

Spring 1-15-2019

## ENG 1002G-004: College Composition II

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## ENG 1002: College Composition II

Spring 2019; MWF 9:00-9:50AM

**Instructor: Miss Monique Branscumb**

**Office Hours:** Tuesday 10-12pm, Wednesday 10-12pm & By Appointment

Office: 3861 Coleman Hall

Email: [mnbranscumb@eiu.edu](mailto:mnbranscumb@eiu.edu) (do not e-mail using D2L)

### Required Text

- *Everything's an Argument*, Lunsford & Ruskiewicz
- *Perspectives on Contemporary Issues*, 7th. Ackley
- *The Little Seagull Handbook*, 3<sup>rd</sup>. Bullock, Brody, & Weinberg
- Handouts and Articles will be distributed throughout the semester through D2L

### 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.

### Learning Objectives

After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. 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.
7. Present work in Edited American English.

### Course Requirements

In this course, you will be required to write and read materials that are assigned to you. This class is writing intensive; however, you will be expected to participate in discussions, small group and class activities. Engaging in every class activity and listening when your classmates and I are speaking will also help you cultivate your healthy relationship with writing.

Although you are going to be assigned free writing/reflection assignments and projects, you will be required to do **five major writing assignments** that come up throughout the semester. Your grade is based on all of these assignments and participation; however, these five writing assignments account for the majority of your grade. If you fail to turn in even one of these

assignments, it will be close to impossible to earn a passing grade in the class. **All deadlines and readings are tentative.**

### **Classroom Behavior**

Everyone is here to learn and should do so in a safe and healthy environment. You will be spending your time discussing topics with your class, in small groups doing peer editing and revisions, and working on your writing. In order to maintain that healthy environment, you will need to follow these rules:

1. Respect other student's points of views, lifestyle and space
2. **No vulgarity, slurs or hate speech will not be tolerated**
3. Do not work on other classwork during class
4. Do not access social media during class
5. No pictures should be taken during class
6. Silence your phone before class and put it away
7. No sleeping or loud and disruptive side conversations

If you chose to not follow these rules, you will be politely asked to leave class and given an unexcused absents for the day. If you have any problems, please let me know before/after class or during office hours.

### **Attendance Policy**

You are expected to show up to every class **on time and prepared**. Group work and participation are a key element in ENG 1002 and this is the best way to ensure your success. **After three absences**, your grade will begin to lower by **10 Points**. If you have an excuse absence, (university obligations, illness, etc.) please make sure to get the proper documentation to me at a reasonable time. If you happen to be tardy, please walk in quietly and take your seat.

### **Turning in Assignments**

All assignments are expected to be turned in on time to the designated D2L drop box unless instructed by me otherwise. If you are having problems with the drop box, please email your assignment to me promptly. **I DO NOT ACCEPT LATE WORK**. All writing assignments are always due at a certain time (that is given to you in advance) and any time after that is considered late. Extensions will be granted at my discretion.

All assignments should be turned in as **Word documents** — not .pdf, .rtf or .wps. **Any assignment turned in as anything other than a word document will not be graded**. If you have a Google Doc or any other format that you are having a hard time converting, please let me know beforehand.

### **E-mail Guidelines**

When you communicate with me, or any other instructor, whether it is e-mail or in person, you are to engage in a professional conversation. Make sure you keep this in mind at all times during the conversation. All e-mails should have the appropriate salutations (“Dear”, “Hello”, “Hi Miss Branscumb”) and signed with your name. Please use complete sentences that are free of slang, inappropriate language, or short hand internet language. I will not respond back to inappropriately worded emails.

**Incorrect:** “wat time can I come 2 UR office?”

**Correct:** “Miss Branscumb, are you available for an appointment during (enter time here)? I would like to talk to you about (reason here).”

I am available 24 hours Monday-Friday. I usually do not check my e-mail during the weekends.

