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ENG 1002G-008: College Composition II

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ENGLISH 1002G.008
Composition and Language

[Catalog Course Description: A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.]

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Office Hours: TR 11-12:30, F 11-1
or by appointment

- I. **TEXTS:** Everything's an Argument: (**EA**)
 Perspectives on Contemporary Issues: (**PCI**)
 Compose Design Advocate: (**CDA**)
 The Brief Penguin Handbook: (**BPH**)
 Notebook for Journal

II. **ASSIGNMENTS**(with appropriate grade % for each):

1. **Critical Papers:** 4 essays (3 pages, each worth 15%) related to reading material, or in-class writing. These papers will not be research exercises. Papers must be typed, double-spaced, with one-inch margins to allow for comments. They need to be in Times New Roman 12 font. **You must always hand in rough drafts with finished essays or essays may not be accepted.** A certain amount of rewriting will be necessary. [Papers from this class may be submitted to the *EWP*.]
2. **Research Paper:** 1 paper (5 pages, worth 20%) on a general topic assigned, and a narrowed down topic of your choice. **Topic, argument, and bibliography** are due on dates specified on calendar. The purpose of your papers will be to arrive at a judgment about your topic based on research findings. The purpose will extend beyond investigation of the issue to an attempt to **persuade** the reader of the validity of the point of view you adopt. It will be necessary for you to find texts written on the topic and to do some preliminary reading before the topic can be narrowed down and focused in a particular direction. This paper is basically an **extended argument** in which you express and develop a certain opinion on a certain topic by using information that you research. You need **at least 3 articles from scholarly or professional journals**, and to incorporate a **graph or chart**. Write a paper using your own words and using quotes from sources to help develop and support your own ideas. Papers must be typed, double-spaced, with one-inch margins.
3. **Journals:** A notebook you write in throughout the semester based on articles or exercises I assign you. Entries should be **at least 1 page long** where you explore ideas in response to readings, where you discuss your impressions of *how* the articles or essays you read were written. The purpose of this writing is to teach you think and write more critically about what you read, and to help you learn how to discuss/critique a secondary source. Your journal will be **collected 2 times** during the semester and assigned one final grade worth 10%.
4. **Final Exam:** A take-home 2-3 page essay you will turn in on May 2 (5%)

III. **ATTENDANCE**: Without regular attendance you will miss the in-class writing assignments, discussions, and work groups. These are the sources for all of your papers. Since the members of **your group** depend on you for critical feedback that helps them develop their papers and this in turn helps you develop editing skills, and since developing a sense of audience is part of what you will be learning in this class, **your paper will be downgraded if you do not participate in the peer editing process of your group**. Your group is an essential part of your writing experience. You will also not be able to make up papers written in class. In addition, attendance is also worth 5% of your grade. If you have more than **3 unexcused absences**, you will receive an F for attendance.

IV. **LATE WORK**: All assignments are due on the dates specified. If you cannot complete an assignment on time, you must see me **before** it is due, or you will receive a lower grade.

V. **CONFERENCES**: These will be scheduled to discuss progress or problems in your writing, and will focus on a specific paper. Conferences are mandatory. No one is excused. If you miss a conference, you will receive a lower grade for the paper.

VI. **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*)

Department Policy: Any teacher who discovers an act of plagiarism 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.]

VII. **FINAL NOTES**:

- 1) If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disabilities Services (6583) as soon as possible.
- 2) 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.
- 3) The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://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.

COURSE OBJECTIVE:

- 1) Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
- 2) Write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom they are directed (writing, speaking, critical thinking)
- 3) Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
- 4) Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
- 5) Develop skills in revising their own writing by participating in peer review workshops and by revising their essays (writing, critical thinking).

English 1002.008, Dr. Abella.

Course Calendar:

- Jan 9 Introduction
11 In-class writing (freewriting)
16 Journal Assignment #1: EA p. 28-9 (top); Do #2 p.39; Work Groups
18 Work Groups: First Draft Paper #1
23 Journal assignment #2: EA p. 40-2; Do #2 p. 49
25 Discuss Research Paper & Bibliography; Work Groups: Draft #2 Paper #1; *Penguin Handbook*
- Feb 30 **PAPER #1 DUE**; Begin Paper #2; CDA p. 140, p. 382-4, 168-69
1 POC p. 67-75; Work Groups: POC T03-5 & 472-4
6 Conferences: **RESEARCH TOPICS DUE**
8 Conferences: **RESEARCH TOPICS DUE**
13 Work Groups: First Draft Paper #2
15 Work Groups: Journal Assignment #3: "Dad Bod"; EA p. 60
20 Work Groups: Draft #2 Paper #2
22 Work Groups: Journal Assignment #4: "Dioxide Removal Save the World?";
PAPER #2 DUE; Begin Paper #3
27 Work Groups: Journal Assignment #5: Three articles on same news story
- Mar 1 Work Groups: Draft #1 Paper #3; **JOURNALS DUE** (Assignments 1-5)
6 Work Groups: Draft #2 Paper #3
8 Work Groups: Journal Assignment #6: Three research sources (annotated);
CDA p.116-19; POC p. 154-56 ; **PAPER #3 DUE**
13 Spring Break
15 Spring Break
20 Work Groups: Journal Assignment #7: EA p. 63: **Do RESPOND**; Begin Paper #4
22 Work Groups: Draft #1 Paper #4
27 Work Groups: Draft #2 Paper #4
29 Work Groups: Journal Assignment #8: Analysis of Graphs:
Link: <https://www.nytimes.com/2017/09/06/learning/announcing-a-new-monthly-feature-whats-going-on-in-this-graph.html>; **PAPER #4 DUE**
- Apr 3 Conferences: **Reaserach Argument Paragraph Due&Bibliography Due**
5 Conferences: **Reaserach Argument Paragraph Due&Bibliography Due**
10 Work groups: Research Paper Draft #1
12 Work Groups: Journal Assignment #9: Questions to ask yourself about Research Paper Draft #1
17 Work Groups: Draft #2 Research Paper: CDA p. 183 (use to give final feedback)
19 Work Groups
24 CDA p. 176-81; Work Groups: Final Draft Research Paper
26 **RESEARCH PAPER DUE** & **JOURNALS DUE** (Assignments 6-9); Take Home Final due May 2.