



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: Dr. Gabriel A. Rieger**

**Title: Associate Professor of English**

**Office Location: Marsh Hall 317**

**Office Hours: M-F 8:00-8:50**

**Office Phone: x5251**

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

**Division/Department Website: <https://www.concord.edu/humanities/>**

**Course Title: Composition and Rhetoric II**

**Course CRN: 20409**

**Section: 04**

**Credit Hours: 3.0**

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

**Room Number (if applicable): Admin 330**

**Course Time (if applicable): TR 11:00-12:15**

**Course Management System (Blackboard/Moodle or other systems): N/A**

**Hardware/Software Needed (include privacy policies, if applicable): N/A**

**Prerequisites: English 101 with grade of C or higher.**

**Text requirements: *Elements of Argument: A Text and Reader, Twelfth Edition* Annette T. Rottenberg, *et al.* ISBN: 978-1-319-05672-8**

## **Part 2:**

**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.

**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, 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.: N/A

**Course Requirements:**

General Policies:

Attendance - **Attendance in this course is mandatory; accrual of more than four (4) unexcused absences during the semester constitutes failure of the course.** You are expected to arrive for class on time and prepared to discuss the reading assignments. If you are ill, or if an emergency prevents you from attending a class, notify me and arrange to obtain any material or information missed on that day.

Assignments- Course essays are due on the date specified. In the event of extenuating circumstances, late essays may be accepted and subjected to a grade reduction. **Failure to submit any assignment within two weeks of its due date will constitute failure of said assignment.**

Participation- Participation in class activities is vital. I expect you to read all assigned materials for this class, and I will regularly test you on them. I also expect you to participate constructively in class discussions. Ideally, this will cause the course to be more productive for everyone.

Plagiarism- **Plagiarism is the representation of the words or ideas of another author as your own. I strongly caution you against this practice. Intentional plagiarism is grounds for dismissal from the university. I encourage you to consult page thirty-three of your Concord University Student Handbook regarding plagiarism and to come to me with any questions regarding the proper citation of sources.**

**Grading Policy and Scale:**

Your final grade will be determined by combining the grades received in the following categories. The percentage value of each grade is as follows:

Diagnostic Essay	0%
Essay I	10%
Essay II	10%
Essay III	10%
Essay IV	10%
Essay V	30%
Final Exam	20%

Class Participation 10% (including in-class writings and quizzes)

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

Calendar for English 102  
Spring Semester 2019

January	15:	Course introduction; review of syllabus; review of course texts
	17:	<b>Diagnostic Essay Due</b>
	22:	“Chapter One: Approaches to Argument” (pp.3-40)
	24:	“Chapter Two: Critical Reading of Written Arguments” (pp. 42-67)
	29:	“Chapter Five: Writing Arguments” (pp.145-159); Introduction of Essay I
	31:	Essay I Outline Due
February	5:	“Chapter Eleven: Logic: Understanding Reasoning” (pp.303-337)
	7:	Essay I Draft Due
	12:	“Chapter Eleven: Logic: Understanding Reasoning” (pp.303-337)
	14:	“Chapter Twelve: Planning and Research” (343-374); <b>Essay I Due</b> ; Introduction of Essay II
	19:	“Chapter Thirteen: Drafting, Revising, and Presenting Arguments” (376-398)
	21:	Essay II Outline Due
	26:	Conferences
	28:	<b>Essay II Due</b> ; Introduction of Assignment III
March	5:	Essay III Outline Due
	7:	Essay III Draft Due
	12:	<b>Spring Break – No Class</b>
	14:	<b>Spring Break – No Class</b>
	19:	Writing Literary Analysis; “Sonnet XVIII”; <b>Essay III Due</b>

- 21: Writing Literary Analysis; “Holy Sonnet V”
- 26: Writing Literary Analysis; “Young Goodman Brown”
- 28: Writing Literary Analysis; “The Story of an Hour”
- April 2: Writing Literary Analysis; Introduction of Essay IV
- 4: Essay IV Outline Due
- 5: **Last day to drop a course with a grade of “W”**
- 9: Essay IV Draft Due
- 11: Conferences
- 16: **Essay IV Due**; Introduction of Essay V
- 18: Outline of Essay V Due
- 23: Draft of Essay V Due
- 25: Conferences
- 30: Conferences
- May 2: Course Review; **Essay V Due**
- May 7: **Final Exam 11:30-1:45**

### **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](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

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