

Eastern Illinois University

The Keep

Spring 2022

2022

Spring 1-15-2022

ENG 1092G-099 College Composition II Argument & Critical Inquiry, Honors

Julie Campbell

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2022

Recommended Citation

Campbell, Julie, "ENG 1092G-099 College Composition II Argument & Critical Inquiry, Honors" (2022).
Spring 2022. 18.

https://thekeep.eiu.edu/english_syllabi_spring2022/18

This Article is brought to you for free and open access by the 2022 at The Keep. It has been accepted for inclusion in Spring 2022 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

**1092-098—College Composition II:
Argument & Critical Inquiry (3 Credits)
Spring 2022**

Dr. Julie Campbell
Office CH 3572
Office hours TTH 11:00am-12:30pm, 2-3:30pm,
W 1-2pm; and by appointment.

TTH 12:30-1:45pm
CH 3160
jdcampbell@eiu.edu

“We believe that language—taken broadly—provides the most powerful means of understanding and shaping the world. We know that arguments seldom if ever have only two sides: rather, they present a dizzying array of perspectives.”

Andrea Lunsford, et al.

“Revision [is] the only writing that counts.”

William Germano

Texts

Andrea Lunsford, et al., *Everything’s an Argument*
Katherine A. Ackley, *Perspectives on Contemporary Issues*
Robin Sloan, *Mr. Penumbra’s 24-Hour Bookstore*
Richard Bullock, et al., *The Little Seagull Handbook*

E-Texts—see links in the relevant days of the syllabus.

Course Focus

College Composition II focuses on argumentation and the critical inquiry and use of sources. 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.

Learning Objectives

- To **think critically** about multiple sides of issues.
- To **develop research skills** by exploring a variety of types of sources and analyzing those sources.
- To **identify the needs of specific audiences**.
- To **write rhetorically astute papers** in which careful diction, thoughtfully constructed sentences, and well-organized paragraphs develop a central idea. These papers should reflect a command of the writing process: the use of prewriting strategies for formulating a thesis, methods for planning and drafting a paper, revision strategies for clarity and adequate development, and means for polishing and editing.
- To **develop skills in critical reading** to become a discerning reader and a discerning critic and editor of your own work and that of others.

The Writing Center

Please consider making use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by or call 581-5929.

Policies

--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. The English Department statement on plagiarism stipulates that 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 original work" (*Random House Dictionary of the English Language*)—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 assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in on time. If you are having problems, let me know. Papers turned in one to two class days late will be docked a letter grade. Papers turned in later than that without a university-approved excuse will not be accepted at all. Missed in-class writing responses and group work cannot be made up.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by McAfee 1210 as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with 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 MacAfee 1301.

--If you begin missing multiple classes or assignments without communicating with me, I may make use of the EIU Early Alert System to help you get back on track. Your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. Use of this system does not mean that you are in trouble; it is a means to help you avoid trouble.

--Be prepared for class. You will get a lot more out of class discussions if you are participating in them, and I will notice if you do not seem prepared to participate.

Dropping and Adding Classes

- Jan. 14: Last day to add a class
- Jan. 24: Last day to drop a course with no grade
- Jan. 24: Last day to withdraw from all classes with full tuition and fees refund
- Feb. 7: Last day to withdraw from all classes with 50% tuition and fees refund
- Apr. 1: Last day to withdraw from a class

Requirements and Grades

1. To pass English 1092G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit and will result in you having to retake the course. (An NC is not factored into your GPA.)

Grading: Some assignments may be graded with a **check mark system**, which will be weighted as follows: $\checkmark+$ = A, \checkmark = B, $\checkmark-$ = C. Anything lower will be an F.

Letter grades will be assessed numerically as follows: A+ = 98, A = 95, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, and so on. Why is there no 100 for writing assignments? Because writing can, theoretically, always be improved.

2. Turning in work: Assignments are due in **Dropbox in D2L** on the dates noted. If you are having problems, let me know. Late assignments may be reduced a letter grade when they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity).

Unless otherwise noted in the assignment, traditional research papers will follow the MLA guidelines for essays. See sample papers and MLA guidelines in your textbooks as well as online via the EIU Writing Center website.

