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ENG 1002G-008: College Composition II

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Eastern Illinois University

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ENG 1002G-008: College Composition II, Spring 2021
MWF 12-12:50 p.m., Arcola/Tuscola Room
Course Policies and Syllabus

Instructor: Rev. Betzy Elifrits Warren
Office: 3037 Coleman Hall/EIU Wesley Foundation
Office Hours: Wednesday, 2-3 p.m.; Friday, 10:30-11:30 a.m., via Zoom:
Zoom Meeting ID: 821 4296 1293; Passcode: 849119
Contact: bcelifritswarren@eiu.edu; (865) 335-1626 (cell)

Required Materials

Everything's an Argument with Readings, 8th ed.
The Little DK Handbook, 3rd ed.
Portable electronic device with wi-fi

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 Objectives

Students will demonstrate the ability to:

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

Attendance and Participation

Success in this course requires effort both in *and* out of the classroom. This means you must do homework and participate in class. We are a community, learning together, so your presence is needed! *In-class activities and assignments count as 25% of your final grade.* These assignments can only be made up in very special circumstances, so attending class is the best way to secure as many of these points as possible. When you are absent, you are responsible for acquiring the information you missed, and you must contact me regarding arrangements for turning in any assignment(s) you missed. *If you are not feeling well, please do not attend class in person! In the event that EIU moves to remote learning, class meetings will still be held at the regular time, via videoconferencing.*

Masks must be worn at all times during in-person class meetings.

Homework

Homework assignments are listed in the course calendar. You are responsible for recognizing what homework is due for each class meeting, based on the printed calendar or any changes announced in class, and for completing your homework **before** class begins. Questions about assignments should be asked with plenty of time prior to the next class meeting for me to respond. Do not plan to complete homework assignments during class!

Changes to the Course Policies and Calendar/Syllabus

You are expected to know and understand the content of any changes or additions to this syllabus and the course calendar and to abide by the policies given in such changes. If you have questions at any time about the information contained here, please contact me. Changes may occur to *both* policies and assignments.

Turning in Work/Late Work

Written assignments are due on D2L at noon on the dates stated on the course calendar.

Written work should be typed, double-spaced, in 10- or 11-point type, formatted with 1-inch margins. Late work is not acceptable, except for work related to recognized absences, according to the *EIU Undergraduate Catalog*. All extraordinary circumstances must be discussed with me as early as possible. If you feel you deserve an exception for late work or for any class policy, you must take the initiative to request an exception.

Grading

Final grades in this course are A, B, C, and NC (no credit). Grades on written assignments will be A, B, C, D, and F. Assignments receiving D and F grades will be given credit accordingly, but consistently earning low grades will result in no credit for this course. All major essays must be turned in, in order for you to receive credit for the course. A list of assignments and their weight related to the total semester grade appears later in this document. *Remember that 25% of your grade is related to your preparation for and participation in class meetings.*

Essay Revisions

Writing is a process, and there is always room for improvement in our writing. To that end, you may be allowed to turn in revisions of major writing assignments.

Guidelines for Conduct and Communication

Be respectful of others. Be responsible for yourself. Be professional in your work and conduct. Be on time. Be ready, willing, and able to focus on and participate in class. Leave your cell phone on silent (embrace the mystery of not knowing what's gone on in the 50 minutes you are in this class—you'll enjoy the respite from the craziness of this world!).

Communication is very important. It's in your best interest to let me know your questions and concerns, and to do so in a professional and respectful manner. While I may be able to receive and respond to emails very quickly most of the time, being prepared means contacting me with questions or concerns as early as possible and giving me a reasonable amount of time to respond. All email communication should be properly written, including a concise subject line; a reasonably formal address (you may address me by my first name...but please spell it correctly!); a succinct body, written with a respectful tone and organized clearly; and a closing that includes your name. Avoid using abbreviations and excessive punctuation marks, please.

