



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 102.05, Composition & Rhetoric II

Course CRN # and Section: 20427

Professor: Dr. Blevin Shelnut, Assistant Professor of English

Semester Taught: Spring 2019

Office: Admin 316

Credit Hours: 3

Office Hours: MW 11:00am-1:00pm, TR 10:30-11:00am, and by appointment

Prerequisites: ENGL 101 or consent of Instructor

Email: bshelnutt@concord.edu

Course Time: TR 12:30-1:45

Phone: 304-384-5260

Room Number: Admin 331

Department Website:
concord.edu/humanities

Description:

In this course, you will further explore the writing process and refine the skills you began to develop in English 101. We will give particular attention to more specialized forms of writing, including argumentative and research-based writing and writing about literature. You will learn to support your ideas and arguments using textual evidence drawn from appropriate primary and secondary sources. Other topics to be discussed include information literacy, revision strategies, MLA formatting, and the development of longer research papers.

Course Management System: Blackboard

Hardware/Software Needed: computer with access to the internet

Text Requirements:

Rottenberg, Annette and Donna Winchell. *Elements of Argument: A Text and Reader*. 12th ed. Bedford/St. Martin's, 2018.

Concord University Educational Goals and Learning Outcomes:

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

Course Requirements:

Attendance and participation: Our course depends on in-class discussion, and students who miss class will have difficulty meeting its goals. I expect that you will strive to attend every class. In

addition, you're expected to come to class on time, with the assigned readings in hand, having completed the reading. During class, you're expected to respectfully engage with me and your peers. Your participation will be assessed on the regularity and quality of your contributions to discussion. Arriving after I've taken roll, leaving before class is over, using electronic devices, or being off-task in class will result in your being marked absent. Each absence beyond the first reduces your participation grade by one-third of a letter grade (e.g., from an A to an A-). In case of any absence, you should let me know that you'll be missing class, ask a classmate for notes, and arrange to meet with me to discuss any questions.

Written Assignments: Your assignments include six graded essays, including the final exam. They will allow you to practice writing in a variety of styles and genres, focusing on different styles of argument.

Peer-Review Exercises: A large part of this course is sharing your work during the writing process. You'll be responsible for providing constructive, thoughtful feedback on one another's work through peer reviews. This feedback will help you revise and strengthen your own writing.

Grading:

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, etc.

10%	Participation and peer-review
10%	Essay 1
10%	Essay 2
15%	Essay 3
15%	Essay 4
20%	Essay 5
20%	Final exam

Late Assignments and Make-up Policy:

Late assignments will be reduced by one-third of a letter grade for each day late (A to A-, A- to B+, etc.). Exams may not be made up or taken at an alternative time.

Course Timeline:

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 Policies, Protocols, and Resources**

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 me 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. **Our class will take place from 1:15-2:15pm.** (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.