Eastern Illinois University

Spring 1-15-2022

ENG 1002G-005 College Composition II Argument & Critical Inquiry

Shelly Spear
Eastern Illinois University

English 1002G: College Composition II, Section 005
Spring 2022 | 3 Credit Hours

Course Location: Charleston/Mattoon Room in MLK Union
Course Meeting Times: TR 2-3:15 PM

Instructors

Shelly Spear (she/her) | **Office:** Coleman Hall 3745
Office Hours: Tuesdays and Thursdays 11:00 AM-12:00 PM
Wednesdays 12:00-3:00 PM

Katie Caulkins | **Office:** Coleman Hall 3745
Office Hours: Wednesdays 2-3 PM

Required Texts:

- *Elements of Argument: A Text & Reader* (Thirteenth Edition) Rottenberg & Winchell (*EA*)
- *The Little Seagull Handbook (LS)* Bullock, Brody, & Weinberg (*LS*)
- *Who Says? The Writer's Research (WS)* Holdstein & Aquiline (*WS*)
- *Rereading America* Colombo, Cullen, & Lisle (*RA*)
- Some handouts/readings will be available to you on D2L, but you will need to ensure that you have all of the textbooks listed above for the course.

Course Description for College Composition II: Argument & Critical Inquiry

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.

Learning Objectives

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 their writing
- Recognize how to transfer their 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

Major Writing Assignments

Below are the numerical weights for each assignment category and major writing project assignments in this course:

Major Writing Project 1: Argumentative Process Analysis Essay	3-4 pgs*	10%
Major Writing Project 2: Definition/Definitional Argument	4-5 pgs*	10%
Major Writing Project 3: Rhetorical Analysis (Graphical Element)	2-3 pgs*	10%

Major Writing Project 4

Major Writing Project 4A: Annotated Bibliography	4-5 pgs*	15%
Major Writing Project 4B: Problem-Solution Proposal Essay	7-9 pgs*	20%

Major Writing Project 5:

Reflective Writing Portfolio & Reflective Memo	2 pgs**	10%
Process Journal Entries		10%
Participation Grade		15%
Total		100%

* All major writing assignment essays (except for MWP 5) should be written in double-spaced, 12-point Times New Roman font.

** The written component of Major Writing Project 5 is a two-page, single-spaced memo (in 12-point Times New Roman font).

Grading Scale:	
A	90-100
B	80-89
C	70-79
NC	0-69

Note that a passing final grade in ENG 1002 is a 70% or higher. A grade of 69% or lower will result in a No Credit for the course. While a No Credit does not affect one's GPA, it does mean one must retake ENG 1002 in a subsequent semester and earn a 70 or higher to receive credit for the course.

You must complete and submit ALL of the major writing projects assigned in this class in order to pass the course.

Detailed Overview of Course Assignment Categories & Percentages

1) Major Writing Projects (MWP's): 75% of Final Course Grade

- You will complete four (4) argument-based major writing projects (mwp's).
- For each of these four (4) major mwp's, you will complete a topic proposal memo (tpm) tailored to the assignment—this memo will be reviewed and so that your topic can be approved by your instructor (if the memo is formatted correctly and the topic is appropriate to the assignment). If you do not complete a tpm for any one of these mwp's, OR if you do not revise your topic in the event that a revision is requested, and/or if you do not submit the revised topic on the date by which it is requested, you will not be allowed to submit the final mwp essay and the project will earn a final grade of 0.
- You will conference with an instructor over approximately three (3) of the argumentative major writing project essays.
- You will complete one (1) reflective major writing project at the close of the term in which you will organize a reflective portfolio and include in it a reflective memo that carefully discusses how you have integrated the course objectives into your own composition practices.
- Your work in these major writing projects will be graded based on the rubric listed near the end of these course policies ("Guidelines for Evaluating Writing Assignments in EIU's English Department") or a slightly modified version of this rubric, which will be made available to you before an assignment is due.

Major Writing Project Essay Submissions

1. **Always submit final versions of major writing project essays in designated Dropbox folders in D2L** *before* the class meeting on which they are due.
2. **Always bring a HARD COPY (a printed copy)** of major writing project drafts to class meetings in which we conduct peer review and to individual conferences.

