



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/>).

Part 1:

Instructor Information

Name: Anthony Guy Patricia, Ph.D.

Title: Instructor of English

Office Location: Athens: ADMIN 312 / Beckley: Concord Administrative Suite

Office Hours: Beckley: MW 5:30PM – 6:30PM and other times by appointment

Athens: By appointment only

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<http://www.concord.edu/humanities/node/8>

Course Title: ENGL 102 Composition and Rhetoric II

Course CRN # and Section, Credit Hours: #20392, 3 Credit Hours

Semester Taught (including year): Spring 2019

Room Number (if applicable): W32

Course Time (if applicable): 7:00PM to 8:15PM MW

Course Management System: In person lecture and Blackboard

Hardware/Software Needed: Regular computer access

Prerequisites: Prerequisites for enrollment in ENGL 102: ENGL 101 or ENGL 101C/L with a C grade or higher

Text requirements: Annette T. Rottenberg and Donna Haisty Winchell, *Elements of Argument: A Text and Reader*, Twelfth Edition, Boston and New York: Bedford/St. Martin's, 2018. Print. ISBN: 978-1-319-05672-8.

Part 2:

Course Description/Rationale: ENGL 102 involves further exploration of the writing process and refinement of skills developed in ENGL 101 or ENGL 101 C/L. Emphasis is on more specialized forms of writing, including argumentative and research-based writing

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same 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, the students will demonstrate competency in logical reasoning, in marshalling evidence to support positions 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 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— for example, linguistic, mathematical, and 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 and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution |

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

Learning Outcomes: Specific skills and abilities students will learn in this course are:

- **To understand argumentation as a process that seeks to understand a range of views and that treats opposing views respectfully**
- **To use research, reading, and writing as tools for questioning, critical thinking, and informed communication**
- **To *critically* read and write with attention to the use of evidence**
- **To develop an understanding of the strategies of argument**
- **To analyze and evaluate reasons and evidence in arguments**
- **To design and implement appropriate research strategies**
- **To evaluate primary and secondary research sources**
- **To summarize, paraphrase, and synthesize research material**
- **To plan and to organize a research essay**
- **To integrate and document research sources**
- **To address purpose and audience effectively in a research essay**
- **To evaluate the strengths and weaknesses of your own writing and those of others**
- **To revise through several drafts**
- **To use conventions of format, structure, and language**

Course Requirements: Students final grade for the course will be figured according to the following percentages.

NOTE: All assignments must be completed or students will not pass this section of ENGL 102.

| | |
|---|------------|
| Essay #1: Summary, Paraphrase, Quotation, Evaluation and Argument Analysis Portfolio | 25% |
| Essay #2: Annotated Bibliography | 25% |
| Essay #3: Proposal (2 Drafts) | 10% |
| Essay #4: Researched Argument Essay | 30% |
| Final Exam Presentation | 10% |

Participation includes: attendance and punctuality; completing in-class activities (such as the diagnostic essay, ad hoc writing, peer reviews, discussions, etc.); completing all reading and homework assignments; completing grammar, mechanics, formatting, and content workshops.

| | |
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| Final Grade Total | 100% |
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Grading Policy and Scale, Make-up Policy, Late Work:

All assignments must be completed or students will not pass this section of ENGL 102.

Unless otherwise specified, written assignments are due at the beginning of class on the designated due date. LATE ASSIGNMENTS ARE NOT ACCEPTED UNLESS PRIOR ARRANGEMENTS ARE MADE WITH THE COURSE PROFESSOR. If you are experiencing difficulties completing work on time, it is to your best interest to speak – in person (not via email) – with me. Not turning assignments in will result in failure of the course.

Concord University's Academic Catalog defines the letter grades as follows:

A — Superior

B — Good

C — Average

D — Below average; lowest passing grade

F — Failure

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

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

Part 3:

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.

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."