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# ENG 1002G-001: College Composition II

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## College Composition II: Argument and Critical Inquiry

English 1002G (3 credit hours)

3:30-4:45 Tues/Thurs in CH 3150

Professor: Tim Engles

Office: Coleman 3831

Office hours: 12:15-2:15, Tuesdays and Thursdays and by appointment

### Required Texts from EIU's Textbook Rental Service:

*Everything's an Argument* (7<sup>th</sup> Edition)

*Perspectives on Contemporary Issues* (7<sup>th</sup> Edition)

*The Little DK Handbook* (2<sup>nd</sup> Edition)

### COURSE POLICIES AND PROCEDURES

(read the following sections carefully; they constitute our contract,  
and I will request your written agreement to them)

**EIU Course Catalog Description:** 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:** In addition to enhancing a commonly required skill in college writing—argumentation—this writing-centered course has two main purposes: to continue the enhancement of your writing skills as developed in English 1001 (or its equivalent), and to continue bringing your writing up to the university level. Hard-working students will gain skill in prewriting, writing, revising, editing, and proofreading strategies, and in proper documentation of sources. Hardworking students in this course are also guaranteed to get better grades in other college classes.

Students in this course will increase their abilities to:

- Think and read critically about multiple sides of issues
- Develop effective writing processes for producing documents
- Present work in Edited College-level American English
- Implement critical reading strategies to evaluate sources
- Follow and integrate the advice of others, including instructors, peers and others
- Find appropriate sources through secondary research, including the use of academic library sources; integrate sources ethically and appropriately using a recognized citation style
- Develop effective language and delivery skills through speaking opportunities

**Classroom Environment & Class Participation:** Class participation will be a significant part of your final grade, and I expect all of you to participate in discussions. The best way to demonstrate that you are active, engaged, and interested is by contributing regularly, and by paying close, respectful attention to what everyone else has to say. If you do not volunteer to respond, there's a good chance I will call on you, so be sure to pay attention in class, and that you're prepared for discussion.

If you have a question, no matter how simple or complicated, please go ahead and ask—*chances are that other people have the same question.*

We're a relatively small group in a fairly small classroom. So, in the interests of keeping everyone in class focused and undistracted, ***be sure to silence your phone and put it away before class begins, and do not check or write text messages during class. Also, do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer or tablet in class.***

We will honor the request of any students who prefer being addressed by an alternate/preferred name or gender pronoun. If you have such a preference, please let me know early in the semester so that I can make appropriate changes to my records.

If you happen to be expecting an important or emergency call or text, stepping out to answer it is okay, but be sure to let me know before class begins. Also, as in all of your classes, **refrain from "packing up" during the last few minutes;** I will signal when the discussion is finished, and I promise to end each class by the scheduled ending time of our class period.

Participation means more than simply being present in class. Aside from speaking thoughtfully in class, it also means being prepared, thoughtful, engaged, and respectful of others. During each session, I will note who attends and participates. Those who are consistently "on" and present throughout the semester, ready for thoughtful discussion, will receive high participation grades. On the other hand, those who are not will receive low participation grades, down to and including "Zero."

Finally, of course, **be sure to bring each day's assigned textbook to class.** Those who do not may be marked absent.

**Regarding Writing:** This is primarily a writing class, but you will do most of your writing outside of class. **Students in this course are required to use an installed version of Word for writing their papers.** If you do not have Word on your computer, you can download it for free from EIU's web site, as part of the Office 365 ProPlus package (which also includes PowerPoint). Directions for doing so are in the Settings section of your EIU Panthermail account, and you can also find downloading directions here:

<https://www.eiu.edu/panthertech/swdownloads/o365.php>

We will devote many of our class periods to various aspects of writing, and I will respond to your essays with extensive written commentary and suggestions for improvement. **Be sure to**

**save your graded essays.** One of your most important tools for improvement will be the comments and corrections I make in your writing; if you wish to see your writing improve and your grade go up as the semester progresses, you must carefully refer back to these written comments as you write subsequent essays. You will also need your graded essays for a Revised Essay assignment near the end of the semester.

Also, be aware that all papers written for this class (and for other EIU classes) must be original papers written *only for this class*. You cannot turn in a paper for English 1002 that you also wrote for another class; any student caught doing so will receive an “F” on that paper in this class, and possibly in the other class as well.

Essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). **Late essays will be penalized fifteen points for each day they are late.**

**Regarding Reading:** Since one skill you will be developing in this class is reading at the college level, you must give the assigned readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes and/or an outline of the reading, and decide for yourself, before coming to class, what each author is trying to describe and bring to light.

