



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/>).

Course Prefix, Number and Title: ENGL 102 Composition and Rhetoric II

Course CRN # and Section: 20312; Section 1AS

Semester Taught (including year): Spring 2019

Professor: Dr. A. Malkovich

Credit Hours: 3

Office Location: Admin 313

Prerequisites: ENGL 101 or 101C with a C or better

Office Hours: M & W 10 A.M.-12 P.M. Online and by appointment

Course Time (if applicable):

Email: prcuof@gmail.com

Building and Room Number (if applicable): Online

Phone: x5143

Office Fax: N/A

College/Department Website: www.concord.edu/humanities

Course Description/Rationale: The primary purpose of English 102: Composition and Rhetoric II is to refine and develop the analytical thinking and writing skills which you mastered in English 101: Composition and Rhetoric I. English 102 places particular emphasis on specialized forms of writing, including: argumentative writing, research-based writing, and writing about literature.

Course Management System (Blackboard/Moodle or other systems): Blackboard

Hardware/Software Needed (include privacy policies, if applicable): Word, Zoom, GroupMe app

Text requirements: Rottenberg, Annette T. and Dona Haisty Windhell. *Elements of Argument: A Text and Reader*. 12th Ed.

Concord University Educational Goal(s)

Course Objectives for English 102	CU Educational Goals
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Through text-based writing, the students will demonstrate competency in close reading; critical thinking; drawing defensible inferences from texts; and using textual evidence to support inferences.	Skills Goal #1a Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [. . . including] reading [. . .]
By employing the writing skills developed in English 101 in a series of essays involving logical argumentation/persuasion, research-based writing, and literary text-based writing, the student will demonstrate writing competencies applicable to a broad range of academic and non-academic purposes.	Skills Goal #1 b Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [. . . including] writing [. . .]
By writing argumentative/persuasive essays, the students will demonstrate competency in logical reasoning, in marshalling evidence to support positions on issues, and in presenting arguments in a cogent, audience-aware manner.	Skills Goal #2 An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving
By writing research-based essays, the student will demonstrate competency in conducting research; and in interpreting, analyzing, critically evaluating, organizing, and reporting research findings in a unified, coherent, honest, and accurately documented manner, thereby reflecting a clear understanding of how to avoid plagiarism by incorporating source material legitimately.	Skills Goal #3 An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making
By writing essays based on research, the students will demonstrate competency in analyzing and synthesizing information and ideas; and in integrating research findings in a unified and coherent discussion.	Skills Goal #4 An ability to analyze, synthesize, and integrate elements, information and ideas
By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.	Knowledge Goal #4 Acquaintance with principles underlying languages— for example, linguistic, mathematical, and computer- language systems
By receiving feedback from the instructor and peer reviewers, the students will internalize appropriate evaluation criteria so that they can develop metacognitive awareness of their own writing competencies and deficiencies.	Knowledge Goal #7 Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s)
By writing text-based essays, the students will demonstrate competency in recognizing and evaluating underlying assumptions on the basis of ethical or moral values, aesthetic principles, or utilitarian function.	Attitudes Goal #1 Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes
By analyzing texts that present varying opinions on issues and/or various possible interpretations of events, the students will develop a capacity for respectful attentiveness to differing perspectives.	Attitudes Goal #3 Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution

National Standards (if applicable) None

Course Requirements

Grading Policy and Scale, Make-up Policy, Late Work

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Grading:

Final Exam: 10%
Analytical Essay: 10%
Attendance/participation, daily work: 10%
2 Revised Papers: 30% each (60% total)
Group Peer Review Work: 10%

Grading Scale:

A-90%-100%
B 80%-89%
C 70%-79%
D 60%-69%
F 59% and lower

General Course Policies

Participation, Attendance and Discussion Board Policies: Students are expected to participate throughout the course. Failure to post on the discussion board threads is equivalent to being absent from the course. These posts are in lieu of in class attendance for those weeks our ground course does not meet. Students must post and respond to one another's threads within the given timeframe. Absent or late posts will not receive any credit. **Posts and responses are worth 20 points each, except for your Introductory post which is worth 10 points, and are a part of your overall participation and attendance grades for the semester.** Likewise, if a post/response is missed, it must be made up; even if no credit is given. If a student misses two posts, they will be dropped from the course. It is important to keep up with the Discussion Board and reading. Each week I will post some information and questions about that week's material. You should respond to this thread. Develop your posts; a paragraph will not typically work so make sure that posts contain quality and that you fully develop your thoughts by using examples from that week's readings. Keep in mind these should resemble in class discussions. You should respond to at least two other individual's posts. If someone does not have any responses, please respond to them first. Discussion Board posts are meant to serve as class discussion. You should post thoughtful comments, ask questions, and raise important points about that week's readings. Comments should be thought provoking and devoid of explicit language, rudeness and offensive material. If such comments are made, the participant will be removed from the course. While I've never had a problem with this, please practice good netiquette. ☺ It is okay to be constructively critical as your work should help continue discussion and help one another think more broadly about the subject matter. You should check the course daily for any updates, as if you were attending class in person. It is the student's responsibility to make-up all work missed in a timely fashion. Remember it is in your own interest, as is explained in Concord's attendance policy (*Catalogue*, pp. 221-22) to be "in class." I do not distinguish between excused and unexcused "absences." If there are any questions about this policy, please consult the instructor.

