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ENG 1002G-001: College Composition II

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Eng 1002 | Summer 2017
College Composition II:
Argument and Critical Inquiry

Professor Angela Vietto
3345 Coleman Hall
Text/cell: 217-549-3203**

Office hours: M, T, W, R 12:15-2:00
and by appointment

Broadly speaking, the goal of this course is to continue to empower you as a writer—to help you build skills that will allow you to succeed and excel in writing tasks in the future, at school, at work, and in your life as a citizen and community member. This course builds on English 1001 (ideally, you'll be applying everything you learned in 1001 here), with this difference: this course focuses on argument (the responsible, ethical kind) and critical inquiry related to argument.

As the catalog description puts it, “College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others’ arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.”

To be more specific about our goals, here are the official learning objectives. In successfully completing the class, students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents
- Use data and create graphical elements in your writing
- Recognize how to transfer your writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

Textbooks from TRS

Everything's an Argument
Current Issues and Enduring Questions
Prentice Hall Reference Guide

Additional readings may be distributed in D2L and/or in class.

Students with disabilities—If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Two class rooms—We will be using both room 3170 Coleman (a traditional classroom) and room 3120 (a computer lab).

****Contacting me outside of class**—The best way to contact me outside of class is to phone or text me at my cell phone number. *Please* feel free to do so, between 9 am and 9 pm daily.

Policies

Class Time Is Precious—For many of you, this will be the last class you will take focusing on writing. Across all professions, strong written and oral communication skills are identified as very important by employers and are correlated with upward promotions. In addition, the ability to express yourself clearly, correctly, and powerfully is an important marker of a well-educated person. Good writing skills can serve you in the rest of your college classes, in your career, and in your life as a citizen. All of this is to say that I consider our time together precious, and I want to help you make the most of it—and to help you to avoid the pitfalls that could stand in your way. So I've designed class policies with this in mind.

Participation—If you give every class session your full effort, I promise that you will learn things and develop as a writer. Listen, think, speak your mind, think hard about your own ideas, take your writing and revising seriously. Ask questions. I encourage you to ask *any* genuine questions you have and to contribute any thoughts or ideas that are relevant to our topics of conversation. When we are writing, write. When you read your classmates' work, give it your full attention. Note that participation contributes 15% to the final grade.

Attendance—In order to participate, of course, you'll need to come to class. I strongly recommend you attend every class session unless you genuinely have an illness or emergency that prevents you from attending. When you are absent, your participation grade for the day will be 0 until you provide written, credible documentation from an outside source that a serious illness or genuine emergency was the reason for your absence *and* complete any make-up assignment required. In addition, when students miss multiple classes, whether for excused or unexcused absences, their ability to perform well on assignments frequently suffers. If you do miss class, check in on D2L and call or text me at 217-549-3203 (that's my cell number) as soon as possible after class to discuss what to do to get caught up. After 3 unexcused absences, you will lose access to extra credit opportunities and extensions on deadlines.

Lateness—Do your best to be on time. When you are more than 5 minutes late, your participation grade for the day will suffer (the later you are, the more it will suffer). If you are late, please do *not* disrupt class with your entrance or expect us to stop or wait for you to catch up with us. Repeated lateness or disruptive behaviors may result in losing access to extra credit opportunities and extensions on deadlines. I will warn you if you become at risk for this penalty.

Leaving Early or Leaving During Class—Unless I announce that class will end early, you should expect to be actively engaged in class for 75 minutes. If you must leave to use the men's or women's room, there's no need to ask permission: leave quietly and return quietly. *However, unless you have a documented medical condition, this should happen very rarely.* (One skill healthy adults acquire is learning to manage the calls of nature.) Repeated departures (without medical documentation) during class may affect your participation grade, and leaving class early will be treated the same as arriving late.

Cell Phones, Other Electronics, Other Multitasking—Do not attempt to “multitask” during class with your cell phone, other electronics, or non-electronic distractions. If there's a good reason to have your cell phone out, I'll let you know (or you can suggest it). The same goes for the time we spend in the computer lab: don't spend lab time checking your email or social media, browsing entertainment web sites, etc. Failing to follow this policy may result in losing access to extra credit opportunities and extensions on deadlines. I will warn you if you become at risk for this penalty.