Other Assignment Submissions

I will specify in our specific weekly schedule (in D2L) the submission procedures for all assignments that are not Major Writing Project essays; these will be a mix of hard copy submissions and D2L submissions, all of which will depend on the nature of the assignment. For instance, rough drafts for peer review will always have a hard copy submission, because we do not have access to computers on which you might exchange essays with a peer. Some minor participation writing assignments completed outside of class will be required to be submitted in hard copy (written or typed). Journals, however, are always submitted in D2L designated Dropbox folders (no hard copies necessary), because they are submitted on Sunday evenings (not in a class meeting).

The takeaway here is that you should pay careful attention to submission instructions for all assignment submissions, all of which will be provided in D2L for each week of the course. If you come to class without a requested print copy of an assignment, it is likely you will be ineligible to take part in in-class activities related to the assignment and thus will lose points for any participation assignment grades related to that assignment.

Revision Policy for Major Writing Projects

I strongly encourage you to revise any qualifying major writing project essays (MWP's 1-3) if you are unsatisfied with the grade you earn on the final drafts of these essays. **After you have received your final grade for a major writing project essay that qualifies for a revision**, you will typically have a week to submit revisions of said essay to me.

Three Important Requirements for a Qualifying MWP Revision to Be Accepted:

1. You may only revise an assignment if you complete all materials for the mwp (both the scaffolding assignments, such as its Topic Proposal Memo for topic approval, and the final components of the mwp).
2. I will expect **deep revision** (more than a simple editing of surface issues).
3. I will also require a **Revision Memo** (at least one full page of single-spaced writing, 12- point Times New Roman font) in which you discuss the changes you made in your essay (I will talk further about the details of each revision memo as the semester progresses).

If you submit a deeply and meticulously revised essay by its revision due date, if you include all documentation I request alongside this revision, and if you include a properly formatted Revision Memo, there is a possibility that you might earn a higher grade on the essay which will replace your original grade.

2) **Process Journal Entries: 10% of Final Course Grade**

- You will complete approximately ten (10) graded process journal entries throughout this semester, which I will assign as we work through the course.
- These process-oriented responses will be based on provided prompts meant to guide you through the writing process unique to each essay.
- Though I won't be grading for surface errors or content in your journal entries, you must follow instructions for each journal or risk losing half or all points for a journal assignment. If you are instructed to write a full page, for instance, but you only submit half a page of writing (or even two-thirds of a page of writing), you risk losing all ten (10) points for that week's process journal entry.

Please note the heavy weight of the process journal entry grade; because the process journal constitutes ten percent (10 %) of your grade, each journal has the power to greatly impact your grade (either positively or negatively). **I will not accept late process journal entries: a missing journal entry will result in a 0 for that journal assignment.**

Process Journal Entry Submissions

In a week wherein a journal entry is assigned, you will submit your entry via D2L in its designated Dropbox folder no later than 11:59 PM on Sunday of that week.

3) Participation: 15% of Final Course Grade

Participation is graded based on your commitment to consistently . . .

    a. arrive in class on time, with the textbooks/materials containing readings assigned for a class meeting, HAVING ALREADY READ the assigned texts

    b. **arrive in class with a piece of paper on which you have written or typed two thoughtful questions or comments over your choice of the assigned readings (I won't collect these questions every time we meet, but occasionally I will ask you all to turn them in)**

    c. arrive prepared for pop quizzes covering reading content

    d. arrive in class with due assignments in hand and/or assignments already submitted in D2L

    e. practice active listening skills in class

    f. engage thoughtfully in class discussions

    g. prepare and give presentations in class

    h. be prepared to complete short in-class writing assignments (in addition to writing assignments outside of class meetings)

    i. ensure that you are using technology in class (laptops, cell phones, etc.) only to work on class-related materials

    j. be respectful of your peers and your instructor—we are all learning together and will do so courteously

Keep in mind that the general guidelines for and expectations of learners enrolled in any college course valued at three (3) credits are that learners should spend *at least* two (2) hours outside of class working on course assignments for each hour spent in class; this equates to a minimum of at least six hours of work outside of the classroom for ENG 1002.

