

Spring 1-15-2018

ENG 1002G-002: College Composition II

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ENG 1002 College Composition II: Argument & Critical Inquiry (3 credits)

Spring 2018 Section 002

Meets Tuesday/Thursday 9:30 to 10:45

Instructor: L. A. Berry (Ms Berry or Ms B)

Coleman 3741 Office Hours: 11:00 - 12:15 & 2:00 - 3:15 TTH

Contact me via e-mail: laberry@eiu.edu

Text: Ramage, John, et al. *Writing Arguments*. 10th ed. Pearson, 2016.

Materials: Post-it™ notes/notebook/folder

Catalog 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. (WC)

Course Goals/Outcomes

Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents (WCR, CT, RC-1, RC-2)
- Produce cogent arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, 6, 7, CT-1-6, RC-1, 2)
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5 -7, CT-4 -6)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
- Use data and create graphical elements in their writing (QR-2 -6, RC-2)
- Recognize how to transfer their writing process, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations (WCR)
- Present work in Edited American English (WCR-4)

Policies/Penalties:

- ✚ **Late papers lose 10% for each day (or portion thereof) past the deadline.**
- ✚ **10-point deduction if your cell phone is out during class time.**
- ✚ You must schedule at least one conference prior to the 8th week of class; failure to do so results in a 20-point deduction.
To schedule your conference: Use your Panthermail account to send me a message telling me **two** times/dates during my regularly scheduled office hours (11:00 to 12:15 & 2:00 to 3:15 TTH) when you can meet for 20 minutes. Check your mail for verification that I've scheduled your conference.
- ✚ There is no extra credit.

✦ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the requirements of the assignment. I will consider the merit of your argument in deciding whether to change the grade.

Attendance Policy:

To get make-up privileges, excused absences must be properly verified.

Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons.

Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation.

Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity.

Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

Absences not eligible for make-up privileges will result in **the loss of two points.**

Tardiness or leaving early will be a one point deduction; so will not having your textbook.

University Policy on Academic Integrity—Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

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

In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.

University Policy on Writing Portfolios: Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

University Policy on 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). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

University Policy on 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, text 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.

Main Assignments (minimum length)

Homework/in class work/group assignments	20%	(various dates)
Rhetorical Analysis (2)	15%	Jan 25
Definitional Argument (4)	20%	Mar 1
Evaluative Argument (4)	20%	Mar 29
Multi Genre Proposal Argument (10)	25%	Apr 30

Note that you must meet the minimum page requirement in order to receive a passing grade. However, don't start repeating yourself just to get to there! Look at the instructions for what to include and examples of these types of essays in your text. These suggested lengths are actually shorter than the samples given.

Schedule of Readings/Assignments

Weeks 1–3: Source Evaluation & Rhetorical Analysis/Introduction to Argumentation

After completing this unit, students should be able to:

- evaluate the kairos, pathos, logos, and ethos of sources
- identify implicit and explicit arguments
- create an effective summary of an argument
- use argument as a process of clarification and inquiry

- understand that arguments grow out of specific occasions, and must be tailored to the needs, interests, and values of specific audiences
- begin to think dialectically

- Jan 9 **In class:** Introductory activities/review of policies & requirements
- Jan 11 **Before class,** study Chapter 1 pp. 1 -16. **Type out responses** to the following and bring this work to class:
1. Look at the picture on p. 1. If you were making a brochure to support a raise in the minimum wage, would you consider this a good photo to help make your case? Explain why in detail.
 2. Which is the most compelling: the argument in Fig. 1:1 on p.4 or the argument in the blog post on p. 5? Explain the reasons for your choice in detail.
 3. Answer the questions on p. 7 regarding Fig. 1:2 and Fig 1:4.
- In class:** Group work to practice analysis of implicit/explicit arguments and context for argumentation.
- Jan 16 **Before class,** study the first part of Chapter 2 pp. 17 - 32 (Stop at *For class discussion* questions.) Follow the instructions for the “Believing and Doubting Game” on p. 25. Complete the process for claims 1 and 4. **Bring your free-writing or idea mapping to class.** Find a short recent source related to immigration in the U. S. Print out this source and bring it to class. Read Chapter 8 154 - 174 **In class:** Group work to practice analyzing rhetoric and evaluating sources.
- Jan 18 **Before class,** study Chapter 2, 32 - 36 **Type up** Does/Says Statements for paragraphs 4, 5, and 6 of “The Pay is Too Damn Low” and bring them to class.
- In-class:** Group work practicing summary & raising doubts
- Jan 23 **Before class,** study 38 to 42. **Type up** answers to Questions to Promote Dialectic Thinking p. 39 using Surowiecki (33-34) and Saltsman (40) as A and B.
- In-class:** Discussion of responses
- Jan 25 **DUE:** Rhetorical analysis (minimum 2 full pages) Follow the detailed instructions on 166 - 168.
Choose from: “A Plea for Close Learning” pp. 451- 3
 “Amnesty?” pp. 471 - 3
 “Diagnosing the Digital Revolution: Why It’s So Hard to Tell if It’s Really Changing Us” pp. 523 - 6
- In class:** Peer editing

Weeks 4- 6 Logic and Evidence in Argumentation

After completing this unit, students should be able to:

- distinguish between information and issue questions
- develop claims and reasons
- use the Toulmin system to describe an argument's logical structure and generate ideas for argument
- explain strengths and weaknesses of different kinds of evidence
- assess whether evidence meets criteria to be persuasive

Jan 30 **Before class**, study Chapter 3 pp. 56 - 64.

