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ENGL 101L: Composition I
CRN: 20365, ENGL101L-04
Course Policy Sheet and Syllabus
Spring 2018

Instructor: Dr. Tina Powell

Office Hours: T/R: 9:00-9:30

T 1-2, 3:30-4:30

R 12-2

W By appt.

Email: tpowell@concord.edu

Office: A319

Office Phone: X6288

Required Materials:

Notebook and writing materials

The Little Seagull Handbook 978-0393602647

Google account

Twitter handle (for updates and occasional assignments): @ProfTPowell #ENGL101C

Course Description:

English 101/101C provides a writing-intensive introduction to the study of English rhetoric and composition with added emphasis on grammar, mechanics, and revision. In this course you will explore the ways in which language constructs meaning. To this end, you will read samples of essays in various genres, and will engage those genres in essays of your own. Upon the successful completion of this course, you will demonstrate the ability to write clear, concise, analytical prose and to engage critically with diverse ideas in preparation for your future academic and professional careers.

Course Description/Rationale: ENGL 101/101C is an “[e]xploration of the writing process, with emphasis on development of expository writing skills. Through a combination of regular classwork and an individualized program of work in the writing lab and/or supplemental group work in ENGL 101/101C, students will, by semester’s end, cover all that is required to progress to ENGL 102.”

Concord University Educational Goal(s)

Learning Outcomes: Upon successful completion of ENGL 101/101C at the end of the semester, students will be able to:

- Plan and organize an essay by working through the writing process
- Benefit from peer review and response to writing
- Identify and understand the audience and purpose in writing
- Incorporate knowledge from texts into thesis-guided expository writing
- Edit drafts for content, grammar, mechanics, and formatting
- Move confidently into ENGL 102

Course Requirements: Students final grade for this section of ENGL 101/101C will be figured according to the following weighted percentages. NOTE: All assignments must be completed or students will not pass this section of ENGL 101/101C.

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Learning Outcomes for English 101C/L and 101	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] reading
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] writing . . .
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)

Evaluation

Participation	10%
Homework	15%
Formal Essays 2	25%
- Essay 1: Origin Story	
- Essay 2: Analysis Essay	
Mini essays (4)	20%
- Rules of writing (summary and response)	
- Wiki entry (informative writing)	
- Midterm	
- Final	
Portfolio	20%
Quizzes	10%

Participation: Interaction with your classmates is incredibly useful in developing your understanding of the material, encouraging your own thoughts and interpretations, and improving critical thinking skills. For this reason, participation is a considerable part of your final grade. It amounts to one full grade at the end.

Participation in this class means I expect you to come to class prepared with passages and questions to discuss, contribute to discussion in a meaningful way, and respond to your classmates in a thoughtful and respectful manner. I will often use student writing in class, so I expect you to respond with respect. Point out the positives before you point out the negatives. Always keep in mind the purpose of your feedback: to help improve your writing and your classmates’ writing.

Homework: Homework will be assigned regularly, either in class or posted on Google classroom. Sometimes homework is a reading assignment, a grammar exercise, or a written response. I may announce

homework assignments by writing them on the board, emailing the class, posting on our Google classroom, or announcing on handouts for other assignments. Homework must be typed, turned in on time, and well thought out. Homework is designed to help you practice your critical writing and thinking skills, develop your analysis acumen, and begin prewriting your essays. Knowing what is due when is entirely your responsibility.

Essays: You will be assigned **two** formal essays and **four** mini essays. You can revise them as often, or as infrequent, as you want for a better grade. Essays must be typed. I will be grading for content, clarity, grammar, style, organization, and completion of assignment. Each assignment will have its own goals and requirements, as well as specific things I look for when grading. We will be working on these essays in pieces in class, so try to get as much feedback as you can. Your formal essays will go through a revision process of two drafts (one for partner work, one for peer review); your mini essays will either be only peer reviewed OR written in class (midterm and final). When you receive your final draft back, you will only receive my feedback. With that, you will need to fill out a Feedback Evaluation form (excludes Midterm and Final) before receiving your grade. With your Feedback Evaluation form, you will also submit a Grammar Exercise. These two assignments are worth significantly more than your homeworks. The form can be found on our class Google drive.

Revisions: You may revise any essay(s) you want as often as you want. However, each time you turn in a revision, you must include a 1-2 page letter, to me, explaining how you revised the essay and how those revisions improved the essay. Your letter must be clear, organized, and specific, including examples when appropriate. In addition, with each revision, you must get a classmate to write a 1-2 page letter, to me, discussing what your essay does well and what it still needs work on. These two items are REQUIRED in order to turn in a revision.

Portfolio: Since writing is a process, you will turn in a portfolio on the last day of class that reflects your progression as a writer. Details will be given closer to the middle of the semester, but make sure you are saving all of your work.

Grammar quizzes: You will regularly receive unannounced grammar quizzes. If you miss class the day a quiz is given, you have until I return the graded quizzes to the class to retake it. You must retake the quiz during my office hours. If you miss a quiz, I will not tell you that you missed a quiz.