Assignments

Paper 1 and Prewriting work	10%
Paper 2 and Prewriting work	20%
Paper 3 and Prewriting work	25%
Final paper proposal and annotated bib.	05%
Final paper	25%
Revisions with Revision Reflections	15%
Total:	100%

Papers 1-3 will reflect topics covered in Units 1-3. Each of these papers will be 4-6 pages, 1000-1500 words, double-spaced, 12-point Times New Roman font, followed by a Works Cited

page. As you learn and improve your skills during the course of writing these papers, the percentage of your grade assigned to each increases. **Pre-writing assignments (Notes on reading the essays, pre-writing exercises, and rough drafts)** will be part of the completion of these paper assignments.

Revisions are revised versions of the papers; they are accompanied by **Revision Statements**, which are 2-3 paragraphs in which you reflect on the choices that you made as you revised each paper.

The Final Paper Proposal and Annotated Bibliography are meant to help you begin or refocus your research for your major paper, which stands in for your final exam in this course. For this assignment, you will propose a new topic or revise an old topic and begin to explore your thesis for the final paper, as well as provide an annotated bibliography that shows the research you have in progress. The **proposal** will be 1-2 pages long. The **annotated bibliography** will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper.

The Final Paper will be 7-10 pages, 1,700-2,500 words, double-spaced, 12-point Times New Roman font, followed by a Works Cited page, and it will be concerned with topics we have addressed during the course of our 4 units.

Important Reminder

All students must submit a document from 1001G/1091G or 1002G/1092G as part of the requirements for their **Electronic Writing Portfolio (EWP)**. This is a University requirement for graduation. For more information, visit the following site:

<http://www.eiu.edu/~assess/ewpmain.php>

Tentative Schedule

Unit 1: Thinking about Rhetoric

T. Jan. 11—Introduction to course. Consider some ancient thinkers on rhetoric.

Read: Lunsford et al., Ch. 1, and Ackley, Ch. 1: General theme: understanding arguments and reading critically.

Th. Jan. 13—Discuss Lunsford et al. on types of argument, and Ackley on reading.

Read: Lunsford et al., Chs. 2, 3, & 4 and in Ackley, pp. 229-213: Ravitch, “Critical Thinking? You Need Knowledge,” and pp. 232-233, Rose, “Why School? A Student in a Community College Basic Skills Program.” **Take notes** on the essays and bring them to next class. Consider how you see elements of argument at work in these essays.

T. Jan. 18—Re: Lunsford, et al., discuss ethos, pathos, and logos, and discuss the use of these basic appeals in Ravitch and Rose.

Read: Lunsford et al., Ch. 5, and Ackley, Ch. 5—both touch on fallacies in argument, and Ackley’s chapter lays out how to structure an argument. Read also in Ackley, pp. 345-351: McKibben, “Global Warning: Get Up! Stand Up!,” and pp. 351-355: Corwin, “The Sixth Extinction.” **Take notes** on your analyses of the essays and bring them to next class.

Th. Jan. 20—Discuss fallacies of argument. Then, in a different vein, consider the sample argument essays by McKibben and Corwin on the same general topic—climate change and the environment, but with different agendas.

Note: Regarding McKibben’s argument in 2007: see December 17, 2021—Lily, Roberts, “Crucial Antarctic Glacier Likely to Collapse Much Earlier than Expected,”

<https://news.climate.columbia.edu/2021/12/17/crucial-antarctic-glacier-likely-to-collapse-much-earlier-than-expected/>

Regarding Corwin’s argument in 2009: see December 14, 2021—Kate Nakamura, “22 Animals that Went Extinct in 2021,” <https://www.globalcitizen.org/en/content/animal-extinct-biodiversity-2021/>

Discuss **Prompt 1** on working with forensic and deliberative arguments, as well as pre-writing exercises.

Homework: Bring to next class a list of three possible topics for Paper 1. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. Skim Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Jan. 25—Finish Discussion of McKibben and Corwin, if necessary. **Pitching ideas:** in class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. Skim Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources, as well as Ackley, Ch. 7, noting the sample paper format in MLA Style, pp. 161-169. Work on the rough draft of your paper. For next class, be ready to give an informal oral progress report in the next class.

Th. Jan. 27—Discuss progress on projects. Review writing a thesis, sample formats for papers in texts, and documentation using MLA Parenthetical Style. Discuss proofreading and editing.

Homework: Complete the first draft of your paper for next class. For your peer critique day, bring your device to class so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Have a list of **at least 3 specific questions** regarding the thesis, organization, sentence structure, or diction or any other issues with the paper that you would like to discuss.