Academic Honesty and Plagiarism

You will develop the skills to succeed in this class and to express yourself through written argumentation only by doing your own work. Using other people's ideas without giving them credit is generally referred to as plagiarism. This includes, but is not limited to, cutting and pasting material directly from sources such as websites and blogs, without proper documentation of the source; using essays written by others, such as from an internet paper mill or an organization's essay or test files; and using others' previously printed ideas with just a few words changed, without giving proper credit to the source. Plagiarism in this class will be dealt with in accordance with the English department's statement below and with EIU's policies. Penalties include, but are not limited to, receiving a grade of F for the assignment(s) plagiarized and receiving a grade of No Credit for the course. Instances of plagiarism will be reported to the Office of Student Accountability and Support.

Here is the official statement on plagiarism by the EIU English Department: "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 Office of Student Accountability and Support. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Using the Writing Center

I encourage you to use the EIU Writing Center. This free resource provides individual conferences with writing center consultants who can help with brainstorming, organizing, developing support, documenting, and revising papers. The Writing Center is available to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, use the Writing Center widget on the class D2L page.

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>). Violations will be reported to the Office of Student Accountability and Support.

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

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 assistance with time management, test 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.

Electronic Writing Portfolio

Students may submit essays from English 1002 for their Electronic Writing Portfolio. Submissions must be at least 750 words (excluding works cited), and may not be fiction, poetry, or drama. For the spring 2021 semester, submissions are due by May 7. Visit <https://www.eiu.edu/bgs/ewp.php> for more information regarding the Electronic Writing Portfolio and how to submit essays for it.

Course Assignments and Grade Scale**Class Participation and Preparation Grades: 25%**

- *In-Class Activities (10%)*: This includes participation in class discussion and during other in-class activities.
- *Peer Reviews (5%)*: Each student will complete peer reviews of other students' rough drafts for 5 of the major writing assignments.
- *Journals/Reading Responses (7%)*: For some class discussion topics and reading assignments, you will have a 1-2-page written response due.
- *In-Class Presentation (3%)*: You will present the main points of your op-ed and infographic to the class, in a 2- to 3-minute presentation. You will also complete response forms for your classmates' presentations.

Major Writing Assignments: 75%

- 1-page **Proposals** for 5 of the major writing assignments (1% each; 5% total)
- **Rough Draft** of 5 major writing assignments for peer review (1% each; 5% total)
- **Rhetorical Analysis Essay** (3-4 pages) (10%)
- **Definition Argument Essay** (4-6 pages) (10%)
- **Evaluation Argument Essay** (4-6 pages) (10%)
- **Causal Argument Essay** (4-6 pages) (10%)
- **Op-Ed with Infographic** (2-3 pages) (10%)
- **Annotated Bibliography** (3-4 pages) (10%)
- **Final Reflection Paper** (2-3 pages) (5%)

Grading Scale:

For Assignments:

90-100%=A

80-89%=B

70-79%=C

60-69%=D

↓60%=F

Final Course Grades: A, B, C, No Credit

Below is the grading rubric developed by EIU's English Department, which will be used for grading each of the major writing assignments, except for the Annotated Bibliography and the Final Reflection Paper.

Guidelines for Evaluating Writing Assignments in EIU's English Department

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

ENG 1002 Spring 2021 Course Calendar

EA refers to *Everything's an Argument*; DK refers to *The Little DK Handbook*

NOTE: All written assignments are due on D2L by noon on their due date, unless otherwise noted. Assignments should not be completed during class!