In class: Discuss Reasonable vs Pseudo Arguments p. 60

Feb 1 **Before class**, study Chapter 4 pp. 67 - 80 **Choose a or b** in Part 2 p. 71 and be able to explain your choice.

Feb 6 **Before class, type up** a paragraph or more to provide the grounds to support the reasons in 1. a,b, and c on p. 86

In class, Discuss support for the warrants, discuss group assignment, look at Chapter 15 pp. 340 - 6 and 349 - 58

Feb 8 **Before class**, read Chapter 5 pp. 88 - 97 **Choose** what you consider to be the three strongest points among the bulleted list on 96-97 if you wanted to argue that mosh pits should be banned.

Feb 13 **In class:** Work on group assignment

Feb 15 **Before class**, study Chapter 11 pp. 229 - 237

DUE: Group assignment

Weeks 7-8: Definitional Arguments

After completing this unit, students should be able to:

- understand the pattern of development for simple categorical arguments
- understand different kinds of definitions (Aristotelian and operational) and different approaches to generating definitional criteria
- write an effective definitional argument

Feb 20 **Before class, type up** an explanation of why items 1a through 1d on p. 237 are or are not example of courage, and then provide a list of the criteria an act needs to meet to be considered courageous.

In class: Do group task specified on 237; consider topics for definition argument.

Feb 22 **Before class**, brainstorm a list of possible criteria for your definition

Feb 27 **DUE:** Rough draft of definition; use organizational plan 1 or 2 on pp. 239 -240

In class: Peer editing using questions on 241

Mar 1 **DUE:** Revised draft of definition (Minimum 4 full pages)

Weeks 9 -10

Examining Visual Rhetoric

After completing this unit, students should be able to:

- understand how visual and verbal elements can work together to produce rhetorical effects: supporting the logical core of an argument, enhancing the writer's credibility and authority, and stirring audiences' emotions and imaginations
- analyze and use the elements of visual design—type, layout, color, and image
- understand that visual arguments like all arguments are products of specific historical, social, and cultural moments
- apply knowledge of argumentation to analyzing/producing visual arguments

Mar 6 **Before class**, study Chapter 9 pp. 175 - 199 and **type up** responses to the questions on 183 - 184

Mar 8 **In class**: Group task on 184 & class discussion assignment on 190

Mar 8 **Before class**, study 200 -206 and Option 3 on 207; read 347-8

3 **In class**: Do class discussion on 194-5 & set up groups for Option

Spring Break

Weeks 11 -12 Evaluative Arguments

After completing this unit, students should be able to:

- explain the difference between categorical and ethical evaluation arguments
- use criteria- match strategy for categorical evaluation
- use principles/consequences for ethical evaluation

Mar 20 **Before class**, study Chapter 13 pp. 278 - 285

In class, work with Option 3 groups

Mar 22 **Before class**, make a list of 3 or four members of the 7 italicized groups in number 1 on 285.

In class, follow the process for writing a categorical evaluation in *Developing Criteria and Match Arguments* pp. 285 - 286

Mar 27 **Before class**, study 289 - 293 and **type up** frames as instructed in *Developing an Ethical Argument* p. 289

Mar 29 **DUE**: Rough draft of evaluation/ethical argument

In class, peer editing

Weeks 13 -15: Proposal Arguments

After completing this unit, students should be able to:

- use problem-solution-justification to develop a proposal argument
- use claims about category, cause and resemblance
- consider and weigh alternative solutions
- combine words and images to create an advocacy poster
- conduct research through surveys and present results in graphs

- Apr 3 **Before class**, study Chapter 14 pp. 304 - 315 and **type up** a response to *Generating Ideas Using the Claim Types Strategy* pp. 313-4
- Apr 5 **In class**: Follow instructions for *Brainstorming Ideas for a Proposal*
- Apr 10 **In class**: Complete *Brainstorming...* and discuss
- Apr 12 **Before class**, study 316 - 331
- In class**: Discuss sample essays and final assignment
- Apr 17 **Before class, type up** survey & interview questions you intend to use for final assignment
- Apr 19 Interview/drafting day (work on your own outside of class)
- Apr 24 **DUE**: Rough draft of proposal
- In class**: Peer editing
- Apr 26 Writing/conferencing day
- May 5th Final Project is due via Panthermail Word attachment**