The Electronic Writing Portfolio—Any written project of 750 words or longer (excluding fiction or poetry) written for this class would be suitable for submission to the EWP. Submissions must be made by the last day of finals week at the end of the semester. *Earlier deadlines apply for graduating seniors.*

The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Academic Integrity—Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Plagiarism is among the most common violations in writing classes, so read on.

The English Department Statement on Plagiarism—Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work” (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Extensions and Late Work—In general, *if you ask for an extension in person or by phone by 9 p.m. the day before a deadline*, I will grant it (with no grade penalty). When you don’t ask for an extension, late work will be penalized. Of course, at the end of the semester I can’t always grant extensions since I must turn in final grades (and the University doesn’t give faculty extensions on that deadline, for good reason).

Extra Credit Opportunities—I want you to earn the grade you want—and to learn as much as you can. For that reason, I will sometimes offer extra credit opportunities. These are designed for students who are already giving the class their full effort but may need a little bump to earn the grade they want. As a result, the privilege of extra credit may be forfeited by students who are *not* giving class their full effort (see the policies on attendance, lateness, leaving class, and cell phones/multitasking).

Grading and Major Assignments*

Participation (includes attendance, in-class writings and activities, peer review)	15%
Homework/short writings/preliminary drafts and revisions	15%
Major Project 1: Rhetorical analysis (4-5 pages)	10%
Major Project 2: Argument of Fact (multi-source research; 5-6 pages)	15%
Major Project 3: Evaluation (multi-source research; 5-6 pages)	15%
Public Proposal Audience Analysis (collaborative, multi-source research; 2-3 pages)	5%
Major Project 4: Public Proposal (collaborative, multi-source research; 2-3 pages)	10%
Professional Proposal Audience Analysis (2-3 pages)	5%
Major Project 5: Professional Proposal (job, internship, or scholarship application) (2-3 pages)	10%

Final Grading Scale

A	90-100%
B	80-89.99%
C	70-79.99%
NC	60% and below

Students must complete all Major Projects numbered 1-5 above in order to pass the course.

Schedule

(Specifics of homework and daily readings will be announced in class and on D2L)

Week #1

M June 12 Introductions

T June 13 *Everything Is an Argument*, chap. 1

W June 14 *Everything* chaps. 2-3, Pathos and Ethos

R June 15 *Everything* chap. 4, Logos

F June 16 *Everything* chap. 5, Fallacies

Week #2

M June 19 Public Argument in Action: Mass Incarceration (readings in *Current Issues*)

T June 20 *Everything* chap. 7, Structuring Arguments
First draft of Rhetorical Analysis due

W June 21* *Everything* chap. 8, Arguments of Fact and chap. 19, Evaluating Sources (*class will end early)

R June 22 Topic proposal with research plan for Argument of Fact due; *Everything* chap. 13, Style in Arguments

F June 23 Revision of Rhetorical Analysis (using my comments plus adding a discussion of style) due; research for Argument of Fact; making your own numerical displays

Week #3

M June 26 First draft of Argument of Fact due; 2nd revision of Rhetorical Analysis due
Peer review of Argument of Fact in class

T June 27 Top-level revision of Argument of Fact due; in-class editing of Rhetorical Analysis

W June 28 Final version of Rhetorical Analysis due; *Everything* Chapter 10, Evaluations

R June 29 Topic proposal with research plan for Evaluation due; second revision of Argument of Fact due

F June 30 Find job ad, internship opportunity, or scholarship for Professional Proposal; partial annotated bib for Evaluation due

Week #4

M July 3 Final draft of Argument of Fact due

T July 4 *Independence Day Holiday – No Classes*

W July 5 First draft of Evaluation due; peer review of Evaluation in class

R July 6 Revision of Evaluation due, *Everything* chap. 12, Proposals

F July 7 Topic for Public Proposal due

Week #5

M July 10 Final version of Evaluation due

T July 11 Working on audience analysis for professional proposal

W July 12 Audience analysis for Public Proposal due (written *and* presentation)

R July 13 Audience analysis for Professional Proposal due

F July 14 Complete draft of Public Proposal due by end of class

Week #6

M July 17 First draft of Professional Proposal due

T July 18 Revision of Public Proposal due by end of class

W July 19 Revision of Professional Proposal due

R July 20 Editing Public Proposal – Final version due by start of class F July 21

F July 21 Editing Professional Proposal – Final version due by 5 p.m.