T. Feb. 1—**Peer Critique of Drafts.**

Th. Feb. 3—**Peer Critique of Drafts.**

Homework: Edited, polished draft of Paper 1 is due next class.

T. Feb. 8—**Turn in polished Paper 1**, along with draft and pre-writing exercises.

Read: Lunsford et al., Ch. 7 on structuring arguments. Especially consider pp. 137-139, Paresky and Campbell, “Safetyism Isn’t the Problem,” and pp. 159-162, Carter, “Offensive Speech is Free Speech....” **Take notes** on your analyses of these essays and bring them to next class.

Unit 2: Structuring Arguments

Th. Feb. 10—Discuss Lunsford et al. on patterns of argument: induction, deduction, classical, Rogerian, invitational, and Toulminian. Discuss also Paresky and Campbell’s essay, as well as Carter’s.

Read: In Lunsford et al., pp. 730-734, Khazan, “Why People Loot,” and pp. 735-738, Reidbord, “Antisocial Masking Disorder.” Regarding patterns of argument, for Khazan—consider how she uses deduction and problem/solution in service to understanding cause. For Reidbord, consider how he uses definitions to illustrate issues underlying causes of the problem in question. Also consider how he uses elements of invitational argument (all constituents involved are valued/understood) to gain support for his ideas. **Take notes** on your observations and bring them to next class.

T. Feb. 15—**Paper 1 is returned.** Discuss Revisions and Revision Statements for the Revision grade. Discuss Khazan and Reidbord in light of your observations regarding the structuring of their arguments.

Read: Lunsford et al, Chs. 8 and 9, especially considering the essays of Lineberger, “A Change in Education,” pp. 186-193, and Rodriguez, “Who Are You Calling Underprivileged?,” pp. 222-223. For each of these essays, **take notes** to bring to next class on your observations regarding the use of factual argument and definition. What other elements or structures of argument do you see at work in these essays?

Th. Feb. 17—Discuss arguments of fact and definition. Consider the essays of Lineberger and Rodriguez. **Discuss Prompt 2** on arguments of fact and definition, as well as pre-writing exercises.

Homework: Bring to next class a list of three possible topics for Paper 2. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. You will turn in this pre-writing assignment. Refer to Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Feb. 22—**Revisions and Revision Statements for Paper 1 are due.** **Pitching ideas:** in class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the

elements of your topic that you plan to discuss in your paper. Work on the rough draft of your paper. For next class, be ready to give an informal oral progress report in the next class.

Th. Feb. 24—Discuss progress on projects. Consider especially how much analysis you have done on your venue.

Homework: Complete the draft of your paper for next class. For your peer critique day, bring your device to class so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Have a list of **at least 3 specific questions** regarding the thesis, organization, sentence structure, or diction or any other issues with the paper that you would like to discuss.

T. Mar. 1—**Peer Critique of Drafts.**

Th. Mar. 3—**Peer Critique of Drafts.**

Homework: Edited, polished draft of Paper 2 is due next class.

T. Mar. 8—**Turn in polished Paper 2**, along with draft and pre-writing exercises.

Read: Lunsford et al., Chs. 10 and 11 on evaluations and causal arguments, especially considering pp. 251-255, Kim, “The Toxicity of Learning,” pp. 256-260, Orr, “The Secret of Scooby-Doo’s...,” pp. 285-288, Tarrant, “Forever Alone...,” and pp. 289-290, Gobry, “America’s Birthrate...” Note: a couple of these essays are rather lax in the ways of argument in general. **Take notes** on your observations—the pros and the cons of these essays—and bring them to next class.

Unit 3: Evaluative and Causal Arguments and Proposals

Th. Mar. 10—Discuss evaluations and causal arguments. Consider the essays of Kim, Orr, Tarrant, and Gobry.

Read: Lunsford et al., Ch. 12 on Proposals, especially considering pp. 311-316, Wong, “Addiction to Social Media...,” and pp. 317-321, Associated Student..., “Proposal to Make Election Day a Non-Instructional Day.” In Ackley, read pp. 368-372, Cappelli, “Why Companies Aren’t Getting the Employees They Need” (2011) and Desiree Echevarria, “If You Want More Applicants in 2021, Change the Way You Hire,”

<https://www.careerplug.com/blog/change-the-way-you-hire-in-2021/>

For the essays, **take notes** on your observations and bring them to next class.