January

Mon 1/11: Introduction to ENG 1002

Due on 1/13:

- Read EA ch. 1, "Understanding Arguments and Reading Them Critically," pp. 3-31
- Complete Student Information Survey (use the link below or find it on D2L):
<https://forms.office.com/Pages/ResponsePage.aspx?id=ReVqYbZd7UIWUXMnA7IFukccgqeNW0tIs5jVDdycEMRUQVlaN0w2RjFZVzJQNVRcMERIQ1pENIUwRS4u>
- Journal of Introduction (due in D2L Dropbox by noon)

Wed 1/13: Introduction to Argumentation, Different Kinds of Arguments

- ✓ **DUE TODAY:** Journal of Introduction on D2L by noon

Due on 1/15:

- Read EA chapter 6, "Rhetorical Analysis," pp. 97-130

Fri 1/15: Introduction to Rhetorical Analyses

- ✓ Introduction of Rhetorical Analysis Essay assignment

Due on 1/20:

- Rhetorical Analysis Essay Proposal (due on D2L by noon)
- Read EA chapter 2, "Arguments Based on Emotion: Pathos," and chapter 3, "Arguments Based on Character: Ethos," pp. 32-56

Mon 1/18: No Classes: Martin Luther King, Jr. Day

Wed 1/20: Pathos, Ethos, Logos

- ✓ **DUE TODAY:** Rhetorical Analysis Essay Proposal on D2L

Due on 1/22:

- Read EA chapter 4, "Arguments Based on Facts and Reason: Logos," pp. 58-78
- Journal of Personal Context (due on D2L by noon)

Fri 1/22: Pathos, Ethos, Logos, continued

- ✓ **DUE TODAY:** Journal of Personal Context on D2L

Due on 1/25:

- Read EA chapter 5, "Fallacies of Argument," pp. 79-95

Mon 1/25: Fallacies of Argument

Due on 1/27:

- Rhetorical Analysis Essay rough draft due in D2L Peer Review Discussion Forum

A note about peer reviews: For 5 of the major writing assignments, you will prepare a rough draft to be reviewed by 2 or 3 of your classmates, which must be uploaded to the appropriate discussion forum on D2L by noon on peer review day. You will find instructions for uploading it in the discussion forum. Peer Review days also require that you read 2 or 3 of your classmates' rough drafts and give them comments in response. A list of questions to be answered for each rough draft will be provided. You will receive credit separately for your rough draft and for your reviews. Peer reviews cannot be made up later; in the event that your group members do not turn in drafts to be reviewed, your grade will not be penalized.

Wed 1/27: No In-Person Class: Peer review online

- ✓ **DUE TODAY:** Rough draft of Rhetorical Analysis Essay due in D2L discussion forum

Due on 2/1:

- ❑ Final Draft of Rhetorical Analysis Essay
- ❑ Read EA, pp.24-31 and DK, pp. 105-107
- ❑ Listen to *Code Switch* podcast episode, "Sometimes Explain, Always Complain"—use this link: <https://www.npr.org/player/embed/782331005/783144537>

Fri 1/29: No Class: Composition Day

February

Mon 2/1: Audience Awareness

- ✓ **DUE TODAY:** Rhetorical Analysis Essay Final Draft on D2L

Due on 2/3:

- ❑ Read EA chapter 9, "Arguments of Definition," pp. 197-223

Wed 2/3: Arguments of Definition Introduction

- ✓ Definition Argument Essay Introduced

Due on 2/5:

- ❑ Read EA pp. 554-565, "Redskins: Insult and Brand"
- ❑ Read EA pp. 567-575, "Playing with Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games"
- ❑ Reading Response #1: Write 1-2 pages answering ONE of the following questions:
 - For the article on "redskins": What arguments is King making about the use of the term *redskin*? In what ways is it an invitational argument, that is, one that invites readers to explore a complex set of issues they may not have previously considered? (p. 565, #1)
 - For the article on video games: The authors define their variables in the section "Content Variables." What kind of definition do they provide for each of these variables? How do these definitions help develop their argument/conclusion? (p. 575, #3)

Fri 2/5: Arguments of Definition, continued

- ✓ **DUE TODAY:** Reading Response #1 (due on D2L by noon)

Due on 2/8:

- ❑ Definition Argument Essay Proposal
- ❑ Read EA chapter 13, "Style in Arguments," pp. 321-345
- ❑ Look over DK pp. 234-260

Mon 2/8: Style in Arguments, Proofreading and Grammar

- ✓ **DUE TODAY:** Definition Argument Essay Proposal

Due on 2/10:

- ❑ read EA chapter 18, "Finding Evidence," pp. 438-450

Wed 2/10: Finding Evidence, Library Introduction

Due on 2/15:

- ❑ Watch library videos posted on D2L
- ❑ Post on Library Discussion Thread (due 2/19)
- ❑ Definition Argument Rough Draft

Fri 2/12: No Classes: Lincoln's Birthday

Mon 2/15: No In-Person Class: Peer Review Online

Due on **2/19**:

- Definition Argument Essay final draft
- Post on Library Discussion Thread
- read EA chapter 19, "Evaluating Sources," pp. 454-462

Wed 2/17: No Class: Composition Day

Fri 2/19: Evaluating Sources

- ✓ **DUE TODAY:** Definition Argument Final Draft, Library Discussion Thread Post
- 📖 Introduction to Annotated Bibliography Assignment

Due on **2/22**:

- Read EA chapter 10, "Evaluations," pp. 224-254
- Read "How to Meme What You Say" https://daily.jstor.org/how-to-meme-what-you-say/?utm_campaign=generalmarketing&utm_content=twitter&utm_medium=social&utm_source=twitter

Mon 2/22: Introduction to Evaluation Arguments

- ✓ Evaluation Argument Essay Introduced

Due on **2/26**:

- Evaluation Argument Essay Proposal
- Read EA pp. 537-42, "With Disney's *Moana*, Hollywood Almost Gets It Right: Indigenous People Weigh In"
- Read EA pp. 708-711, "70 Percent of Employers Are Snooping Candidates' Social Media Profiles" and "Creative Ways to Get Noticed by Employers on Social Media"
- Read EA pp. 713-717, "Congress Let Internet Providers 'Spy On' Your Underwear Purchases, Advocacy Group Says"
- Reading response #2: Write 1-2 pages on ONE of the following questions:
 - *For the article on Moana:* What criteria does the author use in her evaluation? What argument does she make, based on those criteria? (p. 542, #1)
 - *For the articles on employers and social media:* How do employers evaluate potential employees' social media presence? What criteria might you use to evaluate potential employees' social media? (OR, would you NOT consider social media of potential employees?)
 - *For the article on internet privacy:* Lauren Carroll of PolitiFact rates Fight for the Future's tweet on this topic as mostly true. How does she arrive at this evaluation? Do you agree or disagree? Why?

Wed 2/24: No Classes: Personal Wellness Day

Fri 2/26: Evaluation Arguments, continued

- ✓ **DUE TODAY:** Reading Response #2, Evaluation Argument Essay Proposal

Due on **3/1**:

- Read EA chapter 20, "Using Sources," pp. 464-482
- Read these articles about "COVID Parties": "Alabama students throwing 'COVID parties' to see who gets infected: Officials" <https://abcnews.go.com/US/alabama-students-throwing-covid-parties-infected-officials/story?id=71552514> and "Did the Media Get Suckered by a Fake Story About College Kids Catching COVID on

Purpose?" <https://futurism.com/neoscope/fake-story-college-kids-covid>

March

Mon 3/1: Using sources

Due on 3/3:

- Look over EA chapter 22, "Documenting Sources," pp. 494-515

Wed 3/3: Documenting Sources

Due on 3/5:

- Rough Draft of Evaluation Argument Essay

Fri 3/5: No In-Person Class: Peer Review Online

- ✓ **DUE TODAY:** Rough Draft of Evaluation Argument Essay

Due on 3/8:

- Journal of Personal Progress
- Read EA chapter 21, "Plagiarism and Academic Integrity," pp. 484-491