Finally, know that a participation grade can (and often does) determine whether or not a learner's grade, if it is on the line, is elevated to the next grade letter. Moreover, a poor or failing participation grade (earning less than a 60%) can result in a learner not passing ENG 1002 (regardless of grades earned in other areas of the course).

General 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.

Remember that kindness, courtesy, respect, and critical thinking are essential for successful discussions in any class; additionally, be mindful of your tone and how your words might be read and/or heard by your audience (your peers and me). **Bottom Line**—if I notice any individual acting in any way that deviates from appropriate academic conduct and integrity, I will ask them to leave the classroom immediately and I will ensure that the individual encounters the consequences of those actions via the Office of Student Standards.

Academic Integrity and Plagiarism

The EIU Code of Conduct (https://www.eiu.edu/judicial/studentconductcode.php) defines plagiarism as follows:

> the use, without adequate attribution, of another person's words or thoughts as if they were ones' own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor

Moreover, the English Department clearly defines plagiarism and the consequences of plagiarizing:

> 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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In other words, plagiarism **(even unintentional plagiarism)** is a serious offense that will be met with serious consequences. There will be class assignments geared toward guiding you in the best practices for quoting, citing, and interacting with sources in your work; additionally, there will be opportunities for you to learn how to work with sources appropriately, and you will have access to multiple resources with answers to your citation questions.

Keep in mind that plagiarism does include actions such as neglecting to give proper attribution to a source and plagiaphrasing (presenting a source's words as your own paraphrase, even when you give proper attribution to an author). If you are not sure how to work with a source, I can be reached via email and during office hours to discuss how to use sources properly and ethically in academic writing.

A plagiarized paper **(either intentional or unintentional)** in this course risks earning a 0 for the writing project and may result in your failure of this course (No Credit). I report all incidents of plagiarism to the Office of Student Standards.

The Writing Center

The Writing Center will be offering face-to-face consulting sessions on weekdays and online sessions evenings and Sundays. Learners are able to book either a face-to-face or online appointment through the Writing Center website (**www.eiu.edu/writing**).

> 3110 Coleman Hall
> Eastern Illinois University
> 600 Lincoln Avenue
> Charleston, IL 61920

At The Writing Center, excellent writing consultants will meet with you, one-on-one, and help you with any part of the writing process (brainstorming, prewriting, introductions, conclusions, organizing a paper that has already been written—seriously, they will usually help with ANY part of the writing process). Please use this resource! I cannot stress enough how helpful this service can be for you.

Attendance Policy & Absences

Because your participation grade will reveal how well you are attending (or not attending) class, **I do not technically "grade" your attendance in class; in other words, you do not, for example, automatically gain or lose five points because of your presence or absence in any class meeting. However, I do take attendance during each class period and keep a record of attendance for the term.** Moreover, your participation grade for this class will tell me what I need to know about your engagement in the course. Importantly, 0's on participation assignments will quickly add up; missing even a few class meetings will impact your grade in this class, and several absences will likely result in your inability to complete major writing projects (reminder: in order to pass this course, you must complete and submit every assigned major writing project).

If you have an excused absence, accommodations for instruction and make-up work will be made for students with documented, university-excused absences according to IGP #43: https://castle.eiu.edu/auditing/043.php), it is your responsibility to contact me and to provide the proper documentation of your absence for me; moreover, it is your responsibility to contact me so that we can plan how you can reasonably make up missing work. If you are absent without an acceptable excuse/reason and without proper verification of an excused absence, you will likely receive 0's for the work that you missed (participation assignments, journal assignments, major writing assignments, group work, etc.).

Examples of University-Excused Absences According to IGP #43 & the Importance of Documentation:

"Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness [including Covid and relevant Covid isolation procedures, when properly documented], emergency, participation in an official University activity, or participation in volunteer emergency work (110 ILCS 122/)."

If I notice that you are having difficulty submitting course work, that you are not engaging in the course, and/or that you are having difficulty attending class, I will contact the Early Alert System and other relevant parties to determine the best course of action for you. This report will result in someone contacting you to provide necessary support to help you get back on track in this course.

Late Work Policies

Overview

I do not allow learners to make up in-class work unless they have a documented university-approved absence. If you have a university-excused absence (with the proper documentation/verification), you are still responsible for contacting me so that we can discuss how you will reasonably make up any missing work. If you are absent without an acceptable excuse/reason and without contacting me, you risk earning 0's for ALL work that you miss.