### **Revision Policy**

You will be able to revise four writing assignments you turn in for this class. **Revision of the first two papers is required.** After that, you may choose whether you want to revise or not. If the first two papers are not noticeably revised, you will get **15 Points** off your original grade. We will have days dedicated to revision throughout the semester and revisions are always due **one week after you received your paper.** If you get a higher grade on your revision, that grade will replace by the one you previously had. To revise, you need to read my comments carefully and ask questions in order to fix the errors in your paper effectively.

### **Reading Quizzes/Free writes/ Reflections**

Throughout the semester, activities in the form of reading quizzes, free writes and reflections will be assigned. You are expected to read all the material and participate in the class to be able to complete these assignments. If you are not present in class the day a free write or reading quiz is assigned, you can still turn in these assignments (via D2L) for partial credit.

### **Midterm/Final Assessment**

In the middle and end of the semester, you will be asked to do a midterm and final assessment. This assessment will allow you to talk about the class and assignments we have done. These assessments will be 2-3 pages and they are 50 points each. However, if there are any concerns or questions that you have throughout the semester, please let me know as soon as you can.

### **Grading Policy**

The grades for this class will be based on the standard grading scale:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59% or lower

### **Here is a breakdown of the overall assignments and points:**

#### Major Writing Assignments

Unit 1: Visual Argument (2-3 pages) **50 Points**

Unit 2: Rhetorical Analysis Essay (4-5 pages) **70 Points**

Unit 3: Web Source Evaluation Group Essay (4-5 pages) **70 Points**

+ 5 min group presentation **15 Points**

Unit 4: Creating an Opinion Editorial (700-750 words) **70 Points**

Unit 5: Research Process

- Argument Proposal Presentation **40 Points**

- Annotated Bibliography **20 Points**

Unit 6: Argumentative Research Paper (6-9 pages) **100 Points**

### Shorter Assignments

Free Writes **10 Points Each**

Reflections (5 = 10 Points Each) **50 Points**

Reading Quizzes **10 Points Each**

Peer-Review **10 Points Each**

### Mid/Final Exam

Mid-term Assessment (2-3 pages) **50 Points**

Final Assessment (2-3 pages) **50 points**

### **Writing Center**

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level-concerns. The writing center is open to help any student at any stage of the writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of who can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9a.m. to 3p.m. and 6a.m. to 9 p.m. On Friday hours of operation are 9a.m. to 1p.m.

### **Plagiarism**

Plagiarism is the intentional (or unintentional) use of someone else's ideas, words, or work as your own. To avoid this, please use the MLA (or citation assigned by your professor) so that you can acknowledge the source of your information. Plagiarism is taken seriously at EIU and is an Honor Code violation. All offenders will be referred to the EIU Office for Student Standards. Please cite your sources or any outside sources or else it will be considered as plagiarism.

### **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>) All violations will be reported. **The Code of Conduct:**

"Teaching tolerance, global understanding, ethical behavior and the great traditions of democracy remain central to eastern's mission. Eastern's men and women will be prepared to lead, to inspire, and to continue a life of learning."-- **From the University's mission statement**

Eastern Illinois University is an academic community in which learning and scholarship flourish. While members of this community contribute a diverse mix of ideas and backgrounds, we hold in common those standards of conduct which exemplify personal integrity and ethical behavior, and which advance the mission of the University, its traditions and values. Upon enrollment at Eastern Illinois University, every student is held to the standards of conduct contained in this code.

**EIU Writing Portfolio (EWP)**

If you want to submit any major writing assignment for this class to the EWP, make sure it is longer than 750 words (approximately 3 pages). **The Spring 2019 deadline is May 3rd, 2019. Please see me for advice on revising before you submit.** Please go to the website for more guidelines and submission directions (<http://www.eiu.edu/assess/ewpmain.php>).

**Disabilities Services**

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). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

**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 consultation. To make an appointment, call 217-581-6696 or go to 9<sup>th</sup> Street Hall, Room 1302.