Mon 3/8: Plagiarism and Academic Integrity

- ✓ **DUE TODAY:** Journal of Personal Progress

Due on 3/12:

- Final draft of Evaluation Argument Essay
- Watch this video about confirmation bias: <https://www.facinghistory.org/resource-library/video/defining-confirmation-bias>
- Listen to this audio clip or read the transcript about confirmation bias: <https://www.npr.org/2015/12/21/460602085/digital-culture-critic-abandons-fake-on-the-internet-column>

Wed 3/10: No Class: Composition Day

Fri 3/12: Confirmation Bias

- ✓ **DUE TODAY:** Evaluation Argument Essay final draft

Due on 3/15:

- Read EA chapter 11, "Causal Arguments," pp. 255-278

Mon 3/15: Introduction to Causal Arguments

Due on 3/17:

- Read EA pp. 634-646, "Hunger on Campus: The Challenge of Food Insecurity for College Students"
- Read EA pp. 682-687, "The Careless Language of Sexual Violence"
- Read EA pp. 765-770, "Activist Athletes"
- Reading Response #3:* Write 1-2 pages answering ONE of the following questions:
 - *For the food insecurity article:* How is the term "food insecurity" defined in this report? What type of definition is given? Why is such a definition necessary for research? (p. 646, #2)
 - *For the sexual violence article:* A lot has changed in American culture since this article was written, including the MeToo movement, etc. How would you evaluate how much American culture is willing to talk frankly about sexual violence now, as compared to what the writer says about when she was writing the article? What sort of language gets used to discuss these topics now? Give evidence to support your answers. (p. 688, #3)

- For "Activist Athletes": This article shares perspectives on whether college athletes have the right to speak out or the responsibility to represent their college or university. Write about your perspective on this issue and what has caused you to have the opinion that you have. (p. 771, #5)

Wed 3/17: More on Causal Arguments

- ✓ **DUE TODAY:** Reading Response #3

Due on 3/19:

- Causal Argument Essay Proposal
- Read EA chapter 16, "Multimodal Arguments," pp. 381-402

Fri 3/19: Multimodal Arguments

- ✓ **DUE TODAY:** Causal Argument Proposal

Due on 3/22:

- Read EA chapter 14, "Visual Rhetoric," pp. 346-362
- Discussion Forum post: Find an infographic that you think is interesting and post it in the "Visual Rhetoric and Infographics" discussion forum on D2L, with a paragraph (3-5 sentences) summarizing what the data in your infographic says and explaining why you think it's interesting. (This counts as an in-class activity.)

Mon 3/22: Visual Rhetoric

- ✓ **DUE TODAY:** Discussion Thread Post

Due on 3/24:

- Read EA pp. 601-607, "How Do Your Eating Habits Differ from Your Grandparents'?"
- Read EA pp. 677-680, "English and Languages Other Than English in the United States"
- Read EA pp. 702-705, "Making a Visual Argument: The Issue of Privacy"
- Reading response #4: Write 1-2 pages answering ONE of the following questions:
 - For the eating habits article: Chapter 14 tells us that "writers can use visuals to create pathos, support ethos, and/or support logos. Which of these functions could this chart serve and why?" (p. 608, #3)
 - For the languages article: What arguments do you think these visuals are making and how do they make them? (Think about visual design elements, etc.) (p. 680, #3)
 - For the privacy cartoons: Choose one of these cartoons and write about what argument it makes and how it makes that argument (think about visual design elements, etc.).