The Discussion Board will open Monday mornings at 8AM and close on Saturday at 11 PM. Your initial post is due by 11 PM Wednesday evening. Responses to one another's posts should be made by 11 PM Saturday evening.

Please note that I will not spend office hours updating absent students on the previous class. Please get to know your fellow classmates in order to share notes when necessary. Participation in class discussion, an important part of the classroom learning environment and your grade, will assist in making the class more exciting and thought provoking.

Late Work Make-up Policy: Late work will not be accepted. The only exception to this policy is in the case of absences pertaining to official college sanctioned activities and extreme emergency situations. In emergency cases, the instructor must be notified about the absence prior to its occurrence for official college sanctioned activities and within 24 hours of an emergency. The student will have to meet with the instructor regarding the missing work. The instructor and the student will then construct a contract where the student *may* be allowed to make-up the work. The work must be made up within a reasonable amount of time and it is the student's responsibility to find out what has been missed. Only one late assignment daily assignment, paper, etc. will be allowed throughout the semester and must have met the above conditions for acceptance. Quizzes cannot be made up. If an exam is missed the above policies are in effect. Please note this may only be used once during the semester and the above criteria must be met for any late work to be considered. The instructor reserves the right to refuse any late work.

Technology Policy: Our class will utilize many forms of technology over the course of the semester and you should familiarize yourself with them from the onset of the course. This policy is important to 1) familiarize students with technologies they may use in university settings and situations, as well as those outside of the university, especially in the workplace 2) illustrate environmental awareness 3) help with tightening budgets. In addition to the use of computers, you will be using Blackboard, Dropbox and GroupMe throughout the semester. Use of these is **mandatory**. On Blackboard you will be able to find all important course materials as well as grades. Dropbox will be used for group work as you can work with one another very easily through this medium. GroupMe, an app that can be downloaded to any smartphone, will be used for ease of communication between us all. If you do not have a smartphone, you can download GroupMe to your computer and access messages sent through it via any email account. Additionally, all presentations must be given via Prezi. Please create and access these accounts so that you will be able to read course materials and information.

Plagiarism: Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own. Plagiarism is considered a serious academic offense and may take the following forms: 1) Copying word-for-word from another source and not giving that source credit. 2) Paraphrasing the work of another and not giving that source credit. 3) Adopting a particularly apt phrase as your own. 4) Using an image or a copy of an image without crediting its source. 5) Paraphrasing someone else's line of thinking in the development of a topic as if it were your own. 6) Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

Note that word-for-word copying is not the only form of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases. [Adapted from the Modern Language Association's *MLA Handbook for Writers of Research Papers*. New York: MLA, 1995: 26

There is no extra credit work for this course.

Notes on Incompletes: Incompletes (I) are only given in documented emergency cases, such as for a death in the family, major illness, etc. and if the student has completed the majority of the coursework, which typically means everything but the final essay or project. The students' attendance must also fall within the guidelines set forth in the syllabus for the instructor to award such a grade. It is the students' responsibility to both provide documentation and query after the potential of such a grade. **Please note:** Incomplete grades are very rarely given. If an incomplete is given, it must be made up within one semester, at the latest, from which the course was taken or the grade will turn into an 'F' on the students' transcript. The exact deadline will be set up between the instructor and student. No extensions on such grades are possible.

Over the course of the semester we will engage the following types of writing patterns and skills in English 102: 1) Argumentation and persuasion 2) Literary Analysis/Writing About Literature 3) Critical reading and writing 4) A strong focus on developing proper academic writing styles 5) Continued exploration of writing as a process with special attention to topic generation, drafting, revising, and editing 6) Research and documentation 7) Critical thinking

Conferences: Conferences will be held twice during the semester with each student. These will be scheduled during class time and will be allotted approximately 5-10 minutes. We will discuss any questions that you may have, any weaknesses that may arise from your papers and any relevant material pertaining to the course and your progress up to that point. If you have any questions that we cannot cover in the conferences, please feel free to see me during my office hours.

