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ENG 1092G-098: College Composition II, Honors

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English 1092G – College Composition II, Honors: Argument & Critical Inquiry
Course Policy & Syllabus
Spring 2018 – M/W –3:00-4:15pm – 3160 Coleman Hall

Instructor: Dr. Dagni Bredesen

Graduate Student Instructor: Courtney Walton

Office: 3751 Coleman Hall

Office Hours: M/W 12:00pm-12:50pm; T 12:45-1:45pm; Or by Appointment

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Catalogue 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 (3-0-3, WC)

Course Description: Students will study arguments of others and form their own that engage with societal issues, debates, and problems at both the local and national levels. Course assignments and readings will allow students to write in different genres, develop various multimodal composition skills, question best practices for civic engagement, and understand the importance of digital literacy and ethically responsible argument.

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

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, 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. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Required Texts:

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 10th ed. Upper Saddle River, NJ: Pearson, 2016.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say with Readings*. New York: Norton, 2009.

Note: Additional Readings/Excerpts will be made available as handouts, sent via email or posted on D2L as required.

Materials: Writing instruments, paper, a storage system for returned work and supplementary materials, USB-compatible device for saving documents (i.e. a thumb drive), access to word processing and other design software.

Course Requirements: This course consists of in-class writing activities, discussion of assigned readings, peer review sessions, out-of-class writing/designing assignments of varying lengths, and presentations. Attendance is mandatory and will be factored into your in-class grade. Active and constructive class participation will make a positive impact on your overall grade.

In-Class Work/Participation (25%):

Daily work – includes in-class activities, writing, peer response, informal group work, and informal presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – **includes attendance**, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Formal Writing/Design Assignments/Essays & Presentations:

Students will analyze various arguments and compose their own in print and visual media. Assignments include:

- 1) **Personal Narrative: Part to Whole (15%)** –(composition mode: linguistic 4 pgs)
- 2) **Visual Argument: Ad analysis (15%)**—(composition mode: linguistic and visual with presentation, 2-3 pgs/500-750 words)
- 3) **Arguing with Data (15%)**—power point presentation and script
- 4) **Argument Research Project – (40%)**– Students will engage in a debate concerning contemporary social issues/policy. The result of this semester long inquiry will be a:
 - **Topic Submission List** (composition mode: linguistic, 25-100 words; completion grade)
 - **Annotated Bibliography** (composition mode: linguistic, 3-5pgs/750-1500 words; 100pts)
 - **Literature Review:** this paper synthesizes the research from the Annotated Bibliography and will act as an early portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
 - **Rebuttal Paper:** this paper counters claims made by the opposition and will act as a later portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
 - **Formal (MLA) Argument Research Paper:** this argument-based essay will synthesize research to take a stance on a controversial issue (composition mode: linguistic & visual, 7-10pgs/1750-2500 words; 200pts)
 - **Multimodal Class Presentation:** this will provide an overview of the research project (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Writing/Design Process & Reflection (15%):

Peer Editing & Conferences – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before each major assignment is due and participation in these is expected. (Composition mode: aural and linguistic, length will vary depending on feedback required, but should result in a minimum of 1500 words).

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University's General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

A = 90% -100%
B = 80% - 89%
C = 70% - 79%
NC = 0% - 69%

Instructor Class Policies:

Submitted Assignments: All documents must be submitted on time and have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards when applicable. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue's Online Writing Lab at: <http://owl.english.purdue.edu>). When formal assignments (anything bolded on syllabus schedule) are turned in they will be submitted via D2L. Rough drafts can be reviewed in print or digital format as preferred. For your own protection, keep copies of all completed work and drafts. When saving your files be sure to use the following format: last name – assignment title.doc or docx.

Assignment Due Dates: Assignments, including drafts, are due by the start of class or as specified on the syllabus. Bring hard copies of any required print work to class. E-mail attachments will not be accepted as substitutes for hard copies of your work or D2L submissions. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance (and save often!). Please staple before submission.

Revision of Essays: Since this course focuses on writing and design as process, students will revise pieces throughout the semester. Students will reflect on their writing progress at the completion of individual assignments and at the end of the semester. Students may choose to select one of their essays for inclusion in their Electronic Writing Portfolio (an EIU graduation requirement). Step-by-step instructions for submitting work for your EIU Electronic Portfolio are available online at <http://www.eiu.edu/~assess/ewpmain.php>.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing/design as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. Therefore, absences negatively affect your grade. **After three absences a student's grade drops a half a grade (5%) for each additional absence.** For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. **Perfect attendance merits the addition of 25 extra-credit points to the in-class work/participation category.**