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ENG 1002G-005: College Composition II

Robin Murray
Eastern Illinois University

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Spring 2018 English 1002, College Composition II: Argument & Critical Inquiry

Instructor: Robin L. Murray and Jamie Golladay

Course Schedule: T/R 11:00 in CH 3609

Email: rlmurray@eiu.edu **Office Hours:** T 1:30—3:15; R 1:30-3:30, W 1-3 and by appnt.

Phone: 549-0199 (Feel free to call or text before 10 p.m.)

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)

Learning goals and objectives:

Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents (WCR 1-7, CT 1-6, RC-1, RC-2)
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, WCR-6, WCR-7, CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, RC-1, RC-2)
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6, QR-4)
- 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, QR-3, QR-4, QR-5, QR-6, RC-2)
- 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 (WCR 1-7)
- Present work in Edited American English (WCR-4)

Course Materials:

Lunsford, et al. *Everything's an Argument with Readings*.

Ackley. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 7th ed.

Wysocki and Lynch. *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2nd ed.

Faigley. *The Brief Penguin Handbook*, 5th ed.

Course Policies and Requirements:

Attendance Policy: I will be here; you be here, too. Any more than three absences will affect your grade. Perfect attendance will earn bonus points. Classroom participation is an essential part of your grade, so I urge you to make regular attendance a high priority.

Speaking of Participation: We learn together by interacting with real dialogue as well as D2L discussions. Often I will start discussions with general questions to make sure the assigned reading was generally understood. But I expect those discussions to take on lives of their own. In other words, classroom discussion does not mean telling me what you think I want to hear or merely responding to my questions. Bring your prejudices, beliefs, complaints, and enthusiasm to these readings. I hope to learn from you, as well. You all will learn from each other.

Assignments and Grades: I hate giving grades, but it's an institutional policy I can't get around. Grades focus on end products; this course is a course in the writing *process*. The following grade breakdown is designed to emphasize

the importance of discussion, writing improvement, revision, etc. (all elements of the writing process), as well as the polished essays (end-products).

In-Class Writing and Participation	15%
All work towards paper 1, Rhetorical Analysis and Media Evaluation and (4)	15%
All work towards paper 2, Summary/Critique of an essay in PCI (4)	15%
All work towards paper 3, Editorial (4)	15%
All work towards paper 4, Observation and Proposal (5)	20%
All work towards paper 5, Visual Argument (2)	10%
Portfolio with 2-page reflection	10%
	<hr/>
	100%

Grade Policy:

Grades on papers and at the end of the course express my judgment about a variety of matters:

B and A work shows initiative, skill, and intelligence. Its features are an insightful purpose, effective organization, concrete and well-reasoned development, fluent sentences, and suitable and distinctive diction. A work distinguishes itself from B work because of the sense of voice it reflects.

C writing is adequate and competent. Its purpose is clear. Its development is reasonably appropriate and concrete. It is free of serious and frequent error.

Characteristic weaknesses of writing below the C level result from lack of control over both subject and the conventions of written language. These weaknesses include an unfocused sense of purpose; inadequate development; wordy, awkward, unclear sentences; errors in usage, grammar and spelling.

Requirements: To receive a passing grade, you must complete and submit all assignments. You need to attend class regularly, be prepared to participate in activities, and be at scheduled conferences. Poor attendance, tardiness, late papers, or missed conferences will prompt me to reduce a grade.

Other Policies:

1. **Plagiarism Statement:** “Any teacher who discovers an act of plagiarism--`the inappropriate imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work’—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.
2. If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
3. Please also note that this course is Writing Intensive, so a paper completed for the course can be turned in to your electronic writing portfolio—some time during the actual course of the class.
4. Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.
5. You must complete all major assignments to complete this course.

Tentative Course Calendar, Subject to Change

January

- 9 Course introduction. Peer introductions. Read chapter 1, *Everything's an Argument* for Thursday and prepare for entrance card.
- 11 Entrance card response to reading. Discuss reading. Discuss pathos, ethos, and logos. Read chapter 6, *EAA* for Tuesday and prepare for entrance card.
- 16 Entrance card response to reading. Discuss reading. Practice analyzing film reviews. Read chapter 10, *EAA* for Thursday. Prepare for entrance card.
- 18 Entrance Card. Discuss reading. Introduce Paper 1, Media Evaluation (with rhetorical analysis). Choose your media for Tuesday and find one review to bring to class on Tuesday.
- 23 Analyze rhetoric of film reviews and brainstorm your evaluation.
- 25 Work on your evaluation essay. Your draft will be due on Tuesday.
- 30 **Rough draft of Evaluation essay due.** Peer Review and Conferencing. Prepare your final draft for Thursday.

February

- 1 **Final draft of Evaluation essay due.** Reflect on your writing. Introduce Summary/Critique assignment. Read chapter 3, "Writing a Summary" and Chapter 4, "Writing a Critique" in *Perspectives on Contemporary Issues* for Tuesday and prepare for entrance card.
- 6 Entrance Card. Discuss reading. Practice Summary/Critique. Read selections from *POCI* for Thursday and prepare to choose your essay from *POCI* for your summary/critique in your Entrance Card.
- 8 Entrance Card about *POCI* choices. Discuss essays and source citations. Begin brainstorming your summary/critique.
- 13 Work on Summary/Critique essays.
- 15 Work on Summary/Critique essays and citations. Note that draft is due on Tuesday.
- 20 **Rough draft of Summary/Critique essay due** for peer review and conferences.
- 22 **Final draft of Summary/Critique essay due.** Reflect on your writing. Introduce your editorial assignment. Read chapter 7, "Structuring Arguments" in *EAA* for Tuesday and prepare for entrance card.
- 27 Entrance card about reading. Discuss readings. Analyze and discuss sample editorials and practice structuring editorials. Choose your editorial topic for Thursday. Read selections from *The Brief Penguin Handbook* focused on citations.

March

- 1 Entrance card about your topic. Discuss and model editorials and citing sources. Note that your draft is due on Tuesday.
- 6 **Rough draft of Editorial due** for peer review and conferencing.
- 8 **Final draft of Editorial due.** Reflect on your writing. Introduce the Observation and Proposal project.
- 12-16 Spring Break—No Classes
- 20 Continue discussing observation/proposal project. Read chapter 12, *EAA* for Thursday and prepare for entrance card.
- 22 Entrance card. Choose your RSO or nonprofit for your observation and proposal. Practice observations and proposals. Complete your observation for Tuesday, March 27.
- 27 Work with observations to determine proposal focus.
- 29 Work on your proposals. Complete a draft of your proposal for Tuesday, 4/3.

April

- 3 **Rough draft of proposals due** for peer review and conferencing.
- 5 Conferencing, continued. Complete a final draft for 4/10.
- 10 **Final draft of proposals due.** Reflect on your writing. Begin discussing your visual argument in support of your proposal. Read selections from *Compose, Design, Advocate* for Thursday and prepare for entrance card.
- 12 Entrance card. Discuss visual argument design. Complete a draft of your visual argument for Tuesday.
- 17 **Rough draft of visual artifact due** for peer review and mini-conferences
- 19 **Final draft of visual argument due.** Reflect on your writing. Discuss final portfolio and reflection
- 24 Work on your portfolio and reflection
- 26 **Final Portfolios due** at your conference. Your portfolio will include drafts, peer reviews, and final copies of the following: Summary/Critique, Editorial, and two more pieces (two of the following: media evaluation, proposal, visual argument). You will also complete a two-page reflection following the prompt guidelines.

May

Final Exam Week: There is no final in this class.