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Fall 8-15-2023

ENG 1002G-004 College Composition II Argument & Critical Inquiry

Betzy Elifrits Warren
Eastern Illinois University

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Recommended Citation

Elifrits Warren, Betzy, "ENG 1002G-004 College Composition II Argument & Critical Inquiry" (2023). *Fall 2023*. 29.
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ENG 1002G-004: College Composition II, Fall 2023

MW 3:00-4:15 p.m.

Coleman Hall Room 3140

Instructor: Betzy Elifrits Warren
Office: 3037 Coleman Hall

Contact: bcelifritswarren@eiu.edu, 865-335-1626

Office Hours: M/Th, 2-3 p.m.

Required Materials

Practical Argument: A Text and Anthology, 5th ed.

The Little Seagull Handbook, 4th ed.

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 do the following:

- 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 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

Course Policies

Attendance & Participation: I will be prepared and present for class, and I expect you to prepare for and attend class, too. In-class activities count for 15% of your grade; those are "easy" points, so show up and get them! If you will be absent due to an illness, emergency, event, etc., let me know.

Changes to the Course Policies and Calendar: Changes to the course policies and/or calendar will be announced in class or on D2L. You are responsible for asking questions about policies, assignments, or changes, if you need clarification or additional information. Check D2L and your email regularly!

Homework: Please complete your homework, including reading and written assignments, before class begins. If you have questions about your homework, contact me *before* class.

Turning in Work: Written assignments are due on D2L at 3:00 p.m. on the dates stated in the course calendar. (They're due when class starts.) Written work should be done in a standard font and type size, double-spaced, with 1-inch margins. If you can't turn something in by the deadline, *contact me to request an extension*. ***Do not*** assume you may have an extension, without asking first.

Grading: Final grades in this course are A, B, C, NC (No Credit). Grades on assignments are A, B, C, D, F. Completing work below C level consistently may result in a No Credit grade for the course. ***You cannot get credit for this course if your final grade is lower than 70%. You cannot get credit for this course if you do not submit all of the major writing assignments (listed below).***

The Writing Process: The writing process differs from person to person and from piece to piece. In this class, you'll learn about writing arguments, while honing your writing process(es). You'll be asked to think about how you write and how your writing could improve. Self-reflection may not be your "thing," but it's required. To ensure you progress on your work, you will turn in writing at these points in the process:

- **Proposals:** To get you started on each major writing assignment, you'll turn in a brief proposal shortly after the assignment is introduced in class. You'll have specific instructions for each proposal.

- **Rough Drafts/Peer Reviews:** For 4 of the major writing assignments, you will bring 3 copies of a rough draft to class, for classmates to read and respond to. You will be responsible for responding to others' drafts. You will receive credit for bringing a rough draft and credit for completing reviews of drafts. You may also email me any rough draft you would like for me to look over and comment on.
- **Final Draft Deadlines:** Though writing is an ongoing process, deadlines are part of life. You will have a final draft due about one week after your rough draft is due.

NOTE: Please *do not* use voice-to-text apps for written assignments in this class and *do* proofread your writing, including using spell and grammar checks.

Composition Days: There will be no class on the class day prior to most of major essay final draft deadlines. This is to give you additional time to revise and edit your final draft.

Essay Revisions: There is always room for improvement in one's writing. To that end, you *may* be allowed to turn in revisions of major writing assignments.

Guidelines for Conduct: Be respectful. 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. Silence your cell phone and embrace the mystery of not knowing what's going on in the rest of the world during our class meetings. You'll enjoy the respite from the chaos of reality!

Communication is important. It's in your best interest to communicate any questions and concerns to me in a professional and respectful manner, allowing me a reasonable amount of time to respond. Email communication should be properly written, including a subject line, a greeting (you may address me by first name...please spell it correctly!), a succinct body with a respectful tone and clear organization, and a closing including your name. Send me an email with your favorite emoji in it before 10/2/23, for extra credit for reading this (you don't have to include a greeting or closing—just an emoji!).

Academic Honesty and Plagiarism: Using other people's ideas without giving them credit is generally referred to as plagiarism and *is not acceptable* in this class. Plagiarism includes, but is not limited to, cutting and pasting material directly from other sources without proper source documentation; using essays written by others, such as from an essay sharing website *or AI text generators*, as though they're your own written work; 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 and 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.

