

Spring 1-15-2019

## ENG 1002G-003: College Composition II

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ENG 1002 College Composition II: Argument & Critical Inquiry (3 credits)

Spring 2019

Section 002 Meets Tuesday/Thursday 9:30 to 10:45

Section 003 Meets Tuesday/Thursday 12:30 to 1:45

Section 014 Meets Tuesday/Thursday 3:30 to 4:30

Instructor: L. A. Berry (Ms Berry or Ms B)

Coleman 3741 Office Hours: 11:00 - 12:15 & 2:00 - 3:15 TTH

9:00 - 10:00 W

Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

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

**Materials:** Post-it™ notes/notebook/folder

*Daily Eastern News*

**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 based on the

requirements of the assignment. 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.

Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons.

Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation.

Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity.

Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

**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. **In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.**

**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. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available 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, please contact the Office of Student Disability Services (OSDS). Accommodations must be approved through OSDS. Please stop by 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](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.

### *Composition of Grade*

Class work/discussion/quizzes/homework 16%

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%

You will compose three arguments using articles from your textbook and primary research as sources. Each must use a minimum of three of the articles included in a unit. Each must focus on the topic of a different unit.

You must meet the minimum page requirement in order to receive a passing grade.

You will turn in: a summary of one source (1- 2 pages); a rhetorical analysis of a second source (2 to 3 pages); first draft of your argument (2 to 3 pages); final draft of your argument (3 to 4 pages; must include significant changes)

### *Due Dates for Main Assignments*

Summary 1	Jan 17
Rhetorical analysis 1	Jan 31
Argument 1 draft 1	Feb 14
Argument 1 draft 2	Feb 28
Summary/Rhetorical Analysis/Argument 2 Draft 1	Mar 21
Argument 2 Draft 2	April 4
Summary/Rhetorical Analysis/Argument 3 Draft 1	April 18
Argument3 Draft 2	April 30

### *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 role of argumentation as inquiry

- understand the needs, interests, and values of specific audiences
- Readings: pp. 1-13, 49 - 62 (up to *Response*), 112 “Guidelines for Paraphrasing”.

### **Weeks 4- 6 Logic and Evidence in Argumentation**

After completing this unit, students should be able to:

- Develop claims and reasons
- Distinguish between deductive and inductive reasoning
- Use the Toulmin system to describe an argument’s logical structure and generate ideas for argument
- Explain strengths and weaknesses of different kinds of evidence
- Analyze effective patterns of organization for arguments

Readings: pp. 76 - 105; For the following assignments, please have the reading completed with your Post-It™ note annotation before class on the specified date:

Jan 29 “Sharing is a Trap” 425 - 430

Jan 31 “All Kids Should Take ‘Poverty 101’” 341 - 344

Feb 5 “The Puzzle of Boys” 350 - 356

Feb 7 “Dream Machines” 211 - 213

Feb 12 “Hip Hop’s Betrayal of Women” 221 - 225

### **Weeks 7 - 8: Strategies for Revision and Editing**

After completing this unit, students should be able to:

- Revise a paper globally by considering purpose, audience and development
- Revise organization and strengthen transitions
- Revise for style and clarity
- Revise at the sentence level

Reading: pp. 23 - 48

### **Weeks 9 - 10 Primary Research**

After completing this unit, students should be able to:

Use best practices to create surveys

Incorporate charts and graphs into essays

Integrate information from personal interviews with secondary sources

Reading: Electronic documents will be provided.

### **Weeks 11 - 13 Examining Visual Rhetoric**

After completing this unit, students should be able to:

- Understand how visual and verbal elements can work together to produce rhetorical effects: supporting the logical core of an argument,

enhancing the writer's credibility and authority, and stirring audiences' emotions and imaginations

- Understand that visual arguments like all arguments are products of specific historical, social, and cultural moments
- Apply knowledge of argumentation to analyzing/producing visual arguments

Readings: pp. 14 - 23, 265, 306, 327, 328, 346, 347, 399, 417

**Weeks 14 & 15**

Review and further practice on all of the objectives outlined with work in small group and individual conferences.