Accommodations for instruction and make-up work will be made for students with **documented** medical absences according to IGP #43: https://castle.eiu.edu/auditing/043.php). Learners are responsible for conveying documentation of any excused absence to their instructors. Thus, without documentation, I will conclude an absence is unexcused in spite of its nature; this means any work missed in your absence will earn a 0.

If you are a learner who already knows that you will have regularly scheduled university-excused absences, you are responsible for providing an appropriate letter to me and/or a schedule for your events for the semester. When you will miss class for a university-excused event, you are responsible *before* the absence for communicating with me about how you will plan to submit work (and make up work) that you will miss. If I do not receive an email from you or any form of communication from you about an alternate plan to submit work and make up work, I will assume you have decided to forego the points for the assignments you miss in your university-excused absence (including Major Writing Project essays).

Late Participation Assignments & Process Journal Entries

Weekly participation assignments (many of which are scaffolding assignments for major writing projects) and Process Journal Entries will earn a grade of 0 if they are not submitted on time (or if you miss class for an unexcused reason or neglect to supply documentation of a university-approved absence and thus do not complete in-class participation assignments).

Late Major Writing Projects

Late Major Writing Project essays (the final components of these projects) will lose ten (10) points each day they are late. These projects will begin to lose points after the due date and time have passed. This means, for instance, that if an essay is due at the beginning of class on a Tuesday (at 9:30 AM), your essay will automatically lose ten (10) points if it is turned in after 9:30 AM on that same Tuesday. Every day thereafter that the essay is late, you will lose another ten (10) points.

Whenever possible, if something happens that you fear might impede your ability to submit a major writing project assignment before it is due, communicate this issue to me *before* the assignment due date so that we are in communication and can formulate a plan together for you to complete your work by the designated due date and discuss appropriate late penalties (if applicable)/

Free Passes

I very rarely provide opportunities for extra credit. Occasionally, I offer a Free Pass to learners. A Free Pass allows you to miss either ONE journal entry or ONE participation assignment. The participation assignment cannot be a collaborative assignment (peer reviews and other group work) or a major project process assignment (topic proposal memos, rough drafts, etc.). If you are ever unclear about whether you can use an earned Free Pass on an assignment, ask me.

Important Add/Drop/Withdraw Deadlines

Jan. 14: Last day to add a class
Jan. 24: Last day to drop a course with no grade
Jan. 24: Last day to withdraw from all classes with full tuition and fees refund
Feb. 7: Last day to withdraw from all classes with 50% tuition and fees refund
Apr. 1: Last day to withdraw from a class

Contacting Your Instructor

I am readily available to help with any course- related questions or concerns that may arise this semester. I can be reached via email during business hours (9AM-5PM, Monday-Friday) via Panthermail (**rlspear@eiu.edu**).

If you abide by the email etiquette established in class, I will provide timely responses to your emails (within 24-48 hours during normal business hours/9-5 on M-F). If you do not abide by established email etiquette, I may require you to revise and resend the email before I respond to your question/concern.

I am also available throughout the semester during my scheduled office hours and am willing, **upon request**, to meet with you during these office hours via Teams or Zoom.

If you require an alternate meeting time (external to my office hours), please request one via email (include in the email three potential meeting times that are convenient to your schedule).

A Note on D2L in This Course

Though this class meets face-to-face, we will use D2L regularly as a hub for information and communication, a place where you can access the weekly detailed schedule (and any changes to that schedule), a location for assignment submissions, and much more.

Resultingly, if you are not yet familiar with D2L, I encourage you to set aside time this week to get to know this software. This will be an especially important component to MWP 1, as well. You should also plan to check in on our course page in D2L regularly throughout the week for the duration of the semester.

Below are the notifications you should enable immediately for this course (most provide the option for email notifications, some for SMS text message notifications). The required list of notifications will be the reminders that will enable you to avoid missing assignment due dates for the course, will ensure that you view feedback for essays once they are graded, and should generally keep you updated about any changes to the course and/or course schedule:

Required:
Content: 1) content item created; 2) content item updated
Dropbox: 1) assignment feedback released; 2) assignment feedback updated; 3) Dropbox folder due date or end date is 2 days away
Grades: grade item released
News: new item available

Suggested:
News: item updated
Grades: grade item updated

Do not rely on your phone to access D2L—you will miss important notifications and other significant information.

