



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: 20326; section 01**

**Semester Taught (including year): Spring 2019**

**Credit Hours: 3**

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

**Course Time: MWF 11-11:50**

**Building and Room Number: Admin 308**

**Professor: Dr. Gompf**

**Office Location: Admin 327**

**Office Hours: MWF 1-2; TR 12-2;  
and by appointment**

**Email: [mgompf@concord.edu](mailto:mgompf@concord.edu)**

**Phone: x6085**

**Office Fax: N/A**

**College/Department Website**

**[www.concord.edu/humanities](http://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): None

**Hardware/Software Needed** (include privacy policies, if applicable): None

**Text requirements:** *Elements of Argument: A Text and Reader*

Authors: Rottenberg and Winchell

Edition 12<sup>th</sup>; 2018

ISBN: 978-1-319-05672-8

### **Concord University Educational Goal(s) and Specific Learning Outcomes**

<b>Learning Outcomes for English 102</b>	<b>CU Educational Goals</b>
--	-----------------------------

Through text-based writing, the students will demonstrate <b>competency in close reading; critical thinking; drawing defensible inferences from texts; and using textual evidence to support inferences.</b>	Skills Goal #1a Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [ . . . including] <b>reading</b> [ . . . ]
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 <b>writing competencies applicable to a broad range of academic and non-academic purposes.</b>	Skills Goal #1 b Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse [ . . . including] <b>writing</b> [ . . . ]
By writing argumentative/persuasive essays, the students will demonstrate competency in <b>logical reasoning</b> , in <b>marshalling evidence to support positions</b> 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 <b>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.</b>	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 <b>analyzing and synthesizing information and ideas</b> ; and in <b>integrating</b> research findings in a unified and coherent discussion.	Skills Goal #4 An ability to analyze, synthesize, and integrate elements, information and ideas
<b>By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ appropriate editing strategies.</b>	Knowledge Goal #4 Acquaintance with principles underlying languages— for example, linguistic, mathematical, and computer-language systems
<b>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.</b>	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 <b>recognizing and evaluating underlying assumptions on the basis of ethical or moral values</b> , 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 <b>develop a capacity for respectful attentiveness to differing perspectives.</b>	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** None

**Course Requirements**

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

**Grading:** Class Participation: 5%  
Individual Meeting: 5%

Short Assignments: 10%  
Annotated Bibliography: 5%  
Informal Essays: 10%  
4 papers: 10% each; 40% total  
Revision/Expansion of IE: 10%  
Final Exam: 15%

**Grading Scale:**

90-100 A  
80-89 B  
70-79 C  
60-69 D  
below 60 F

General Policies and Further Information

**Participation:** Participation refers to contributing to class discussion and small group discussion, and participating in the draft process, especially peer review. Coming to class prepared also counts towards your class participation grade. Being in class but texting, sleeping, completing work for other classes – in general, not paying attention – will lead to a low participation grade.

**Individual Meeting:** You are required to attend a 15 minute meeting. This meeting is scheduled early in the semester in order to discuss early informal assignments and prepare for the formal papers. This meeting will address your strengths and weaknesses in writing and any concerns you have in the class. Attendance and active participation in the meeting result in full credit for this portion of your grade. If you miss this early meeting but schedule and attend a meeting later in the semester you may get partial credit.

**Short Assignments:** These include a variety of assignments; for example, some are questions about readings, some are citation exercises, and some are writing exercises. Essentially, any written work that is collected that is not a formal paper (or a draft of the paper) or a less formal but still complete essay goes in this category. These are exercises to help you prepare for drafting the essays, to help you recognize plagiarism and practice correct citation, to check your understanding of your reading, and to work on writing and revising skills. Some are listed on the schedule; others may be assigned in class. Some assigned in class may be group work. These will not be accepted late. Acceptable work will receive a “check” (one point); incomplete or marginally acceptable work will receive a “check-minus” (half a point), and unacceptable or missing work will receive a 0. Few comments are written on these. Please note that as a whole these are worth 10% of your grade.