Special Notes:

- 1) All papers must be typed and word-processed. They should be saved in at least two locations. If you lose something, you will need to make it up in order to have a complete portfolio. Remember it is your responsibility to account for all of your work.
- 2) Students must provide evidence of significant invention and revision if requested to do so. Plagiarism will result in a failed grade for the assignment and course. Referral of the matter to the appropriate administrators will occur.
- 3) All assignments will be due at the beginning of the next class period.
- 4) The instructor reserves the right to modify the schedule.
- 5) All of your writing will be viewed by others in the class. Please make sure that the topics you choose to write about are issues that you do not mind others reading and commenting on.
- 6) While most of your topics will be of your choice, I ask that you **do not** write on the following issues as they may be sensitive issues for your classmates. Religion, Politics and Abortion.
- 7) Please do not send work to me via Google Docs or other cloud based services.
- 8) No food or drink is allowed in the lab. Please adhere to this policy.
- 9) All assignments must conform to the latest *MLA Handbook* guidelines.

- 10) Homework for other classes is to be done outside of this class. If you are doing homework for another class while in our class, I will count you absent for the day.
- 11) Grades will not be given over email, phone, or through any medium other than the learning management system and/or in person. It is a violation of FERPA and ethical guidelines to disseminate grades in any other way. Please do not email asking after grades or grade details. It is your responsibility to keep up with your grades so please contact me to set up a meeting regarding grades, if need be.
- 12) Talking in class while the instructor or a fellow classmate is talking will not be tolerated- failure to comply will cause your grade to be lowered.
- 13) Not posting or turning in an assignment on time will result in an absence for the day.
- 14) NO TM, IM, Facebook (or the like) or cell phone conversations are allowed in class. While you are in class you are expected to work on class assignments. Cell phones must be turned off before entering class. If a cell phone rings, I will answer it. For any of the above issues you will be considered absent for the day. NO exceptions. After two notifications, you will be dropped from the course.
- 15) Above all respect fellow students and your instructor and enjoy the semester! ☺

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 Jerry and Jean 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.)

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/Online Attendance Policy

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.)

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

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

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.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Course Schedule:

Week 1: 1/14-1/18

Introduction to class; diagnostic exam
Selected Readings from Part 1 of *Elements of Argument*

Week 2: 1/21-1/25

(Mon 1/21 is MLK day, no class)
Introduction to argument and critical thinking
Selected Readings from Part 1 and Part 2 of *Elements of Argument*

Week 3: 1/28-2/1

Begin work on Essay/Assignment 1: prewriting, brainstorming, etc. Continued discussion of argument
Selected Readings from Part 2 and Part 3 of *Elements of Argument*

Week 4: 2/4-2/6

Work on Essay/Assignment 1: drafting, peer review, conferencing Discussion of fallacies and logic
Selected Readings from Part 3 and Part 4 of *Elements of Argument*

Week 5: 2/11-2/15

Finish Essay/Assignment 1: final draft, reflection
Begin work on Essay/Assignment 2: prewriting, brainstorming, etc. Discussion of research
Selected Readings from Part 4 of *Elements of Argument*

Week 6: 2/18-2/22

Work on Essay/Assignment 2: drafting, peer review, conferencing Continued discussion of
research, sources, citation

Week 7: 2/25-3/1

Finish Essay/Assignment 2: final draft, reflection
Further work on research and revision
Begin Essay/Assignment 3: prewriting, brainstorming, etc.

Week 8: 3/4- 3/8

Work on Essay/Assignment 3: drafting, peer review, conferencing Further work on research and
revision

Week 9: 3/11-3/15: Spring Break: No Class

Week 10: 3/18-3/22

Finish Essay/Assignment 3: final draft, reflection
Revision work
Discussion of literature and writing / arguing about literature

Week 11: 3/25-3/29

Begin Essay/Assignment 4: prewriting, brainstorming, etc.
Continued discussion of earlier topics including research, literature, and revision

Week 12: 4/1-4/5

Work on Essay/Assignment 4: drafting, peer review, conferencing
Continued discussion of earlier topics including research, literature, and revision

Week 13: 4/8-4/12

Finish Essay/Assignment 4: final draft, reflection
Continued discussion of earlier topics including research, literature, and revision Begin
Essay/Assignment 5: prewriting, brainstorming, etc.

Week 14: 4/15-4/19

Work on Essay/Assignment 5: drafting, peer review, conferencing
Continued discussion of earlier topics including research, literature, and revision

Week 15: 4/22-4/26

Finish Essay/Assignment 5: final draft, reflection Revision work

Week 16: 4/29 -5/03

Prepare for final exam/assignments

Portfolio Due 5/8

Final Exam: Due Anytime Between April 29th-May 8th

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."