## ENG 1002 Course Syllabus

\*all readings and assignments are subject to change

EA = Everything's an Argument

PCI = Perspectives on Contemporary Issues

# = article linked on D2L / handout

### Week 1

**Monday 1/7**

Course Policy/Syllabus Discussion

**Homework:** #Dumbauld, Beth "English Composition: The Most Important Course You'll Ever Take."

**Wednesday 1/9**

**\*Syllabus Quiz**

**Discussion**

In-Class Essay — **Due @11:59**

**Homework:** EA pp. 3-27

**Friday 1/11**

**Introduction into Unit 1 — Visual Arguments**

**Homework:** EA pp. 330-343

### Week 2

**Monday 1/14**

Continued Discussion

**Assign Essay #1** — Visual Analysis

**Homework:** Research Images/Advertisements and begin Essay 1

**Wednesday 1/16**

Continued discussion / in-class drafting

**Homework:** Bring full draft of Essay #1

**Friday 1/18**

Peer-review / in-class drafting

**Homework:** EA pp. 87-105

**\*Visual Argument due in Dropbox Sunday 1/20 @ 11:59PM**

## Unit 1: Rhetorical Analysis of Visuals — 40 Points

**Purpose:** Political cartoons, commercials, tv shows, retail ads etc. are a part of our everyday life. When you see any type of advertisement or political cartoon, it is not without an argument or purpose. The creator(s) of the visual wanted to make a statement to reach a certain audience. The purpose of this assignment is to practice your ability to recognize and analyze the rhetorical techniques.

**Task:** Choose one cartoon/advertisement or *Nosedive* and attempt to analyze it. Talk about the weaknesses, strengths and other rhetorical strategies used to provide a rhetorical analysis.

For this assignment, you can choose your own cartoon or advertisement, but make sure whatever you choose allows you to follow the guidelines of the assignment.

**Audience:** Your audience for this project is your classmates and I who may or may not have seen the visual before.

**Format:** Your essay should include your image and be 2-3 pages, double-spaced with 12-point, using a Standard Serif font (preferably Time New Roman). It should conform to proper MLA documentation and do not forget to cite the image/advertisement/show.

**Introduction (1 paragraph will do):** Provide an overview of the topic/issue addressed by the visual and anything noteworthy that explains why the visual may have been created at the time of the publication. State the creator's argument and the hopes the creator had when creating this visual. Your introduction should have within it a clear thesis statement that reflects your assessment. Explain whether or not you find the image effective/persuasive or not. Look at the creator's biography (if available) and if the creator's occupation, personal background, political associations influenced the image in any way. You might have to utilize Google for this. If the creator is a company, talk about what the company represents that might have influenced the creation of the visual.

**Body Paragraphs (at least two):** This is where you analyze the visual. A good visual analysis will evaluate the content of the visual— composition, color, placement, language etc. Look at strategies the creator uses to attempt to persuade the audience or how the creator's style of design itself impacts the argument. Remember, you do not have to try to address every little thing. (Refer back to the worksheet we talked about in class).

**Conclusion (1 paragraph will do):** Recap your main points and address the overall persuasiveness of the argument. Talk about what you liked about the image, how the visual might be received, and/or how the visual might contribute to a larger dialogue.

