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### ENG 1002G-004: College Composition II

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*Eastern Illinois University*

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ENG 1002 College Composition II: (3 credits) Spring 2021  
Section 04 Tuesday/Thursday 11:00 to 12:15  
Section 05 Tuesday/Thursday 2:00 to 3:15  
Instructor: L. A. Berry (Ms. Berry or Ms. B)  
Coleman 3741 Office Hours by appointment: [laberry@eiu.edu](mailto:laberry@eiu.edu)

Text: Ackley, Katherine. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 8<sup>th</sup> ed. Wadsworth/Cengage Learning, 2015.

**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.

### ***Course Goals/Outcomes***

Students will demonstrate the ability to:

- Identify and 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***

**10% is deducted for each day an assignment late.  
Papers will not be accepted more than 3 days past the deadline.**

No extra credit is available.

If you are dis-satisfied with a grade, you may submit an explanation in writing specifying what you think I have misjudged or over-looked. Subsequently, we will arrange a meeting to discuss your concerns.

**Attendance:** No make-up is accepted for unexcused absences. An excused absence requires verification.

For a verified **medical absence**: provide note from a physician directly stating that the student could/should not be in attendance for medical reason or notification from the university registrar's office. Verified **official university activity**: note on letterhead signed by the faculty or staff member in charge of the activity. Verified **emergency work absence** (work for a fire department, at a hospital, in the national guard or a comparable field): note on letterhead signed by supervisor. **Emergency absence**: Harder to make a general rule about verification, but this category includes situations such as an automobile accident or fire in your apartment, or having to care for your sick child. I am skeptical of a vague "family emergency" excuse.

**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 217-581-6583.

**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 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.

## **Grade Determination**

Class & homework/discussion/quizzes/scaffolding 16% (160 pts.)

Chronic absences, tardiness or leaving class early, and not paying attention during class will adversely affect this portion of your grade.

Arguments 3 @ 28% each 84% (840 pts.)

For the first assignment, you will find your own secondary sources. For the others, you will use articles from your textbook and from folders (provided in D2L modules in the content section), and primary research as sources. Lectures during the scheduled class time and explanatory documents in the D2L modules will provide instructions about requirements and strategies to use.

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 worth 40 pts.); a rhetorical analysis of a second source (2 to 3 pages/60 pts.); first draft of your argument (3 pages/80 pts.); final draft of your argument which must include significant changes based on comments (5 pages/100pts.)

## **Due Dates/Topics for Main Assignments**

**Definition/Classification Argument:** Choose **one** of the following questions to answer.

*What is art?*

*Is captivity in zoos animal abuse?*

*What is a riot?*

*Is college football a job?*

*What is social justice?*

*Is milk a health food?*

*Is recycling good for the environment?*

*Is video gaming a sport?*

|                            |        |
|----------------------------|--------|
| Summary                    | Jan 19 |
| Rhetorical Analysis        | Jan 26 |
| Def/Class Argument Draft 1 | Feb 4  |
| Def/Class Argument Draft 2 | Feb 25 |

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

*Social media strengthens human relationships.*

*Social media damages human relationships.*

*Social media causes stress and anxiety.*

*Social media creates opportunities for self-improvement.*

*Capitalism causes of economic inequality in the U.S.*

*Capitalism provides a path out of poverty in the U.S.*

|                             |        |
|-----------------------------|--------|
| Summary/Rhetorical Analysis | Feb 18 |
| Argument Draft 1            | Mar 4  |
| Casual Argument Draft 2     | Mar 25 |

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

*Are social and economic policies in the United States the source of racial bias?*

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

*Is the U.S. criminal justice system fair and equitable?*

*Should eliminating poverty be a priority for the U.S. government?*

Summary/Rhetorical analysis  
Ethical Argument draft 1  
Ethical Argument draft 2

Apr 1  
Apr 15  
Apr 29

## **Schedule of Topics/Objectives/Readings**

### **Weeks 1 & 2 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

**Before class on Jan 14<sup>th</sup> Study:** Ackley 41 -46 Using the extensive instructions given, **write a summary** of “Why I Just Asked Students to Put Their Laptops Away” Ackley 209 - 214 and **be able to access it electronically during class.**

**For Jan 19 Study:** Ackley 2 - 19 for discussion about, instructions for and examples of rhetorical analysis.

**Jan 21 Bring notes for a rhetorical analysis of** “Why Companies Aren’t Getting the Employees They Want” Ackley 368 - 372

Ackley Chapter 6 (95+) and Chapter 7 (121 - 168) for discussion about finding/evaluating/citing sources

### **Weeks 3 to 5 Definitional Argumentation**

After completing this unit, students should be able to:

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

Ackley Chapter 5 (64 - 94) and material in D2L course module

During week 5, virtual small group meetings will be held on D2L Collaborate

### **Week 6 Revision**

Material in D2L course module

### **Week 7 Primary Research**

Material in D2L course module

### **Week 8 Logical Reason and Fallacies**

Ackley 86 - 94

### **Weeks 9 to 11 Casual Argumentation/Evidence**

After completing this unit, students should be able to:

- plan primary 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
- Material in D2L course module

**Week 12 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

Material in D2L course module

**Weeks 13 to 15 Ethical Argumentation/ Types of Claims and Appeals**

After completing this unit, students should be able to:

- use a principles-based and consequence-based frame for ethical argument
- analyze effective patterns of organization for arguments
- understand how to build an argument using a variety of claim types

Material in D2L course module.