



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

Course CRN # and Section: 20338, section 1HW and 20339 section 2HW

Semester Taught: Spring, 2019

Professor: Delilah O'Haynes

Credit Hours: 3

Office Location: A315

**Prerequisites: Completion of English 101 with a grade
of C or higher, or equivalent proficiency**

**Office Hours: MWF: 11-12 & 1-2; TR:
12:30—2:00; and by appointment**

Course Time: 1HW 10:00 am; 2HW 12:00 noon

Email: dohaynes@concord.edu

Building and Room Number:

1HW Room A331; 2HW Room A304

Phone: 304-384-5261 office

Office Fax:

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

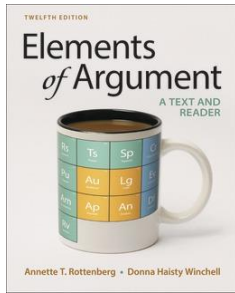
Course Description/Rationale: The primary purpose of English 102: Composition and Rhetoric II is to refine and develop the analytical thinking and writing skills which students mastered in English 101: Composition and Rhetoric I. English 102 places particular emphasis on specialized forms of writing, including: argumentative writing, research-based writing, and writing about literature. Students shall learn to write about literature, write persuasively, use library resources for research, and document sources appropriately using either MLA or APA style rules.

Course Management System: Mandatory class & lab attendance for lectures, discussions, lab work, library databases, email, Blackboard

Hardware/Software Needed: access to the library online, email, and Blackboard

Text requirements: *Elements of Argument* 12th Ed is the common textbook for all 102 sections;

Students **MUST** obtain the book: new, used, rental, or Ebook.



This textbook is available new, used, paperback, rental, or download from these and other sellers for \$40 or less (at the time of this syllabus creation):

<https://store.macmillanlearning.com> ; <https://www.vitalsource.com>

<https://www.ecampus.com> ; <https://www.amazon.com>

<https://www.cheapesttextbooks.com> ; <https://www.ebay.com>

Concord University Educational Goal(s):

Course Objectives for English 102	CU Educational Goals
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, students will demonstrate competency in logical reasoning , using evidence to support positions , and presenting arguments that are cogent & audience-aware	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—linguistic, mathematical, 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 & willingness to dialogue in order to seek mutual understanding & equitable conflict resolution

National Standards (if applicable): None at this time.

Specific Learning Outcomes: Students shall learn to write effective literary essays; to write effective, persuasive, argumentative essays that contain no fallacies; to use proper formatting, for either MLA style or APA style; to use library databases effectively for research; to document research properly, using either MLA or APA; and to formulate opinionated research arguments quickly for future academic endeavors.

Course Requirements:

Students are required to have access to the required textbook and to read assignments.

Students are required to silent and put away cell phones when each class begins. Students are allowed to use cell phones in extenuating circumstances: for instance, a mother waiting on a phone call about a sick child is allowed to leave her cell phone on and answer it— student should explain to the professor at the beginning of class that he/she might get a call. Students with laptops or iPads will be able to use them ONLY if they are taking notes; students who ignore this rule will be asked to refrain from bringing their device to class.

Exams: Two exams near the beginning of the semester—one on argument and argument fallacies; one on documentation (both objective, with a scale based on 100); One final exam essay at the end of the semester. Objective tests will count as much as essays.

Essays: Six essays over the course of the semester, one being an in-class paper and one being the final paper. Some essays may be revisions & expansions of previous essays. Rough drafts: students are required to email rough drafts to the professor for feedback. Students are required to print the paper sent back to the student (with highlighted comments) and turn it in with the revised copy of the final draft. Students are required to turn in final drafts twice: 1. Students shall upload any final draft (except the final exam) on Turnitin (Blackboard) by the due date; 2. Students shall give the professor a hard copy of both the rough and the revised final draft by the due date.

Requirements for all papers:

- Rough drafts will be turned in with out-of-class papers
- In-class papers must be done in-class
- All rough drafts and final drafts must be typed
- Proper format and documentation must be used with all papers
- Late papers will receive a one-letter grade penalty (see next page)
- Expanded papers and final exam count twice
- After a week, a late paper grade becomes an F (see next page)
- Out-of-class papers require TurnItIn through Blackboard
- Plagiarism receives an automatic F (see next page)

Grading Policy and Scale, Make-up Policy, Late Work (Note: students must make at least a “C” in English 102 to pass the course):

GRADES: chart for converting number grades to letter grades or vice versa:

91 to 100 = A+ to A-

81 to 90 = B+ to B-

71 to 80 = C+ to C-

61 to 63 = D+ to D-

62 or below = F

BONUS!!!! ☺ Students who consistently make above-average grades (Bs or better) will have the opportunity to use the final exam for a better grade or to finish the class before the final exam. See the professor after mid-terms.

Make-Up Policy; Late Work:

Students will have one week to make up any exam, except the final exam, unless the student can produce documentation for an extenuating circumstance. Make-up exams will be different.

One letter grade will be deducted for any late essay up to a week beyond the due date, unless student can produce documentation for an extenuating circumstance (such as sickness, car failure or accident, etc). After one week, the paper will not be accepted without such documentation. If a student must miss two weeks or more of the course, the student is advised to drop the course and take it again in a future semester, unless the student keeps up with the professor and the class during such absence. See the attendance policy below for more information.

ATTENDANCE: This is a blended class—we will have periodic slots of time during which you will work outside class, and you may be required to have a conference with the professor (office A315). Students **MUST** keep up with schedules. **Students who have 6 undocumented absences who have not contacted the professor about them will be removed from the roll.** Those with extenuating circumstances, such as illness or school-sponsored activities, should inform the professor and immediately secure documentation (something with a date on it). **Athletes must bring the professor a schedule with specific dates they will be absent.** As a student, this is your responsibility, so do not expect the professor to secure this information or to warn you that you've missed so many days that you are in danger of failing or being dropped from the class. **It is each student's responsibility to sign the sign-in sheet each regular class period to document his/her presence.** In the event class is cancelled or on inclement weather schedule, roll will not be taken.

CONDUCT AND PLAGIARISM: Students who disrupt the class or behave disrespectfully will be dropped from the class. **This includes constant cell-phone use; Put Away All Cell Phones When the Class Begins, unless waiting for an important call. Dishonest use of others' writing will result in failure for the assignment and possibly the course. Deliberate misuse of research materials or borrowing others' ideas, even someone else's paper structure, is considered plagiarism, an illegal practice which can ruin college and professional careers.**

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. **Detailed schedules will be provided each week or every other week, with assignments and due dates, so that students stay on track.**

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

University Information

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.

Syllabus Disclaimer

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