**Rubric for Visual & Written Essay Analysis**

Criterion	Below	Satisfactory	Meets	Exceeds
Rhetorical Context  /10	Shows some misunderstanding of topic, provides a confusing or underdeveloped summary of the author's main point, does not address the larger context surrounding the article.	Shows some understanding of the topic, provides a somewhat clear summary of the author's main point, addresses at least one context area (publication, date, author, broader conversation/debate).	Demonstrates solid understanding of the topic, provides a relatively clear summary of the author's main point, addresses some of the larger context surrounding the article (publication, date, author, broader conversation/debate).	Showcases thorough understanding of the topic, clearly summarizes the author main point, and considers the larger context surrounding the article (publication date, author, broader conversation/debate).
Analysis & Evaluation of Argument (Logos)  /10	An underdeveloped analysis and evaluation of the claims and evidence provided within the article. Fails to use specific examples to support points. Does not attend to the logic behind the author's assumptions and conclusions.	Provides adequate analysis and evaluation of the claims and evidence provided within the article. Additional examples needed to support the assessment. Some attempt to consider the logic behind the author's assumptions and conclusions.	Solid analysis and evaluation of the article's claims and evidence provided. Uses specific examples to support most points. Attends to the logic behind the author's assumptions and conclusions.	Provides a detailed analysis and evaluation of the claims and evidence provided within the article. Uses specific examples to support all points. Attends to the logic behind the author's assumptions and conclusions in a convincing manner.
Analysis & Evaluation of Appeals to Audience (Pathos)  <b>AND/OR</b>  Analysis & Evaluation of Writing (Ethos)  /10	Does not demonstrate the ability to analyze an author's appeal to audience.  Does not demonstrate the ability to analyze the ways in which writing features impact arguments.	Some attempt to consider the author's appeal to audience, additional or stronger examples needed to support assessment.  Shows some ability to analyze and evaluate the ways in which writing features (style, tone, length) can impact an argument.	A good attempt at considering the author's appeals to the audience, some convincing examples support assessment.  Solid analysis and evaluation of the ways in which aspects of the writing (style, tone, length, site of publication) impact the argument.	Analyzes and evaluates the ways in which the author appeals to the audience, providing detailed and convincing examples for support.  Thoroughly analyzes and evaluates the ways in which aspects of the writing (style, tone, length, site of publication) impact the argument.
Essay Organization  /5	Does not follow the standard essay pattern organization.	Some slips in the standard organizational essay pattern.	Good organization in the standard essay pattern.	Well-crafted, progressing in the standard essay pattern.
Language Usage  /5	Lower-level writing. Overall, simple sentences and basic wording. Problems with basic writing conventions.	Decent writing showcased here. Some variety with wording but simple sentences prevail.	Good overall writing. Well worded with a solid amount of sentence variation.	College-level writing. Excellent word variation and complex sentence structure.
Mechanics  /5	Lack of effort with proofreading. Multiple errors	Problems with proofreading. Some errors present.	Pretty well proofread. A few oversights.	Well proofread. Very few oversights.
MLA  /5	Does not show mastery of MLA format. Multiple errors and misuse.	Some problems with understanding MLA format. Some errors and misuse.	Demonstrates basic mastery of MLA format. A few errors and misuse.	Demonstrates high-level mastery of MLA format. Very minor errors present.

Essay Score: \_\_\_\_/50

## Visual Analysis Cheat Sheet

### *Content (Attending to the Logos of the Argument)*

- Identify and evaluate the reasons the author gives for making the main claim. Are they really good reasons? Are they relevant to the main claim? Sometimes authors present only one or two reasons, often spending much time developing and supporting just one reason.
- Identify, analyze, and evaluate the evidence given in support of the reasons. What kinds of evidence are given (data, anecdotes, case studies, citations from authorities, research studies)? Is the evidence good (sufficient, accurate, relevant, credible)? Question evidence in terms of both quality and quantity.
- Determine what underlying assumptions the author might have. What ideas, beliefs, philosophies, does the author seem to accept as mutually understood between himself or herself and the audience? Are these assumptions valid?
- Note refutations. These are efforts the author makes to anticipate objections and answer them in advance. Try to determine whether or not the author demonstrates clearly why these objections, or counterclaims, do not undermine the basic argument the author is trying to make.
- Note key terms or concepts. Does the author define these adequately? Would most readers agree with these definitions? What clarifications might be needed?
- Note analogies and comparisons. What connections does the author make between ideas and concrete examples? Are these appropriate? Are the things being compared truly similar.

### *Audience (Attending to the Pathos of the Argument)*

- How effective is the artist in using audience-based reasons? Where in the image it is evident that the author is playing to a particular audience and its values/fears/etc.?
- How does the artist use color, design, placement, size, language, examples, and analogies to tap readers' emotions, values, and imaginations? Note the use of imagery, visual metaphor, suggestive or loaded language, anecdotes, humor, etc.

### *Writing (Attending to the Ethos of the Argument)*

- How does the artist's design and presentation contribute to the impact of the argument? Is it understandable? Does it appeal to or adopt any recognizable conventions?
- Does the artist depict or allude to any kind of authority? Are such depictions credible?
- Does the artist's design allow for in-depth or only sketchy/superficial coverage of an issue?