NOTE: I utilize *Turnitin.com* on D2L, and I note how much of your writing is not original. Also, please know that when you use someone else's work and just change some words, I can usually tell. AI text generators are neat and have some great uses; they will not help you learn to form your own arguments, though, so don't turn in essays generated completely by AI. There are numerous ways I can determine if your work is AI-generated, and evidence of AI-generated text will result in significant mark-down of your grade, especially if you do not have rough drafts on peer review days. *Do your own work!*

Here is the official statement on plagiarism from 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."

Campus Resources

EIU Writing Center: The Writing Center is free and open to any student from any major at any stage of their writing process. You can schedule one-to-one conferences at your convenience, through the Writing

Center widget on D2L, at 217-581-5929, at Coleman Hall room 3110, or at <https://www.eiu.edu/writing>. In-person and online appointments are available. **Please consider using the Writing Center!**

Academic Integrity: Students shall maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct, which can be found at <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 Accessibility and Accommodations *and* let me know what accommodations you need. All accommodations must be approved through OAA. Visit McAfee 1210 or call 217-581-6583 to make an appointment. *Please let me know how I can help you with any special needs you have documented at OAA!*

The Student Success Center: Students 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, & other skills to support academic achievement, through individualized consultations. Call 217-581-6696 or go to McAfee 1301.

Electronic Writing Portfolio: Students may submit essays from ENG1002 for the EWP. Submissions must be at least 750 words (excluding works cited). Visit <https://www.eiu.edu/assess/ewpmain.php> for more information. Fall 2023 submissions are due by Friday, December 15.

Student Well-Being: EIU is committed to supporting and advancing your mental health and well-being. Stressors that can impact your academic experience and mental health and well-being may include challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. A list of campus resources is posted on D2L. *I am here to support you and will be glad to help you advocate for yourself and get any help you need while you're at EIU!*

Please note the statement on **Sexual Harassment and Misconduct** from EIU's Interpersonal Violence Awareness Team on the class D2L page.

Course Assignments and Grade Scale

Class Participation and Preparation Grades: 25%

- *In-Class Activities (15%):* reading reviews, group activities, etc.
- *Peer Reviews (4%):* written reviews of other students' rough drafts on D2L
- *Journals/Reading Responses (6%):* short, written responses due on D2L

Major Writing Assignments: 75%

- 1-page **Proposals** for 5 of the major writing assignments (1% each; 5% total)
- **Rough Drafts** of 4 major writing assignments for peer review (1% each; 4% total)
- **Rhetorical Analysis** (3-4 pages) (10%)
- **Definition Argument Essay** (4-6 pages) (10%)
- **Cause-and-Effect Essay** (4-6 pages) (10%)
- **Evaluation Assignment** (4-6 pages) (10%)
- **Opinion Piece with Graphical Element** (2-3 pages) (10%)
 - **In-Class Presentation** (3%), **Presentation Responses** (3%)
- **Annotated Bibliography** (3-4 pages) (5%)
- **Final Reflection Paper** (2-3 pages) (5%)

Grade Scale:

Assignments: 90-100%=A 80-89%=B 70-79%=C 60-69%=D ↓60%=F

Final Course Grades: A, B, C, No Credit (NC)

NOTE: The grading rubric developed by EIU's English Department, which will be used for grading the major essays in this class, is available on the class D2L page.

Course Calendar

PA refers to *Practical Argument*; *LS* refers to *The Little Seagull Handbook*

NOTES: All assignments are due on D2L by 3 p.m. on the stated due date. You DO NOT need to complete exercises in Practical Argument, unless otherwise noted.

AUGUST

MON 8/21: Introduction to ENG 1002

Due on WED 8/23:

- Read *PA* "Introduction to Arguments," pp. 3-21, and Ch. 1, "The Four Pillars of Argument," pp. 23-31; *LS* W-9 "Rhetorical Analyses," pp. 63-71
- Complete Student Information Survey (use this link or find it on D2L):
<https://forms.office.com/Pages/ResponsePage.aspx?id=ReVqYbZd7UiWUXMnA7IFUkccgqenW0tIs5jVDdycEMRUQUY0ODNPNFQyN0IWE9TMzdQWU5GS0U0QS4u>
- Journal of Introduction (due in D2L Dropbox by 3 p.m.)