Additional Technology Needs

Because this is a writing-intensive course with a heavy focus on various argumentative genres in composition, on the nature and processes of academic research, and sometimes on working in diverse media, there are technology needs to consider for the course. Without access to these, it will be very difficult to pass the course:

1) You will need easy and consistent access to a computer or laptop that has a reliable internet connection.
2) You will need Microsoft 365—you have access to this software via your Panthermail account.
3) Software to open and view PDF's (Adobe, Preview, etc.).
4) Your Panthermail email address (and Outlook).
5) One location in which to save all your files for this course. EIU offers OneDrive, which is an excellent place to keep your course-related files. Dropbox is another convenient app for storing documents if you prefer a location other than OneDrive.
6) Other technology needs beyond the aforementioned may arise.

If you are struggling to meet any aforementioned technology needs, the following resources on campus may help you to meet them:

- If you have headphones, you can go to Gregg Triad and use the computers there; terminals may also be reserved on a regular basis (please let me know if you are interested in this arrangement)

- The Center for Student Innovation (CSI) (located in Booth Library) also provides technology rentals and may be able to help you meet the technology requirements for this course

Group Work & Covid-19 Practices

There will be group work assigned in this class, but if group work extends beyond our class meetings, your primary form of collaboration should likely be via virtual conferencing software (Zoom, Teams. etc.). If you choose to meet in person, you should carefully follow the university's social distancing guidelines **to minimize the risk of spreading the Covid virus.**

COVID-19 Practices & Expectations on EIU's Campus

The University is asking all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. All students, regardless of vaccination status, are required to wear face coverings during class. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [https://castle.eiu.edu/auditing/043.php]. To view the latest EIU COVID-19 related information and any policy updates, please visit https://www.eiu.edu/covid/.

Electronic Writing Portfolio (EWP)

The current Spring '22 due date for EWP submissions is May 6th.

English 1002 is a writing intensive course, so you can submit an assignment from this course that meets the general requirements for an EWP submission (the submission is composed of at least 750 words, it is written solely by you, and it is a cohesive essay). **Should you decide to submit an assignment from this course to your EWP, please speak to me before you do so.** If you have further questions about the EWP, the following website contains detailed information about the portfolio: https://www.eiu.edu/assess/ewpmain.php

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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 McAfee Gym, Room 1301.

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus 20%	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Development 20%	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; users sources well when sources are called for in the assignment.	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/ inappropriately developed	Does not develop main idea; may use sources inadequately/ inappropriately
Organization 20%	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Style & Awareness of Audience 20%	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics 10%	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process 10%	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

Syllabus Adjustment Disclaimer

I reserve the right to make changes to the syllabus policies (very rarely), assignments, schedule, etc. if I see fit to do so at any point in the semester. In other words, all portions of this syllabus are tentative and subject to change at any point in the semester.

English 1002-005 Course Schedule

Week 1 January 10ᵗʰ-14ᵗʰ

Topics: Introductions; Intro to Course; Reflecting and Transitioning; Intro to Course (Syllabus Policies & Schedule, D2L Notifications); Argumentative Writing; Writing as a Process

Assigned Readings for the Week (For each weekly module in D2L, these are assigned to specific class meetings and are subject to change throughout the semester)

> **D2L (Located in Week 1)** Syllabus Policies and Schedule for English 1002
> *Elements of Argument* 3-19 "What is Argument?"

Various Assignments (Details and due dates will always be listed in detail in D2L, in each week's assigned module)

Process Journal Entry 1 due by 11:59 PM on Sunday, January 16ᵗʰ (This weekly assignment will also be listed in each weekly module in D2L)

Week 2 January 17ᵗʰ-21ˢᵗ   Monday, January 17ᵗʰ Holiday: Martin Luther King Jr. Day

Topics: Intro to MWP 1; Process Analyses (Steps to Paragraphs); Reviewing Paragraphs in Academic Writing; Making Claims in Argumentative Writing

