



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:** English 101

**Course Title:** Composition and Rhetoric I

**Course CRN #:** 20316

**Course Section:** 01

**Semester Taught:** Spring 2019

**Professor:** Dr. Elizabeth Roth

**Credit Hours:** 3

**Office Location:** Marsh Hall 314

**Prerequisites:** 18(+) English ACT (or equivalent)

**Office Hours:** MWF 10:00-10:50; TR 2:00-3:15

**Course Time:** MWF 8:00-8:50 AM

**Email:** [ROTHL@CONCORD.EDU](mailto:ROTHL@CONCORD.EDU)

**Building and Room Number:** Marsh Hall 308

**Phone:** 304.384.5229

**College/Department Website:** <http://www.concord.edu/humanities/>

**Course Description/Rationale:**

Exploration of the writing process, with emphasis on development of expository writing skills. Grade of C or better is required to satisfy the General Education requirement and to proceed to ENGL 102.

**Course Management System:** Blackboard

**Hardware/Software Needed:** Microsoft Word

**Text requirement:** *The Little Seagull Handbook* – 3<sup>rd</sup> edition. Norton. ISBN 978-0-393-60263-0

**Concord University Educational Goals / Specific Learning Outcomes:**

Specific Learning Outcomes for English 101: Composition and Rhetoric I	Concord University Educational Goals (Introductory General Studies Course Level)
1. Through text-based writing, the students will demonstrate competency in close reading; critical thinking in determining defensible inferences from texts; and using textual evidence to support inferences.	CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <b>reading</b> . . .
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.	CU Skills Goal #1b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <b>writing</b> ...

<b>Specific Learning Outcomes for English 101: Composition and Rhetoric I</b>	<b>Concord University Educational Goals (Introductory General Studies Course Level)</b>
3. By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.	CU Knowledge Goal #4: Acquaintance with principles underlying languages—for example, linguistic, mathematical, and computer-language systems
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.	CU Knowledge Goal #7: Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s)

### Course Requirements:

- **Writing Assignments:**

- Narrative Writing Sample
- Essay #1: Example Essay: Character Analysis
- Essay #2: Cause-Effect Essay
- Essay #3: Comparison/Contrast Essay
- Essay #4: Classification Essay
- Essay #5: Take-Home Final Exam Essay: Process Analysis Essay
- Essay #6: In-Class Final Exam Essay
- Essay #7: Optional Additional Essay

- **Tests and Quizzes:**

- Cumulative Test
- Comprehensive Test
- Incremental quizzes

- **Reading Assignments:** TBA

### Grading Policies:

- Relative Weight of Semester Grade Components:

Writing Assignments	80%
Tests and quizzes	15%
Class Participation	<u>5%</u>
	100%

- In order to earn a semester grade of D or better, you must fulfill all required assignments. Whenever specified, fulfillment of an assignment includes electronic submission to turnitin.com.
- In order to earn a semester grade of C or better, you must demonstrate an overall readiness for English 102 in regard to:
  - Sentence-level writing competency
  - Attentiveness to assignment directions
  - Adherence to MLA guidelines for text-based writing and for document formatting

### Grading Scale:

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

### 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 Work”).

**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 email by the due date, the late penalty will be reduced to -6% per week.

**Course Timeline (Schedule of Assignments/Assessments/Presentations):**

Week One: MWF, 1/14 – 1/18

- Orientation to the course
- Diagnostic writing assignment
- Overview of phases of the writing process:
  - Generation of ideas
  - Organizational planning
  - Drafting
  - Seeking feedback from readers
  - Revising
  - Editing
  - Proofreading

\*\*\* Monday, January 21, 2019 – Martin Luther King, Jr. Day – Class will not meet. \*\*\*

Week Two: WF, 1/23 – 1/25

- Discussion of specific expectations for the first major writing assignment
- Begin working through recursive writing processes entailed in first major writing assignment

Week Three: MWF, 1/28 – 2/01

- Continue working through recursive writing processes entailed in first major writing assignment
- First major writing assignment due

Week Four: MWF, 2/04 – 2/08

- Discussion of specific expectations for recursive phases of the second major writing assignment
- Begin working through recursive writing processes entailed in second writing assignment.

Week Five: MWF, 2/11 – 2/15

- Continue working through recursive writing processes entailed in second major writing assignment
- Second major writing assignment due

Week Six: MWF, 2/18 – 2/22

- Discussion of specific expectations for recursive phases of the third major writing assignment
- Begin working through recursive writing processes entailed in third writing assignment.

Week Seven: MWF, 2/25 – 3/01

- Continue working through recursive writing processes entailed in third major writing assignment

Week Eight: MWF, 3/04 – 3/08

- Continue working through recursive writing processes entailed in third major writing assignment
- Third major writing assignment due

Week Nine: 3/11 – 3/15 \*\*\*Spring Break – Class will not meet. \*\*\*

Week Ten: MWF, 3/18 – 3/22

- Discussion of specific expectations for recursive phases of the fourth major writing assignment
- Begin working through recursive writing processes entailed in fourth writing assignment.

Week Eleven: MWF, 3/25 – 3/29

- Continue working through recursive writing processes entailed in fourth major writing assignment

- Fourth major writing assignment due

Week Twelve: MWF, 4/01 – 4/05

- Discussion of specific expectations for recursive phases of the fifth major writing assignment
- Begin working through recursive writing processes entailed in fifth major writing assignment.

Week Thirteen: MWF, 4/08 – 4/12

- Continue working through recursive writing processes entailed in fifth major writing assignment
- Fifth major writing assignment due

Week Fourteen: MWF, 4/15 – 4/19

- Discussion of specific expectations for recursive phases of preparation for the Final Exam Essay
- Begin working through recursive writing processes entailed in preparing for the Final Exam Essay

Week Fifteen: MWF, 4/22 – 4/26

- Continue working through recursive writing processes entailed in preparation for the Final Exam Essay

Week Sixteen: MWF, 4/29 – 5/03

- Continue working through recursive writing processes entailed in preparation for the Final Exam Essay

Week Seventeen: Monday, 5/6, 9:00-11:15 AM FINAL EXAM

### **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 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.)

In accord with the attendance policy of the English faculty, more than six (6) absences from a MWF class will be grounds for a semester grade of F.

Four (4) partial absences (arriving late or leaving early) will be considered the equivalent of a full-class absence.

Exemptions from penalties for absences and partial absences will apply in the following cases:

- If you email me promptly to explain that hazardous road conditions have prevented you from attending class
- If you provide documentation in advance that military or judicial system obligations will prevent you from attending class.
- If you provide documentation in advance for absences required for your role as a representative of Concord University (for example, as an athlete or band member) and also email me in advance to remind me of the reason for each individual absence.

### **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](mailto: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**

For help with your CU email, mycu, or logging onto a computer in a Marsh Hall computer lab:  
Contact the CU Help Desk at 304-384-5291. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

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

### **Miscellaneous:**

#### **Some additional sources of help:**

##### **Drop-In Tutoring for all General Education courses, including English 101:**

Contact Ms. Sheila Womack at [swomack@concord.edu](mailto:swomack@concord.edu) or 304-384-6298, or drop by the Academic Success Center in Rahall Technology Center (enter near the volleyball court).

##### **Confidential Therapeutic Counseling:**

Contact Ms. Marie Newcomb at (304) 384-5290 or [mnewcomb@concord.edu](mailto:mnewcomb@concord.edu) to make an appointment, or drop by the Counseling Center, 3<sup>rd</sup> Floor, Beasley Student Center.