T. Mar. 15—Spring Break

Th. Mar. 17—Spring Break

Homework: begin reading *Mr. Penumbra’s 24-Hour Bookstore*. Note—we will discuss this text in Unit 4.

T. Mar. 22—**Paper 2 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. Discuss proposals (which typically involve problem/solution considerations), as well as the essays of Wong, Associated Student..., Cappelli, and Echevarria. **Discuss Prompt 3** on evaluations, causal arguments, and proposals, as well as pre-writing exercises.

Homework: Bring to next class a list of three possible topics for Paper 3. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic.

Th. Mar. 24—**Pitching ideas:** in class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. Work on the rough draft of your paper. For next class, be ready to give an informal oral progress report in the next class.

T. Mar. 29—**Revisions and Revision Statements for Paper 2 are due.** Discuss progress on your projects.

Homework: Complete the draft of your paper for next class. For your peer critique day, bring your device to class so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Have a list of **at least 3 specific questions** regarding the thesis, organization, sentence structure, or diction or any other issues with the paper that you would like to discuss.

Th. Mar. 31—**Peer Critique of Drafts.**

Homework: Finish reading *Mr. Penumbra's 24-Hour Book Store*.

T. Apr. 5—**Peer Critique of Drafts.**

Homework: Edited, polished draft of Paper 3 is due next class. Read Lunsford et al., Ch. 14 on visual rhetoric. Read Jonathan Swift, "A Modest Proposal," (1729), <https://www.gutenberg.org/files/1080/1080-h/1080-h.htm>. Read about its context from the British Library:

Jonathan Swift's attack on the British government's inability to solve the problem of poverty in Ireland is one of the literary canon's most famous examples of satire. It proposes that the most obvious solution to Ireland's economic crisis is for the Irish to sell their children as food: shockingly, it also suggests various ways in which they can be prepared and served. It was first published anonymously, in 1729, and the detached, serious tone of its narrator emphasises the horror of what Swift is actually recommending: only in its final paragraphs, when the essay turns to the realities of the Irish economic system and the problems caused by absentee landlords, does the author's view become clear. Despite its power as a piece of rhetoric, A Modest Proposal did not lead to any lasting changes for Ireland's rural poor; and just over a century later, thousands would perish in the Great Potato Famine.

(<https://www.bl.uk/learning/timeline/item126684.html>)

Unit 4: Visual Rhetoric, the Final Paper, and Arguments in Other Genres

Th. Apr. 7—**Turn in polished Paper 3**, along with draft and pre-writing exercises. Discuss visual rhetoric and how it can enhance argument. Also discuss **Prompt 4** for the final paper. Then, consider the satire of Jonathan Swift. How does he use **satire in service to argument**? **Homework:** Finish reading *Mr. Penumbra's 24-Hour Bookstore* if you haven't already. Do some Google searches on the following: the 2007-2009 recession; Aldus Manutius and the Aldine Press; the development of Silicon Valley. **Take notes** to bring to next class on any of these searches, plus your observations about how Sloan might be using **fiction to depict arguments of various kinds**. List a few of the arguments.

T. Apr. 12—Consider *Mr. Penumbra....* and how fiction may be used in the service of argument and persuasion.

Homework: Decide if you are going to design a new project or revise and lengthen one of your previous projects. Bring to class two options to consider, including the usual list of potential audiences, approaches, and venues for each. Also, consider how **adding visual rhetoric** might be part of your strategy.

Th. Apr. 14—**Paper 3 is returned**. Discuss writing Revisions and Revision Statements for the Revision grade. Finish discussion of *Mr. Penumbra....* **Pitching ideas:** in class you will present your proposals for final projects.

Homework: Write your **final paper proposal and annotated bibliography**. For next class, be ready to give an informal oral progress report in the next class.

T. Apr. 19—**Final paper proposal and annotated bibliography are due**. Discuss progress on final paper.

Homework: Work on the draft of your paper for next class. For your peer critique day, bring your device to class so that you can email a copy of your paper to each person in your peer critique group, or bring 3 hard copies of your paper. Have a list of **at least 3 specific questions** regarding the thesis, organization, sentence structure, or diction or any other issues with the paper that you would like to discuss.

Th. Apr. 21—**Peer Critique of Drafts**.

T. Apr. 26—**Peer Critique of Drafts**.

Th. Apr. 28—**Revisions and Revision Statements for Paper 3 are due**.
Homework: Complete, polish, and edit final paper 4.

Final paper due: Wed., May 4, 8am-10am.