Assigned Readings for the Week

> **D2L (Located in Week 1):** Major Writing Project 1 Assignment Prompt
> **D2L (Located in Week 1):** Sample Argumentative Process Analysis Essay
> *Little Seagull Handbook* 17-19 "Developing Paragraphs"
>   22-29 (Begin with the section titled "Defining")
> **D2L (Located in Week 2)** Selection from "College in the Time of Coronavirus" by Kelly and Columbus 1-5
> *Elements of Argument* "Claims" 167-181

Various Assignments (Details and due dates listed in detail in D2L, Week 2)

Process Journal Entry 2 due by 11:59 PM on Sunday, January 23ʳᵈ

Week 3 January 24ᵗʰ-28ᵗʰ

Topics: Textual Analysis; Learning Management Systems (LMSs) Pre-Selected Sources; Integrating source materials; Supporting Claims; Writing Process: Drafting; MWP 1 Individual Conferences

Assigned Readings for the Week

> *WS* 90-100 "Yours, Mine, or Ours? Integrating Resources"
> *Elements of Argument* 191-205 "Support" **D2L (Located in Week 2 and MWP 1 Module)**
> **D2L (Located in Week 3)** Skim pre-selected articles in preparation to choose one for MWP 1

There will be NO IN-CLASS MEETING on Thursday of this week: MWP 1 Individual Conferences on Wednesday, Thursday, or Friday (January 26ᵗʰ-28ᵗʰ)

Submit MWP 1 Rough Draft in designated Dropbox folder BEFORE your chosen conference meeting time

Various Assignments (Details and due dates listed in detail in D2L, Week 3)

No Process Journal Entry due this week

Week 4 January 31st-February 4th

Topics: In-depth overview of MLA Style & Citation Practices; Peer Review practices; MWP 1 final submission on Thursday; Reflective writing over MWP 1; Intro to Unit 2/MWP 2

Assigned Readings for the Week

> **D2L (Located in Week 4)** *MLA Handbook Plus* Selections

> **D2L (Located in Week 4)** MWP 2 Assignment Prompt

Submit MWP 1 Final Draft on Thursday, February 3rd

Various Assignments (Details and due dates listed in detail in D2L, Week 4)

Process Journal Entry 3 due by 11:59 PM on Sunday, February 6th

---

| Unit 2 | Major Writing Project 2: Definition Argument Essay

Week 5 February 7th-February 11th   Friday, February 11th Holiday: Abraham Lincoln's Birthday

Topics: TBA

Assigned Readings for the Week

Various Assignments (Details and due dates listed in detail in D2L, Week 5)

Process Journal Entry TBA

Week 6 February 14th-18th

Topics: TBA

Assigned Readings for the Week

Various Assignments (Details and due dates listed in detail in D2L, Week 6)

Process Journal Entry TBA

Week 7 February 21st-25th

Topics: TBA

Assigned Readings for the Week

Various Assignments (Details and due dates listed in detail in D2L, Week 7)

Process Journal Entry TBA

Submit MWP 2 Final Draft on Thursday, February24th

| Unit 3 | Major Writing Project 3: Rhetorical Analysis with Graphical Element

Week 8 February 28th-March 4th MID-TERM WEEK

Topics: MWP 3 Introduction; Analysis of graphical elements/visuals; Rhetorical analysis of visuals

Assigned Readings for the Week

> **D2L (Located in Week 8 and MWP 3 Module)** MWP 3 Assignment Prompt; Review the additional materials and readings for MWP 3

> *EA* 42-88 "Critical Reading of Multimodal Arguments"

> *LS* 33-35 "Visuals"

Various Assignments (Details and due dates listed in detail in D2L, Week 8)

Process Journal Entry due by 11:59 PM on Sunday, March 6th

Week 9 March 7th-11th

Topics: Citing an advertisement; MWP 3 Peer Review of Full Rough Draft and Rough Draft Workshop; MWP 3 final submission on Thursday; Reflective writing over MWP 3; Intro to MWP 4 (4A and 4B)

Assigned Readings for the Week

> **D2L (Located in Week 9 and MWP 3 Module)** Additional MWP 3 Materials

> **D2L (Located in Week 9 and MWP 4 Module)** MWP 4 Assignment Prompt

Submit MWP 3 Final Draft on Thursday, March 10th

Various Assignments (Details and due dates listed in detail in D2L, Week 9)
No Process Journal Entry

