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## ENG 1002G-009 College Composition II Argument & Critical Inquiry

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**EASTERN ILLINOIS UNIVERSITY**  
**ENGLISH 1002G-009/ SPRING 2022**  
**COLLEGE COMPOSITION II: ARGUMENT & CRITICAL INQUIRY**

**Credit: 3 credit hours**

**Class Meeting Days, Time: MWF 2-2:50**

**Class Meeting Location: Martin Luther King Union: Arcola/Tuscola room**

**INSTRUCTOR: Amy Graziano**

**OFFICE: Coleman Hall 3055**

**OFFICE HOURS: Virtual and by appointment**

**EMAIL: [algraziano@eiu.edu](mailto:algraziano@eiu.edu)**

*“Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work.”*

*---Adrienne Rich, American poet, essayist, and feminist, (1929-2012)*

**I. REQUIRED TEXTS:**

- Everything’s an Argument, 8<sup>th</sup> Edition
- Rereading America, 11<sup>th</sup> Edition

**II. REQUIRED MATERIALS:**

- Writing utensil
- Notebook
- Computer

- Internet access

### **III. COURSE DESCRIPTION:**

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.

### **IV. STUDENT 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 data 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

### **V. COURSE REQUIREMENTS, OFFICE HOURS, EMAIL ETIQUETTE:**

**Course Requirements:** This course consists of four major writing assignments, ten short writing assignments, reading assignments, five discussion assignments, four pop quizzes, and submission of a final portfolio. All submitted work must be typed in 12 pt. Times New Roman font and double-spaced.

Note: The best way to improve is by doing. This class requires a substantial amount of work, but it is manageable with regular/active attendance and participation, solid effort, and time-management on your part.

**Office Hours:** Due to the Covid-19 pandemic, all office hours for this course will be virtual and by appointment. If you have any questions about the course or course material, please ask or send an email. I am also happy to schedule an appointment for a Zoom conference that will work with your schedule. When in doubt, always ask! Spending a few moments to compose an email or to conference on Zoom can drastically improve your chances of success in the course.

**Email Etiquette:** If you send an email, please address instructors respectfully and by title, provide a clear and specific reason for contacting the instructor that leaves no unanswered questions, and close the email with a salutation such as "Thank you," "Sincerely," or "Best," a comma, and your full name. Please include the course name and section number in your subject line.

## **VI. ATTENDANCE POLICY:**

Owing to these unprecedented times, there will be no attendance policy that results in the deduction of points for each class session missed. Learning, however, depends entirely on the student's level of engagement and participation in the course. Excessive absences not recognized by the university as "properly verified absences due to illness, emergency, or participation in an official university activity or volunteer emergency work" will have a significant and deleterious effect on your grade. Quizzes and short in-class assignments may not be made up if an absence is unexcused. Excessive absences (5 or more) from class meetings will make success in this course extremely unlikely.

## **VII. Late Work:**

Please contact me to make alternative arrangements for submission of missed work. Late work must be submitted within a reasonable time frame not to exceed one week from the original due date.

## **VIII. Class Conduct:**

“A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially when class discussion is centered on pressing and controversial cultural issues arising from ideas presented in the readings. Students are encouraged to take an active role in class discussions. Honest and respectful dialogue is expected. Disagreement and the challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior will not be tolerated. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration and analysis of issues as scholars rather than in defending points of view we may have formed outside the classroom.” Always be respectful to your classmates and to your instructor.

#### **IX. 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.

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.

Note: I acknowledge the difference between *intentional* and *unintentional* plagiarism (such as the incorrect citation of reference materials). Proved intentional plagiarism is a clear violation of EIU’s Academic Integrity Policy, and consequently all cases of proved intentional plagiarism will be referred to the Office of Student Standards.

#### **X. 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 call 217-581-6583 to make an appointment.

**XI. The EIU Writing Center and Student Success Center:**

Students are encouraged to use the **EIU Writing Center** located in 3110 Coleman Hall. The Writing Center provides free one-on-one conferences to assist students with all phases of writing, from brainstorming a topic through final revision. You call to make an appointment at 217-581-5259 or use the writing center link on D2L.

Students who are having difficulty achieving their academic goals are encouraged to contact the **Student Success Center** ([www.eiu.edu/~success](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 McAfee Gym, room 1301.

**XII. Grading**

**Grading Scale:**

100-92% = A      91-90 = A-      89-88 = B+      87-82 = B      81-80 = B-      79-78 = C+      77-72 = C      71-70 = C-      69-60 = D  
59 and below = F

**Overall Grading Scale:**

A, B, C, No Credit

**XIII. Tentative Points Distribution:**

<b><u>Major Writing Assignments</u></b>
Essay 1 "What is Argument?" (3 pp.) 100 pts.
Essay 2 "Causal Argument" (4 pp.) 100 pts.
Essay 3 "Proposal Argument" (4 pp.) 100 pts.

Essay 4 "Academic Argument" (4-6 pp.) 100 pts.
<b>400</b>
<b><u>Short Writing Assignments:</u></b>
10 @ 10 pts.
<b>100</b>
<b><u>Quizzes</u></b>
4 @ 20 pts.
<b>80</b>
<b><u>Discussion posts</u></b>
5 @ 10 pts.
<b>50</b>
<b><u>Peer Reviews</u></b>
2 @ 10 pts.
<b>20</b>
<b><u>Annotated Bibliography</u></b>
1 @ 50 pts.
<b>50</b>
<b><u>Toulmin Outline</u></b>
1 @ 50 pts.
<b>50</b>
<b><u>Final Portfolio</u></b>
+ Reflective Essay
<b>250</b>

