

Spring 1-15-2018

ENG 1002G-003: College Composition II

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BRING THIS SYLLABUS TO CLASS EVERY DAY SO THAT YOU MAY NOTE ANY ANNOUNCED CHANGES!!!!

English 1002G: Critical Inquiry and Argument-- Syllabus/Spring 2018

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Office: CH3361

Office Hours: 11:00-11:50 M-W-F or by appointment

Required Texts: The Brief Penguin Handbook

Everything's an Argument, 7th ed.

Compose, Design, Advocate, 2nd ed.

1. College Composition II focuses on argumentation and 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 should gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting the information.
2. Students will demonstrate the ability to:
 - Apply the principals of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
 - Produce cogent 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
3. Weekly outline of course content.

Weeks 1-2: Introduction

Weeks 3-4: Claims, Evidence, & Rhetorical Analysis

Week 5: Audience, Invention & Shaping Arguments & Reviews

Finding, Using, & Documenting Sources

Weeks 6-7: Argument as Inquiry & Diverse Viewpoints & Classical Argument

Week 8: Overview of Types of Claims

Weeks 9-10: Definitional Arguments & Evaluation Arguments

Weeks 11-12: Arguing for Causes or Consequences

Weeks 12-13: Proposal Arguments

Week 14: Examining Visual Rhetoric/Creating Advocacy Advertisements

FINAL: Reflection on Writing Experience

- | | |
|--|-----|
| 4. Participation: Discussions, Collaborative Activities, Peer Reviews | 15% |
| Pre-Writing, Writing to Learn, Extra Credit | 15% |
| Major Writing Projects/Presentations | 70% |
- Exploratory Synthesis
 - Classical Argument
 - Definition/Evaluation Argument
 - Causal Argument
 - Proposal Argument
 - Advocacy Advertisement
 - Final: Reflective Paper
5. **Placement Guidelines:** Successful completion of English 1001G.
6. **The minimum writing requirement** of English 1002G is 5000 words minimum.
7. **Writing Center:** I encourage you to use EIU’S Writing Center located in 3110 Coleman Hall. This free service is available to all EIU students and faculty for help with writing issues from brainstorming to format; however, it is not a “magic” remedy.
8. **Required Materials:** Since all essays must be typed and nothing can be saved on the EIU computers, you will need a method to save and back up your work. You will also need two folders I the class designated color and pens, paper, and two highlighters.
9. **Cover Letter: Our focus will be on revision, not just fixing errors. Each revision must be accompanied by an 8-10 sentence COVER LETTER reflecting:**
- a. **THE POINTS YOU WERE ADVISED TO REVISE**
 - b. **SUGGESTIONS ACTED UPON**
 - c. **REASONS FOR ALL REVISIONS**
 - d. **PROCESS USED**
 - e. **MOST DIFFICULT PART OF REVISION**
10. **Attendance:** Regular attendance is essential! In addition to **properly documented excused absences**, you will have (3) personal days for the semester. If you miss a day, it is your responsibility to contact a classmate for information about what you missed and/or what schedule changes might have been made. **A missed day is not permission to turn work in late.** A scheduled University function—i.e. sports or academic-club sponsored event—is an excused absence, but I must be notified in advance. Serious or prolonged illness or personal issues will be dealt with on an individual basis. **If you miss more than three (3) personal days, you will receive an NC for the course!** You are expected to be in class on time. If you are 10 or more minutes late, you may stay in class, but it will count as an absence.

- 11. Plagiarism:** Note: The English Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of language, ideas, and/or thoughts of another author, and representation of them as one's original work"(Random House Dictionary)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course and to report the incident to the [Office of Student Standards]."

Any time you refer to someone else's work, you must give credit to that source on a Works Cited page and with in-text citations. Anything listed on the Works Cited page **MUST** be used in the paper. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

- 11. Electronic Writing Portfolio (EWP):** Instructions in this process will be distributed.
- 12. Disabilities:** If you have a documented disability and wish to receive accommodation, please contact the coordinator of Disability Services at 581-6538.
- 13. Computer Policy:** You are expected to use electronic devices only as regards classroom activities and academic assignments.
- 14. Cell Phone Policy:** Turn them off when you enter the classroom. If you are expecting an emergency call, turn the phone on your desk and tell me. Under NO conditions are you allowed to text, take pictures, or play games!
- 15. Restrooms:** Use them during breaks-----**NOT DURING CLASS!**

Guidelines for Evaluating Writing Assignments in EIU's English Department

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	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
Organization	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
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses 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
Style & Awareness of Audience	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	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	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

E.I.U. PLANNING CALENDAR

ENGLISH 1002

SPRING 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JANUARY 8 INTRO FIRST CLASS DAY	9	GRAMMAR REVIEW CDA,1-14 10	11	SENTENCES HB section 8 GROUPS 12
M.L. KING'S BIRTHDAY NO CLASSES 15	16	Sentences due Discuss HB 8 17	18	QUIZ #1 Con't HB8 19
Assign Essay #1 Exploratory Synthesis 22	23	24	25	Weekly ? #1 EA, pp. 89-91 26
29	30	LIBRARY TOUR 31	FEBRUARY 1	QUIZ #2 2
Essay #1 / PEER 5	6	Essay #1 DUE/ CL Assign Essay #2 Causal Argument 7	8	Weekly ? #2 9
Assign EA, ch 11, 240-71 12	13	14	15	LINCOLN'S BIRTHDAY NO CLASSES 16
19	20	Essay #2 PEER 21	22	QUIZ #3 23 Essay #2 DUE w/CL Assign Essay #3 DEF/EVA
26	27	28	MARCH MID-TERM 1	Weekly ? #3 2
WORKSHOP 5	6	WORKSHOP 7	8	QUIZ #4 9
12	13	14	15	16
← SPRING RECESS →				
Assign PRESENTATION 19	20	Essay #3--Pccr Definitin/Eval 21	22	Weekly ? #4 23 Essay #3 CL due Assign Essay #4 Proposal argument
26	27	28	29	QUIZ #5 30
APRIL 2	3	Essay#4 /pccr 4	5	Weekly ? #5 6 Essay #4 due CL
CONFERENCEES 9	10	CONFERENCEES 11	12	QUIZ #6 13
16	17	18	19	20
Last Day /X-credit 23	24	25	26	27
30	MAY 1	2	3	4
← FINAL EXAMINATION PERIOD →				

ESSAYS QUIZ/X-CREDIT PRESENTATIONS GROUPS WEEKLY ? READING WORKSHOP CONFERENCE