Extra Credit: There will be several opportunities for extra credit. Because everything in this class is meant to improve your writing ability, each extra credit opportunity will be related to what we do in class. One extra credit opportunity, in particular, requires you to read materials carefully and challenge your proofreading abilities. In every major assignment handout, I have purposefully made a grammar error. The first person to find it, identify it, explain the mistake, and fix it gets the extra credit. I suggest you read your assignments carefully with your proofreading eyes at attention. The syllabus is excluded.

Assignment policy: All essays must follow MLA format guidelines as written in your handbook. Failure to follow those guidelines completely will result in the essay docked points. Papers must be typed, double-spaced, in 12-point font with 1" margins. I will not accept them in any other form. Papers must also have your name and the date at the top of the first page, with page numbers on all following pages. DO NOT put my name or your Social Security number on your papers. Include a title, not underlined, at the top of the paper and centered. Do not include a title page or cover page. You may print out your assignment or email it. You will receive comments back in the same format you turn in your essays. If your essay is turned in on time, you will receive your essay back within two weeks with my comments and a grade.

Assignments can be turned in two ways: you can submit electronically or in person. If you choose to submit an assignment electronically, it must be emailed to me by the time class starts. If you choose to turn in your assignments by hand, they are due at the BEGINNING of class. Assignments that are longer than 1 page MUST BE stapled.

I do not accept late papers. If your paper is not handed in by the end of this class on the due date, it will automatically receive an F. If you have to be absent, you may e-mail the paper to me in MS Word form

ONLY. You are responsible for the document getting to me, and I will not accept computer problems, internet problems, or mistyping of my e-mail address as an excuse. So plan ahead! If the document is not in my inbox by the end of this class time, it will receive an F. If for some reason I do accept a late paper, you will lose one full letter grade (A- to B-) for each class day it is late. You must turn in a hard copy of every essay. I will not accept ANY essay that is turned in electronically ONLY.

If a homework assignment is late, it will receive partial credit up to 70% of what you would get otherwise. In class assignments CANNOT be made up. All assignments are due by **April 16**

Attendance: Attendance is mandatory. This is a writing and discussion course; everyone's presence is always needed. Unexcused absences, lateness, and failure to prepare will adversely affect your grade. In other words, do not miss class unless you absolutely have to. You cannot miss more than 4 TR classes.

Plagiarism: Plagiarism is the representation of the words or ideas of another writer as your own. I strongly caution you against this practice. Intentional plagiarism will result in failure of the course and is grounds for dismissal from the university. You are encouraged to consult page 36 your Concord University Academic Catalog regarding plagiarism and to come to me with any questions you may have regarding the proper citation of sources. If you are unsure whether you are plagiarizing or not, I strongly urge you to visit the writing center or come speak with me.

Papers may be submitted into Turnitin.com at my discretion. This service matches papers with those from websites, online journals, and databases of student papers. Turnitin.com is used by colleges and universities across the United States.

Class Etiquette: The college classroom is a place for adults to exchange and discuss ideas. In order to have the free exchange of ideas, certain decorum is required. Always conduct yourself as an adult; respect your peers, be polite, and do not infringe on others. Express yourself with appropriate language, do not interrupt (or let your gadgets interrupt), and be professional. If you do not conduct yourself in an appropriate manner and you disrupt the learning environment of your fellow students, you may be asked to leave the classroom and will receive an absence for the day.

There is no tobacco or tobacco products allowed in my classroom. That includes dip and e-cigs.

Office Visits: I encourage you to visit my office during office hours or by appointment to discuss your writing at any stage of development. I hope that by making myself available to you, I will be able to meet your needs as a student and help you to fulfill the requirements of this course.

Computer Lab: Our class meets in a computer lab. While computers are useful in expediting your writing and sharing documents with peers, they can also be quite distracting. I encourage you to focus on the tasks in class and keep social media pages closed. You will write your first drafts of every essay in the computer lab during class time, and other times you will get time to revise, work on grammar exercises, or practice writing.

Other Important Information: I prefer that you share your drafts as a Google doc, so that draft feedback can be seen by your workshop groupmates and myself. If this is impossible, let me know ahead of time so that we can make separate arrangements. During the second week of class, to test whether you have read this syllabus, you will have a quiz and the answer is simply 42. It is YOUR responsibility to stay on top of your work; it is NOT my responsibility to track you down and tell you what you missed. Instead, if you have to miss class, check our class Google drive, Blackboard, or my office door for handouts AND check with a classmate.

Tentative Schedule of Assignments for English 101 Spring 2019

Week One: 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: 1/22 – 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: 1/28 – 2/01

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

Week Four: 2/04 – 2/06

- 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: 2/11 – 2/15

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

Week Six: 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: 2/25 – 3/01

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

Week Eight: 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: 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: 3/25 – 3/29

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

Week Twelve: 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: 4/08 – 4/12

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

Week Fourteen: 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: 4/22 – 4/26

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

Week Sixteen: 4/29 – 5/03

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

Week Seventeen: 5/06 – 5/10

FINAL EXAM WEEK

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.

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.

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.