**Total Points = 1000**

## ENG 1002 Course Outline

### WEEK 1

MON 1/10-SYLLABUS OVERVIEW/CLASS INTRODUCTIONS/ EA CH. 1

WED 1/12-LECTURE: UNIT I: INTRO TO ARGUMENT/RA GATTO P. 114

FRI 1/14-DISCUSSION GATTO/DISCUSSION POST 1 DUE/RA KINCAID 477

### WEEK 2

MON 1/17- MLK OBSERVATION/NO CLASS

WED 1/19-DISCUSSION KINCAID/RA MANTSIOS P. 347

FRI 1/21-DISCUSSION MANTSIOS/DISSCUSSION POST 2 DUE

### WEEK 3

MON 1/24- ESSAY 1 "WHAT IS ARGUMENT" PROMPT

WED 1/26- ESSAY 1 THESIS & TOPIC PROPOSAL DUE/IN-CLASS REVIEW

FRI 1/28- LAB DAY/ESSAY 1 "WHAT IS ARGUMENT"

DUE

### WEEK 4

MON 1/31- UNIT II: LECTURE CAUSAL ARGUMENT

WED 2/2- EA CH 5 FALLACIES OF ARGUMENT /RA ALEXIE 646

FRI 2/4- DISCUSSION ALEXIE/DISCUSSION POST 3 DUE/RA SOTO P.20

## WEEK 5

**MON 2/7-** DISCUSSION SOTO/RA ORENSTEIN P.193 (**CONTENT WARNING:** THIS READING CONTAINS SUBJECT MATTER AND/OR REFERENCES RELATING TO SEXUAL ABUSE/SELF-HARM OR VIOLENCE THAT MAY BE DIFFICULT TO READ AND/OR DISCUSS, ESPECIALLY FOR STUDENTS WHO ARE SURVIVORS OF TRAUMA AND/OR THOSE DIAGNOSED WITH ANXIETY OR POST-TRAUMATIC STRESS DISORDER.) PLEASE EMAIL ME IN ADVANCE OF WEDNESDAY'S DISCUSSION TO OPT OUT AND RECEIVE AN ALTERNATE ASSIGNMENT.

**WED 2/9-** DISCUSSION ORENSTEIN/RA PAO P. 433

**FRI 2/11-** DISCUSSION PAO/DISCUSSION POST 4 DUE/RA KILBOURNE P.545

## WEEK 6

**MON 2/14-**DISCUSSION KILBOURNE/RA HOLTZMAN P. 631

**WED 2/16-**DISCUSSION HOLTZMAN/ESSAY 2 "CAUSAL ARGUMENT" PROMPT

**FRI 2/18-** MLA OVERVIEW/FINDING SOURCES/DETERMINING SOURCE CREDIBILITY

## WEEK 7

**MON 2/21-** ESSAY 2 THESIS AND TOPIC PROPOSAL DUE/REVIEW

**WED-2/23-** ESSAY 2 IN-CLASS OUTLINING/ESSAY 2 SOURCE LIST DUE

**FRI 2/25-** ESSAY 2 "CAUSAL ARGUMENT" DUE/ PEER REVIEW

## WEEK 8

**MON 2/28-UNIT III:** LECTURE: INTRO TO PROPOSAL ARGUMENT/ EA CH. 12

**WED 3/2-** DISCUSSION PROPOSAL ARGUMENT/SWIFT LINK ON D2L

**FRI 3/4-**DISCUSSION SWIFT/EA PALFREY P.731

**WEEK 9**

**MON 3/7-DISCUSSION PALFREY/EA LILIENFELD P.756**

**WED 3/9-DISCUSSION LILIENFELD/RA BREGMAN P. 456**

**FRI 3/11- DISCUSSION BREGMAN/DISCUSSION POST 5 DUE**

**WEEK 10**

**MON 3/14- NO CLASS/SPRING BREAK**

**WED 3/16- NO CLASS/SPRING BREAK**

**FRI 3/18- NO CLASS SPRING BREAK**

**WEEK 11**

**MON 3/21- ESSAY 3 THESIS AND TOPIC PROPOSAL DUE/IN-CLASS REVIEW**

**WED 3/23- ESSAY 3 SOURCE LIST DUE**

**FRI 3/25-ESSAY 3 PROPOSAL ARGUMENT DUE/PEER REVIEW**

**WEEK 12**

**MON 3/28-UNIT IV: INTRO TO ACADEMIC ARGUMENT/ EA CH.17**

**WED 3/30- FINDING EVIDENCE/EA. CH 18**

**FRI 4/1-EVALUATING SOURCES/ EA CH 19**

**WEEK 13**

**MON 4/4-ESSAY 4 "ACADEMIC ARGUMENT" H PROMPT**

**WED 4/6-ESSAY 4 THESIS AND TOPIC PROPOSAL DUE/IN-CLASS REVIEW**

**FRI 4/8-ESSAY 4 ANNOTATED BIBLIOGRAPHY PROMPT**

**WEEK 14**

**MON 4/11-ESSAY 4 ANNOTATED BIBLIOGRAPHY DUE**

**WED 4/13-ESSAY 4 TOULMIN OUTLINE PROMPT**

**FRI 4/15-ESSAY 4 TOULMIN OUTLINE DUE**

**WEEK 15**

**MON 4/18-ESSAY 4 DUE/FINAL PORTFOLIO OVERVIEW**

**WED 4/20-NO CLASS/ESSAY 4 CONFERENCES**

**FRI 4/22-NO CLASS/ ESSAY 4 CONFERENCES**

**WEEK 16**

**MON 4/25-REVISION OVERVIEW**

**WED 4/27-PROOFREADING OVERVIEW**

**FRI 4/29-ELEMENTS OF THE REFLECTIVE ESSAY/LAST DAY OF CLASS**

**WEEK 17**

**FINAL EXAM WEEK – FINAL PORTFOLIO DUE**