Week 10: March 14th-18th | SPRING BREAK

Week 11 March 21st-25th

Topics: Formatting annotations for MWP 4A; Connecting MWP 4A research (for the annotated bibliography) to MWP 4B (the problem-solution proposal argumentative essay); Shaping a policy claim (a tentative thesis statement) through research; Primary resource work

Assigned Readings for the Week

> *EA* 363-399 "Planning and Research" & 182-185 "Claims of Policy"

> *WS* 32-51 "Who Cares? Identifying the Problem" & 70-88 "What Counts and Why? Finding and Engaging Sources"

> *LS* 74-78 "Annotated Bibliographies" & 66-69 "Proposals"

> **D2L (Located in Week 10 and MWP 4 Module)** Additional MWP 4 Materials

Various Assignments (Details and due dates listed in detail in D2L, Week 11)
Process Journal Entry due by 11:59 PM on Sunday, March 27th

Week 12 March 28th-April 1st

Topics: MLA Citation review; Primary research checkpoint; Tentative thesis statements in a problem-solution essay; MWP 4A Individual Conferences

Assigned Readings for the Week

> *WS* 118-131 "What's Appropriate? Citing Sources and Citation Formats" (Review)

> *EA* 255-262 "Finding the Middle Ground"

There will be NO IN-CLASS MEETING on Thursday of this week: MWP 4A Individual Conferences on Wednesday, Thursday, or Friday (March 30th-April 1st)
Submit MWP 4A Full Rough Draft in designated Dropbox folder BEFORE your chosen conference meeting time

Various Assignments (Details and due dates listed in detail in D2L, Week 12)
Process Journal Entry due by 11:59 PM on Sunday, April 3rd

Week 13 April 4th-8th
Topics: MWP 4 Peer Review; MWP 4A final submission; Transitioning from MWP 4A to MWP 4B

    Assigned Readings for the Week

        > **D2L (Located in Week 13 and MWP 4 Module)** Sample MWP 4B Essays

        > *EA* 255-262 "Finding the Middle Ground"

        > *WS* 102-117 "Now I Have Evidence: Writing and Crafting Your Research"

        Submit MWP 4A Final Draft on Thursday, April 7th

    Various Assignments (Details and due dates listed in detail in D2L, Week 13)

    Process Journal Entry due by 11:59 PM on Sunday, April 10th

Week 14 April 11th-15th
Topics: Organizing MWP 4B (A closer look at the parts of the proposal); Drafting the proposal; Using research to open the proposal; Using research to define a problem/challenge

    Assigned Readings for the Week

        > **D2L (Located in Week 14 and MWP 4 Module)** Sample MWP 4B Essays

        > *LS* 10-12 "Organizing and Drafting"

        > **Others** TBA

    Various Assignments (Details and due dates listed in detail in D2L, Week 14)

    Process Journal Entry due by 11:59 PM on Sunday, April 17th

Week 15 April 18th-22nd
Topics: MWP 4B Individual Conferences; Discuss best presentation practices for MWP 4B; Intro to MWP 5 Assignment Prompt

    Assigned Readings for the Week

        > **D2L (Located in Week 15 and MWP 5 Module)** MWP 5 Reflective Portfolio & Reflective Memo Assignment Prompt

        > *EA* 413-414 "Presentation Aids"

        > *LS* 37-42 "Giving Presentations"

    There will be NO IN-CLASS MEETING on Tuesday of this week: MWP 4B Individual Conferences on Monday, Tuesday, and Wednesday (April 18th-20th)

    Submit MWP 4B Full Rough Draft in designated Dropbox folder BEFORE your chosen conference meeting time

    Various Assignments (Details and due dates listed in detail in D2L, Week 15)

    Process Journal Entry due by 11:59 PM on Sunday, April 24th

Week 16 April 25th-29th
Topics: Presentations over Proposals; MWP 4B final submission

    MWP 4B PRESENTATIONS

    No Process Journal Entry

    Submit MWP 4B Final Draft on Thursday, April 28th

Week 17 (Final Exam Week)
    MWP 5 Reflective Portfolio & Reflective Memo Due Date TBA

    No Process Journal Entry