



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/>).

## **Grammar, Composition, & Rhetoric I**

**ENGL – 101C.06 – 20369**

**ENGL – 101L.05 -- 20371**

**Semester Taught:** Spring 2019

**Credit Hours:** 3

**Course Time:** MWF, 10:00-10:50; Lab: W, 11-11:50

**Building and Room Number:** Marsh Hall 321

**Prerequisites:** Score of less than 18 on ACT English or equivalent placement exam. Co-requisite: ENGL 101L.

**Course Description/Rationale:** Exploration 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 101L, students will, by semester's end, cover all that is required to progress to ENGL 102.

**Course Management System:** Lecture

**Hardware/Software Needed:** None

**Text requirements:** *The Little Seagull Handbook*. 3<sup>rd</sup> edition.

**Concord University Educational Goal(s)**

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)

### Grading Policy

Turn work in on time. Each day an assignment is late it will lose a letter grade.

The score for this class will be a cumulative of the following work:

1. Reading Quizzes (50% of final grade)
2. Essays (50% of final grade)

### Grading Scale

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

## Tentative Schedule of Assignments for English 101C 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.

### **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."**