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ENG 1002G-002: College Composition II

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ENG 1002 College Composition II: Argument & Critical Inquiry (3 credits)
Spring 2020 Section 002 Tuesday/Thursday 9:30 to 10:45
Section 018 Tuesday/Thursday 11:00 to 12:15
Instructor: L. A. Berry (Ms. Berry or Ms. B)
Coleman 3741 Office Hours: 9:00 – 9:30 & 1:45 – 2:45 Tues/Thurs
Mon 10:00 -11:00 and other times by appointment.
Contact me via e-mail: laberry@eiu.edu

Texts: Ackley, Katherine. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 7th ed. Wadsworth/Cengage Learning, 2015.

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.**
- ⚠ 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. I will consider the merit of your argument in deciding whether to change the grade.
- ⚠ **Attendance:** To get make-up privileges, excused absences must be properly verified. No make-up is provided for unexcused absences.

Verified **medical absence**: note from a physician directly stating that the student could/should not be in attendance for medical reasons. Verified **emergency absence**: documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation. Verified **official University activity**: note on letterhead signed by the faculty or staff member in charge of the activity. Verified **emergency work absence**: note on letterhead signed by supervisor.

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.

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. Submission forms, as well as other information about the Electronic Writing Portfolio, are 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, contact the Office of Student Disability Services (OSDS). 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 individualized consultations. Call 217-581- 6696 or go to 9th Street Hall, Room 1302.

Early Alert: Students who have a pattern of absences and/or missed assignments will be reported through this system designed to help students get back on track to academic success

Composition of Grade

Class work/discussion/quizzes/homework

16% (160 pts.)

Chronic absences, tardiness or leaving class early, and use of your phone during class will adversely affect this portion of your grade.

Arguments 3 @ 28% each

84% (840 pts.)

You will compose three arguments using articles from your textbook and primary research as sources. You must meet the minimum page requirement in order to receive a passing grade.

You will turn in, for each unit: a summary of one source (1- 2 pages/50 pts.); a rhetorical analysis of a second source (2 to 3 pages/60 pts.); first draft of your argument (2 to 3 pages/70 pts.); final draft of your argument which must include significant changes based on comments (3 to 4 pages/100pts.)

Due Dates for Main Assignments

Ethical Argument: Choose **one** of the following questions to answer.

Should restrictions exist regarding the sale (or rental) of human organs and genetic material?

Do United States immigration policies reflect the country's foundational values?

Summary	Jan 21 Bring hard copy to class
Rhetorical analysis	Feb 4 Bring hard copy to class
Ethical Argument draft 1	Feb 13 Submit via Panthermail
Ethical Argument draft 2	Feb 25 Hard copy

Casual Argument: Choose **one** of the following claims to support.

Social media technology strengthens important human relationships.

Social media technology damages important human relationships.

Social media technology creates unhealthy dependency.

Social media technology creates opportunities for self-improvement.

Social media technology threatens the right to privacy.

Social media technology should not be restricted to protect privacy.

Summary/Rhetorical Analysis	Mar 5 hard copy
Argument Draft 1	Mar 12 via Panthermail
Casual Argument Draft 2	Mar 26 hard copy

Definitional/Categorical/Resemblance Argument

Is on-line shopping bad for the environment?

Are chiropractors really doctors?

Is cheerleading/video gaming/synchronized swimming a real sport?

Is captivity in zoos/rodeo competition/dolphin performance animal abuse?

Summary/Rhetorical Analysis	April 7 hard copy
Argument Draft 1	April 16 via Panthermail
Definitional Argument Draft 2	April 30 hard copy

Schedule of Topics/Objectives/Readings

Weeks 1-3 **Source Evaluation, Summary & Rhetorical Analysis**

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
- understand the needs, interests, and values of specific audiences

Study for Jan 16th: Ramage 34 – 37 (up to *Reading to Doubt*) and Ackley 52 -53

These sections give two different sets of instructions. Use them in combination to create a formal summary (**due Jan 21**) of one of the following articles:

1. “Egg Heads” Ramage 159 – 62
2. “Womb for Rent” Ramage 169 – 70
3. “Unauthorized Immigrant Arrivals...” Ramage 463 – 465
4. “Immigration, America’s Advantage” Ramage 469 – 71
5. “The Perpetual Border Battle” Ackley 377 – 85

Everyone (regardless of what you write your summary on) should be prepared to discuss “Womb for Rent” and “Immigration, America’s Advantage” on Jan 16, 21,23 and have the Ramage text with you on those days.

For January 28 Study: Ramage 154 – 74 for discussion about, instructions for and examples of rhetorical analysis

If you wrote a summary of 1 or 2 above, write your rhetorical analysis of 1 or 2 below. If you wrote your summary of 3, 4 or 5 above, write your rhetorical analysis (**due Feb 4**) of 3,4 or 5 below.

1. “Kidneys for Sale: A Reconsideration” Ackley 446 – 50
2. “Why Legalizing Organ Sales Would Help...” Ackley 451 – 53
3. “Amnesty?” Ramage 471 – 73
4. “Dream On” Ramage 466 – 69
5. “Imagining the Immigrant” Ackley 374 – 76

Everyone (regardless of what you write your summary on) should be prepared to discuss “Kidneys for Sale: A Reconsideration” and “Amnesty?” on January 28, 30 and bring Ackley text with you on those days.

Weeks 4 & 5 Types of Claims and Appeals

After completing this unit, students should be able to:

- identify and develop strategies to use different claims types as the basis for argument
- persuade through appeals to logic, values and beliefs
- establish credibility

Study Ramage 210-19 and 104-20

Week 6 Ethical Argumentation

After completing this unit, students should be able to:

- use a principles-based and consequence-based frame for ethical argument
- incorporate source material effectively
- explain strengths and weaknesses of different kinds of evidence

- analyze effective patterns of organization for arguments
- Study Ramage 286-91, 300-03 359 - 74, Ackley 81 - 103

Weeks 7 & 8 Evidence

After completing this unit, students should be able to:

- plan primary and secondary research to support argumentative claims
- employ strategies for using relevant and sufficient evidence
- consider the relationship between evidence and audience
- understand the strengths and weaknesses of various kinds of evidence

Ramage 88-103

Week 9 & 10 Rebuttal

After completing this unit, students should be able to:

- anticipate counterargument based on warrant, grounds and backing
- address counterargument effectively with consideration of intended audience

Ramage 121-54

Weeks 11 & 12 Casual Argumentation

After completing this unit, students should be able to:

- distinguish between and discuss cause and effect relationships

Ramage 248 - 262

Weeks 13 - 15 Definitional Argumentation

After completing this unit, students should be able to:

- understand assumptions behind definition
- classify based on common traits
- establish and defend criteria