr>
<tr>
<td>[This information will be distributed in class and/or by email.]</td>
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</tbody>
</table>

In order to submit your assignments to turnitin.com, you will need to save and access your documents electronically. Using more than one of the following methods is recommended:
- Attach your document to an email message to yourself.
- Save it to a flash drive.
- Save it to “skydrive” via your MyCU account.
- Save it to your “MY DOCUMENTS” in ADMIN 307 or 321.

➔ Important: When submitting a document to turnitin.com:
Always select the “Single-File Upload” option (not “Cut & Paste”).

Concord University Honor Code:
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

“As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same.”

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class Attendance Policies:
Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Rewards for Regular Attendance:
- If you have no more than two (2) absences, you will be eligible for exemption from the Comprehensive Test on 11/30.
- If you have no more than one (1) absence, you will be eligible for exemption from the Comprehensive Test on 11/30 and from the Take-Home portion of the Final Exam.
- If you choose to fulfill an assignment from which you have earned eligibility for exemption, your grade on that assignment will be counted only if it would improve your grade average (except in a case of academic dishonesty).

Consequences of full-class absences:
More than six (6) absences will be grounds for a semester grade of “F.”

Consequences of “partial absences” (arriving late or leaving early):
The consequences of three partial absences are the same as for one whole-class absence.
Procedures to follow in the event of an absence or a partial absence (arriving late or leaving early):
Contact me by email before or promptly following each absence or partial absence to explain the circumstances. Neglecting to do so will be grounds for a class-participation grade penalty of -1% per instance.

Opportunities to "erase" up to two absences by completing additional graded assignments (i.e., “erasure” assignments):
- Eligibility for erasure assignments depends upon prompt email communication regarding the reason for each absence.
- Ordinarily, no more than two requests for erasure assignments can be granted, and no more than one can be scheduled per day.
- The designated “window” for completion of erasure assignments will be November 5-16.
- Directions and appointments for erasure assignments should be requested by email.
- The grade for an erasure assignment will count toward your semester grade average.

Grounds for exceptions to policies regarding penalties for absences and partial absences:
There will be no penalty for absences under the following circumstances:
- If you email me promptly to let me know that road conditions have made your commuting route dangerous
- If you promptly submit appropriate documentation of any the following:
  - Military duties, such as National Guard or Armed Services Reserve
  - A court-imposed legal obligation (e.g., jury duty or subpoena)
  - Participation in an activity in which you are officially representing CU (athletics, band, choir, etc.)

Emergency Alert System:
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:
- To report an on-campus emergency, call 304-384-5357 or 911.
- Or press the button on a campus emergency telephone to contact the CU Office of Public Safety.
  - Look for the blue light on four emergency telephones:
    - near the end of Marsh Hall closest to the Library
    - behind the Student Center
    - behind Wooddell Hall
    - behind South Towers.

Inclement Weather Policy:
- Schedule delays or campus closures are aired on area radio and television stations and are also posted on the CU website: concord.edu ➔ Everyday Access ➔ Emergency Alert System.
- To receive text-message or emailed emergency alerts: Contact IT Help Desk at (304) 384-5291 or sms.concord.edu.
- To access Inclement Weather Schedules for the Athens and Beckley campuses: http://www.concord.edu/emergency-alerts

Student Conduct:
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services:
For help with email, mycu, or CU active directory accounts: Contact CU Help Desk at (304) 384-5291 or cuhelpdesk@concord.edu.

Free Drop-In Tutoring for all General Education courses, including English 101 (available beginning Monday, 8/27):
- Log on to apps.concord.edu/tutoring/
  ➔ Select a course from the drop-down menu to find times when tutors for that course are available in the GRIP Center (bottom floor of Rahall Technology Center) or the President’s Room in the CU Library (on your left when you enter through the main door).
- For further information, contact Ms. Sheila Womack at swomack@concord.edu or 304-384-6074, or drop by the Academic Success Center, adjacent to atrium in Rahall Technology Center (enter the building through the door near the volleyball court).

Syllabus Disclaimer:
This syllabus is subject to change based on the needs of the class. Please check email regularly for updates.
Name (please print): ________________________________________________________________

774 # (on your CU Student ID card): ________________________________________________

Campus P.O. Box, or local mailing address (with zip code if off campus):
________________________________________________________________________________
________________________________________________________________________________

Home mailing address (with zip code) if different from above:
________________________________________________________________________________
________________________________________________________________________________

Cell phone: ____________________________  “Land-line” phone: ____________________________

CU e-mail address: _________________________________________________________________

Other e-mail address: ______________________________________________________________

I have fulfilled the pre-requisite for English 101 in the following way (Check one.)

_____ a grade of C or above in English 90 (or equivalent) at ____________________________
    (Name of college or university)

_____ Placement Test Score (Specify kind of test: ____________________________)

Academic advisor(s): ______________________________________________________________

Prospective major(s) or “Undecided”: __________________________________________________

Year of high school graduation: _______ (or year GED earned: _______; or year home-schooling completed: _______)

Name and location of high school (or GED administration site): __________________________

Have you served in, or are you currently serving in, the U.S. military?  _____ yes  _____ no

Reasons for any anticipated absences (check all that apply):

_____ National Guard or Armed Services Reserve duty

_____ Concord University athletic team membership  /  Name of coach: _________________________

_____ other: (Please explain.)

________________________________________________________________________________

I have read the course disclosure for English 101, section 01 and understand my responsibilities as a student in this class.

Signature: ____________________________  Date: _______________

I am enrolled in the following course/section:

_____ English 101, Section 01  Monday - Wednesday - Friday  8:00 – 8:50 AM