Also, to ensure that your final grade reflects your reading effort, I will sometimes give pop quizzes at the beginning of class on required readings, and your final average on these quizzes will constitute a healthy percentage of your final grade. Finally, BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; again, students who show up without the reading assignment may be marked absent, and they will be sent back home to get their copy of the reading assignment.

**Grading:** Your final course grade will be either A, B, C, or NC (no credit). While a grade of NC is not figured into a student’s GPA, a student who receives a grade of NC must take the course again. The final grade will be determined in the following way:

|  |     |
|--|-----|
| Essay 1: Rhetorical Analysis                           | 10% |
| Essay 2: Fact-based Writing                            | 15% |
| Essay 3: Writing to Propose                            | 25% |
| Presentation   | 10% |
| Revision of Essay 1 or 2                               | 10% |
| Essay 4: Personal Writing Assessment                   | 5%  |
| Peer Reviews   | 10% |
| Participation, quizzes,<br>daily writings, attendance: | 15% |

**Missed quizzes and late papers:** At the beginning of some of our sessions, we will have unannounced quizzes on assigned reading material. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced.

Again, late essays will be penalized fifteen points for each day they are late. This means that if you only have a week or so to hand in a late paper. As in most college courses, there will be no “catching up” later in the semester on missed assignments.

**Attendance Policy:** Many instructors have noted that the leading cause for student failure, especially among first-year students, is skipping class. Therefore, I will take attendance, and I expect you to attend every session on time, prepared to discuss the material listed for that day on the “Daily Schedule.” Students who do not bring a copy of the assigned reading with them may be marked absent for that day. Also, if you have more than four undocumented absences this semester, the “Participation, quizzes, daily writings, attendance” portion of your final grade (which, as noted above, is 15% of your final grade) will automatically drop to zero.

**Regarding tardiness:** This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. Arrive on time, by 3:30 p.m. If you will not be able to arrive on time because of other commitments, you will need to drop our course and register for another section.

**D2L Activity:** Enrollment in this class requires use of D2L, and you must check it frequently, preferably every day, for information pertaining to the course. Updates about the course will periodically appear there, as will copies of assignment guidelines and certain handouts. Also, D2L email is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. If I must miss a class session, I will notify students as soon as I can with a cancellation notice.

Regular use of D2L is crucial for this course—if you do not send me a D2L email message with by Friday, August 24 at 3:00 p.m., I will assume that you have chosen against fully participating in the course, and your class participation grade will drop to a Zero. See F AUG 24 below on the Daily Schedule for what to include in this message.

**The Writing Center:** Tutoring services at the English Department’s Writing Center are free, and students may drop in any time or schedule appointments during the Center's working hours. 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, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Members of the helpful, friendly Writing Center staff recommend that you schedule consulting sessions ahead of time to ensure you get the time you want and to get a full session (40 minutes), but they also welcome walk-in appointments.

If you have problems with grammar, punctuation, spelling, organization, thesis development, or other parts of the writing process, *I strongly recommend that you make use of this free and valuable service.* I might recommend that certain students do so. Let me know if you have any questions about the Writing Center.

**Office Hours:** I will be in my office and available to consult with you on Tuesdays and Thursdays from 12:15-2:15. You do not need to make an appointment if you wish to talk with

me during my office hours. If these hours don't work for you, I am also available by appointment; let me know if you want to make one, and we'll find a time that works for both of us. If you have a quick question, you can of course ask me via D2L email.

**Academic Honesty:** I expect you to act with integrity in and out of class, and so does Eastern Illinois University. It is your responsibility to understand fully what plagiarism is and how to avoid it. Note carefully the English Department's official policy statement on plagiarism (of course, the part regarding an "F" would actually be "NC" this course):

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 original work" (*Random House Dictionary of the English Language*)—has the right and the 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.

Also, keep in mind that this is a "skills course"—you are here to develop a skill that will help you perform better in your future college courses, and then in your career. Because the Internet is so accessible, improperly using the writing of others, either in whole or in part, has become increasingly easy and tempting. However, it's also easier than ever for an instructor to catch students doing so.

Again, remember that the consequences for plagiarism are severe, but also remember that doing your own writing in this course, while sincerely trying to *improve* your writing, will definitely help you in future courses. Finally, if you ever wonder whether what you're writing borrows improperly from another writer, just ask me to look over your work—students who didn't think they were plagiarizing have been accused of it.

**For students with disabilities:** If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Student Disability Services (581-6583), please do so as soon as possible.

**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, 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 (EWP):** Students can submit a sample of their writing for this course for the Electronic Writing Portfolio. This portfolio will eventually contain your best college writing at various stages, so you should revised and edit essays in response to instructor comments prior to submission. Instructors access and assess each submitted essay on the basis of the rubric fill out by each student. Submission forms and other information about the EWP are available at <http://www.eiu.edu/assess/ewpmain.php>.