**Informal Essays:** These will be 1-2 page typed, less formal essays and will not be accepted late. Acceptable essays will receive a “check” (one point); incomplete or marginally acceptable essays will receive a “check-minus” (half a point); unacceptable or missing essays will receive a 0. These essays will be commented on, providing you with a way to get feedback on your writing skills while not worrying about a letter grade. Occasionally, informal essays not listed on the schedule may be assigned in class. Please note that as a whole these are worth 10% of your grade and that at the end of the semester you will

be required to write an expansion/revision of one of these assignments for a grade, so it is in your best interest to complete all of them and retain them for work later in the semester.

**Annotated Bibliography:** This is preparatory work for the Researched Argument which will undergo its own peer review and receive its own grade. You will receive detailed information regarding this assignment later in the semester. This is worth 5% of your grade.

**Papers:** You will receive detailed information regarding each paper assignment later in the semester. You will be writing the following types of papers: Position (in class), Rogerian Argument, Researched Argument, and Argument about Literature. You will be expected to participate in draft work before the paper is due and turn in the draft work with the final version. **Late papers will be marked down a third of a letter grade for every day, not just class day, late.** Hold on to all work as you will have the opportunity to revise. When your paper is returned you will also receive a feedback rubric that will provide guidance and suggestions for revision and the next paper. Each paper is worth 10% of your grade.

**Revised/Expanded IE:** You will choose one of the completed and graded IEs turned in during the semester and expand it and revise it. You will turn this in at your final exam. You will receive further information on this assignment later in the semester. This is worth 10% of your grade.

**Final Exam:** The final exam is in class essay based on readings and is worth 15% of your grade.

**(Optional) Revisions:** You will be allowed to revise 2 graded papers. If you choose to revise, you must turn the graded version in with your revision. The revised paper will be graded and the 2 grades will be averaged together to determine the new grade. You may revise each of these 2 papers only once. You may complete these revisions at any time during the semester.

**Plagiarism:** Please read Concord's policies. The penalties vary depending on the degree; however, papers that are copied completely from another source receive a "0." More than one instance of plagiarism will result in an F for the class.

**Make-up Assignments:** Assignments will be available to make up for missed Short Assignments, Informal Essays, or excessive absences. You will get a handout detailing the possible assignments.

**Cultural Credit:** Cultural credit (attending film society screenings, lectures, etc.) will be accepted and applied towards your participation grade.

**Attendance:** Please read Concord's policies regarding class attendance included in the catalog. While I do lecture in this class, you will also be expected to participate in full class and small group discussion, as well as in class writing activities. It is therefore important that you attend. Assignments and readings, as well as changes or additions to the schedule, will be discussed in class. If you do miss class, either check with a classmate or contact me about what you missed. If you know you will miss class, inform me in advance. If you miss due to a college related activity or an illness, please provide documentation so I may mark the absence as excused. ***Three absences equal a week of class; after 3 absences you will need to meet with me to discuss attendance. After 6 absences your course grade will be affected, dropping one third of a letter grade for each absence over 6.***

***If you want to drop the class, make sure you do so. Merely not showing up does not drop you from the class. If you just stop coming you will continue to accrue absences and zeros on missed assignments.***

**Email:** I will sometimes need to contact you and will do so via your Concord email address. Please check this address regularly. In addition, when you email me please keep a copy of the sent email. If you do not get a response from me within 24 hours (during the week) please check in with me to see if I did indeed get the email. Any attachments you send must be in a readable format (Word or Rich Text is best).

**Office Hours:** The purpose of office hours is to provide a time dedicated to answering student questions and working with students. You do not need an appointment during these hours – just drop by. If my office hours do not work with your schedule, please talk to me about arranging another time to meet.

**Cell-phone/ Technology policy:** Please turn off all cell phones. Remember, I can see you texting. Any in class use of technology (i.e. taking notes on a laptop) must be done in such a way as to not disrupt or disturb others in the class. If you are distracted by another student's use of technology, please let me know.

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

The foundations of argument and writing will be covered using the first 4 parts of the textbook in the opening weeks of class. Once these are established, the focus will be on applying them in the subsequent papers. The sample essays and debate/discussion topics covered in Parts 5-7 of the text will be made use of as needed in class.

#### **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

### **Final Exam Week: 5/6-5/10**

#### **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](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**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. 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."**