WED 8/23: Introduction to Argumentation, Rhetorical Analyses

- ✓ **DUE TODAY:** Journal of Introduction on D2L by 3 p.m.
- 📄 Introduction of Rhetorical Analysis Essay assignment

Due on MON 8/28:

- Rhetorical Analysis Essay Proposal (due on D2L by 3 p.m.)
- Read *PA* Ch. 2, "Thinking and Reading Critically," pp. 61-65, and Ch. 4, "Writing a Rhetorical Analysis," pp. 100-117

FRI 8/25: **Last day to add a class**

MON 8/28: Rhetorical Analyses, Reading Strategies

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

Due on WED 8/30:

- Journal of Personal Context (due on D2L by 3 p.m.)
- Read *PA* Ch. 5, "Understanding Logic and Recognizing Logical Fallacies," pp. 124-158

WED 8/30: Logic, Fallacies of Argument

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

Due on WED 9/6:

- Rhetorical Analysis Essay rough draft due—bring 3 copies of a rough draft to class, for peer review. *Your rough draft does not need to be complete, but the more you have completed, the more your classmates can help you make further progress toward your final draft.* A list of questions for you to answer to review classmates' drafts will be provided. You will receive credit separately for your rough draft and for your reviews. Peer reviews cannot be made up later.

SEPTEMBER

FRI 9/1: **Last day to drop a course with no grade & withdraw from all classes with full refund**

MON 9/4: **NO CLASS:** Labor Day holiday

WED 9/6: Peer review, Audience Awareness

- ✓ **DUE TODAY:** Rough draft of Rhetorical Analysis Essay

Due on 9/13:

- Final draft of Rhetorical Analysis Essay
- Read *PA* Ch. 7, "Planning, Drafting, and Revising an Argumentative Essay", pp. 252-279

MON 9/11: **No Class:** Composition Day

WED 9/13: Planning, Drafting, Revising

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

Due on MON 9/18:

- Read *PA* Ch. 12, "Definition Arguments," pp. 394-427

MON 9/18: Introduction to Definition Arguments

Last day to withdraw for 50% refund

 [Definition Argument Essay Introduced](#)

Due on WED 9/20:

- Read *PA* pp. 602-606, "Updating Trigger Warnings in Contentious Times"
- Read *PA* pp. 607-611, "The Data Is In—Trigger Warnings Don't Work"
- Write Reading Response #1: Write 1-2 pages answering these questions about the readings: How do the authors of these articles use definitions? How helpful are the definitions in supporting/explaining the argument in each article?

WED 9/20: More on Definition Arguments

✓ **DUE TODAY:** Reading Response #1

Due on MON 9/25:

- Write Definition Argument Essay Proposal
- Read *PA* Ch. 8, "Finding and Evaluating Sources," pp. 293-298 and 303-309; *LS* pp. 119-129
- Watch library videos posted on D2L in "Library Resources" folder

MON 9/25: Finding & Evaluating Sources, Library Introduction

✓ **DUE TODAY:** Definition Argument Proposal

Due on WED 9/27:

- Read *PA* Ch. 9, "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources," pp. 315-329
- Read *LSW*-16, "Annotated Bibliographies," pp. 106-110

WED 9/27: Annotated Bibliographies, Using Sources

 [Annotated Bibliography Assignment Introduced](#)

Due on MON 10/2:

- Definition Argument Essay Rough Draft

OCTOBER

MON 10/2: Peer Review, Writing Workshop: Beginnings, Endings, and Organization

Due on MON 10/9:

- Definition Argument Essay Final Draft
- SKIM** *PA* Ch. 10, "Documenting Sources," pp. 331-353
- Read *PA* Ch. 11, "Using Sources Responsibly," pp. 356-365; *LS* pp. 146-149

WED 10/4: **No Class:** Composition Day

MON 10/9: Documenting Sources, Establishing Credibility

✓ **DUE TODAY:** Definition Argument Essay

Due on WED 10/11:

- Read *PA* Ch. 13, "Cause-and-Effect Arguments," pp. 431-453
- Write Journal of Personal Progress

WED 10/11: Cause-and-Effect Arguments

Midterm

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

 [Causal Argument Essay introduced](#)

Due on MON 10/16:

- Causal Argument Essay Proposal
- Read *PA* pp. 646-648, "Who is Responsible for the Opioid Crisis, and Who Ultimately Pays?"
- Read *PA* pp. 652-655, "We're Overlooking a Major Culprit in the Opioid Crisis"
- Write Reading Response #2: Write 1-2 pages describing the causes and/or effects and the main argument(s) discussed in each of these articles.

MON 10/16: More on Cause-and-Effect Arguments

- ✓ **DUE TODAY:** Causal Argument Proposal
- ✓ **DUE TODAY:** Reading Response #2

Due on WED 10/18:

- ❑ Read *LS* E-1, "Editing Sentences," pp. 301-313, and E-4, "Editing Quotations," pp. 330-336

WED 10/18: Transitions, Sentence Structure, Proofreading

Due on MON 10/23:

- ❑ Rough draft of Causal Argument Essay

MON 10/23: Peer Review, Proofreading

Due on MON 10/30:

- ❑ Final Draft of Causal Argument Essay
- ❑ Read *LS* pp. 384-399 and 409-412

WED 10/25: **No Class:** Composition Day

MON 10/30: Style, Word Choice, Grammar

- ✓ **DUE TODAY:** Causal Argument Final Draft

Due on WED 11/1:

- ❑ Read *PA* Ch. 14, "Evaluation Arguments," pp. 468-480

NOVEMBER

WED 11/1: Introduction to Evaluation Arguments

- 📖 [Evaluation Assignment Introduced](#)

Due on MON 11/6:

- ❑ Evaluation Assignment Proposal
- ❑ Read *PA* pp. 199-202, "Competitive Cheerleaders Are Athletes"
- ❑ Write Reading Response #3: Write 1-2 pages explaining the criteria the author uses to argue that cheerleaders are athletes.

FRI 11/3: **Last day to withdraw from a full-term course of the university**

MON 11/6: More on Evaluation Arguments

- ✓ **DUE TODAY:** Reading Response #3
- ✓ **DUE TODAY:** Evaluation Assignment Proposal

Due on WED 11/8:

- ❑ Read *PA* Ch. 3 pp. 85-94, Ch. 6, "Oral Arguments," pp. 202-216

WED 11/8: Multimodal Arguments

Due on MON 11/13:

- ❑ Evaluation Assignment Rough Draft

MON 11/13: Peer Review, Presenting Arguments

Due on WED 11/15:

- ❑ Write Reading Response #4: Look at the visual arguments on *PA* pp. 90-93. Write 1-2 pages explaining which you think makes the most effective argument and which you think makes the least effective argument, and why.

WED 11/15:

- ✓ **DUE TODAY:** Reading Response #4
- 📖 [Opinion Piece Project introduced](#)

Due on MON 11/27:

- ❑ Evaluation Assignment Final Draft
- ❑ Read *PA* pp. 79-80, "We Are So Forked"
- ❑ Read *PA* pp. 311-312, "Student Athletes Have a Right to Peaceful Protest"

MON 11/20-FRI 11/24: Thanksgiving Break

MON 11/27: Opinion Piece Discussion and Workshop
✓ **DUE TODAY:** Evaluation Assignment final draft

WED 11/29: No Class: Preparation/Composition Day

✓ **DUE TODAY:** Opinion Piece Proposal

Due on MON 12/4:

☐ Opinion Piece Final Draft, In-Class Presentations

DECEMBER

MON 12/4: In-Class Presentations

✓ **DUE TODAY:** Opinion Piece final draft

WED 12/6: Last day of Class: In-Class Presentations, Final Thoughts

📖 [Final Reflection Essay introduced](#)

Due on THUR 12/14:

☐ Annotated Bibliography, Final Reflection Essay

THUR 12/14 Final Exam period: 2:45-4:45 p.m.

Annotated Bibliography, Final Reflection Essay, and any revisions or other assignments allowed must be turned in on D2L or via email by 4:45 p.m.