Wed 3/24: Infographics and Visual Rhetoric

- ✓ **DUE TODAY:** Reading Response #4

Due on 3/26:

- Causal Argument Essay Rough Draft

Fri 3/26: No In-Person Class: Peer Review Online

- ✓ **DUE TODAY:** Causal Argument Essay Rough Draft

Due on 3/29:

- Read EA chapter 15, "Presenting Arguments," pp. 363-380

Mon 3/29: Presenting Arguments

Due on 4/2:

- ❑ Final Draft of Causal Argument Essay
- ❑ Read EA pp. 615-617, "I Still Don't Understand the Cultural Appropriation of Food," and read about what an op-ed is and how to write one by visiting this website: <https://commskit.duke.edu/writing-media/writing-effective-op-eds/>

Wed 3/31: No Class: Composition Day

April

Fri 4/2: Introduction to Op-Eds

- ✓ **DUE TODAY:** Causal Argument Final Draft
- ✓ Introduction to Op-Ed with Infographic Assignment

Due on 4/5: NOTE: these readings are subject to change

- ❑ Read "You Must Not 'Do Your Own Research' When It Comes to Science": [https://www.forbes.com/sites/startswithabang/2020/07/30/you-must-not-do-your-own-research-when-it-comes-to-science/#2133459f535e](https://www.forbes.com/sites/startswithabang/2020/07/30/you-must-not-do-your-own-research-when-it-comes-to-science/#2133459f535e;);
- ❑ Read "Despite Social Distancing, We Still Need to Live Ethically With Each Other": <https://www.usatoday.com/story/opinion/2020/03/24/ethics-during-coronavirus-pandemic-we-still-need-each-other-column/2897412001/>;
- ❑ Read "Ford Must Keep Its Promise to Clean Car Standards": https://www.pressandguide.com/opinion/ford-must-keep-its-promise-to-clean-car-standards/article_91658f26-c0fd-11e8-9767-279025c2ff7c.html?fbclid=IwAR2JnYetIPJatqEs3Ha9FsgFe9kFyb8F681ud93sKdHGC50s_dRabWsmQg70
- ❑ Reading Response #5: Choose one of these three pieces and write 1-2 pages with your response to the arguments, evidence, and style used.

Mon 4/5: More About Op-Eds

- ✓ **DUE TODAY:** Reading Response #5

Due on 4/9:

- ❑ Op-Ed with Infographic Proposal
- ❑ Read these two op-eds From the *Daily Eastern News*: *NOTE: these readings are subject to change:* <https://www.dailyeasternnews.com/2020/03/12/editorial-eastern-made-right-choice-in-moving-to-online-only-classes/> and <https://www.dailyeasternnews.com/2020/03/09/staff-editorial-caas-oma-vote-was-right-decision/>
- ❑ Find an infographic that you think is interesting and post it in the online discussion thread with a paragraph (3-5 sentences) about what the data says to you and why you think it's interesting. (This counts as an in-class activity.)

Wed 4/7: No Class: Personal Wellness Day

Fri 4/9: Op-Eds, continued

- ✓ **DUE TODAY:** Reading Response

Due on 4/12:

- ❑ Read EA chapter 17, "Academic Arguments," pp. 405-437

Mon 4/12: Academic Arguments

Due on 4/14:

- ❑ Op-Ed with Infographic Rough Draft

Wed 4/14: No In-Person Class: Peer Review Online

✓ **DUE TODAY:** Op-Ed Rough Draft

Due on **4/19:**

☐ Op-Ed Final Draft

Fri 4/16: No Class: Composition Day

Mon 4/19: In-Class Presentation Information

✓ **DUE TODAY:** Op-ed with Infographic final draft

Due on **4/21:**

☐ In-Class Presentations (as assigned)

Wed 4/21: In-Class Presentations

Fri 4/23: In-Class Presentations

Mon 4/26: In-Class Presentations

Reminder: Annotated Bibliography due on 4/30

Wed 4/28: In-Class Presentations

Reminder: Annotated Bibliography due on 4/30

Fri 4/30: Final Thoughts

✓ **DUE TODAY:** Annotated Bibliography

📖 Final Reflection Essay assignment introduced

May

Wed 5/5 Final Exam period: 10:15 a.m.-12:15 p.m.

Final Reflection Essay and any revisions or other assignments allowed must be turned in on D2L or via email by 12:15 p.m.