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ENG 1002G-600 College Composition II Argument & Critical Inquiry

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ENG 1002-600 Course Policy
College Composition II: Argument & Critical Inquiry
Fall 2023: Online

Instructor: Ashley Flach
Office: 3335 Coleman Hall
Office Hours: M/W 10:00am – 11:00am & 12:00pm-1:00pm; By Appointment
Email: amflach@eiu.edu

Required Materials

- *Elements of Argument, 13th Ed.*
- *The Little Seagull Handbook, 4th Ed.*
- Notes on D2L
- Your writing

Materials

Writing instruments, a notebook, folder or binder, computer, a positive attitude, and other appropriate supplies. You will also be required to closely follow the syllabus, so I suggest putting it at the front of your notebook, folder, or binder for easy access.

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. C1 901R (WC)

Student Learning 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

Course Requirements

This course is writing intensive and consists of your writing, interactive discussion board posts, small group work, peer review sessions, independent writing in the form of five major writing assignments and ten open journal entries. In addition, there is required reading and videos you must watch for each unit. Be prepared to participate and interact with the material and your peers. Along with your interaction, active attention and intention is a must!

Online classes can be more difficult if you do not have the self-motivation to keep yourself on track. Please be ready to hold yourself accountable through responsibility to yourself and your academic success. This class will be challenging, but with determination, a readiness to grow and learn, and an investment in the material, you will succeed!

Formatting and Documentation

For all formal and in-class writing assignments and journals use MLA: Times New Roman, 1-inch margins, 12-point font, and double-spacing. MLA also requires a centered title, your last name and page number in the top right header.

In the upper left part of the paper (not in the header):

Your name

Course Number (ENG 1001)

My name

The date (19 August 2019).

Journals: Each Should Be One Full Double-Spaced Page Formatted in MLA

You will write ten original journal entries. These journals must be original, or, in other words, written just for our class. You may not use any writing from another class.

The **first journal** will be an introduction of yourself to me and the last journal will be feedback of yourself as a writer throughout the semester.

The **middle eight** journals are open, which means you may write about whatever you want. Yes, you can write about whatever you want. Be conversational and allow yourself to be free and truthful. If you're having a bad day, write about it. If you're having a great day, do the same. Maybe you're worried about the present, the future, your academic success, your jerky boyfriend/girlfriend/friend/family member, etc. Maybe you're trying to figure out something in your life, about yourself, about someone else. If you struggle with open assignments then think of expressing some kind of truth— about yourself, someone else, a situation, class discussion, etc.

The **last journal** will be a feedback journal in which you will give feedback on yourself as a writer throughout our class.

All journals must be original. Do not use work from other classes or reuse creative work you've already written. Do not use AI generators.

These journals are considered “low stakes” writing, but you still need to give it time and attention. **They must be free of grammatical errors, organized, cohesive, and polished. For example, don't use text talk and don't forget punctuation.** Also, make sure these are all formatted in MLA.

The journals are your way to express yourself freely and a way for me to get to know you better. Being an online class, it's especially hard to feel connected sometimes. This will be our special and safe meeting place, as I will respond to each journal you write.

Required Discussion Board Participation

You will be required to participate in nine discussion board activities. These will include an initial post dealing with the reading material and also required responses to two peers of your choosing. Since we are fully online, these will work as our “in-class” activities and get us all communicating and connecting.

Your full participation in these discussions is absolutely necessary to be successful in this class. Always read the assigned reading material, follow the directions, answer the questions with details and examples, and respond to your peers in full, clear, and grammatically correct sentences. Additionally, ensure your “tone” is appropriate and respectful. It's okay to disagree – that's human nature – but it's not okay to ever be rude, disrespectful, or passive aggressive. I don't anticipate having any issues like this, but it's always best to be clear of expectations.

It will be important to follow the syllabus schedule since the initial post will be due on a specified date and then the responses will be due two days later on a different specified date. These days will usually fall on Wednesday and Friday, but, again, make sure to check the syllabus schedule every day in order to meet the two different deadlines. The discussion boards will be locked after the second due date, which means you will not be able to participate.

Formal Writing Assignments

Each formal writing assignment must be formatted in MLA and turned in by the due date. I do not accept late work, so it is imperative that you navigate the due dates with attention to early brainstorming and drafting of each paper. If at any time you struggle with brainstorming or coming up with a topic for any paper, please let me know. I am happy to discuss and throw ideas around with you.

I also expect each formal writing assignment to be submitted to Dropbox in a Word document. Please do not use a Google doc link. If you do, I won't be able to open it.

*Time management of each formal writing assignment is necessary. I cannot express enough how important it is that once you receive an assignment sheet that you immediately begin the writing process with brainstorming and prewriting. Do not fall into the trap of thinking three – four weeks is a long time to complete a paper. It's really not if you do not plan ahead. I have

seen excellent writers fail to manage their time and not get their amazing work turned in on time and receive 0's. Do not allow this to happen to yourself!

Peer Review Discussion Posts

For every unit we will have a discussion board dedicated to peer review. These are worth 10 points. Though you don't get 10 points just for giving any kind of feedback. You must deeply engage with your partner's paper through close reading and thoughtful and helpful feedback based off of the peer review prompts I will provide. That means you can't just write, "This is good," "I like your paper," "Your paper sucks," etc. You need to go beyond surface comments and explain why. Again, the prompts will help you do this.

Peer review discussion posts are more than just helping your partner strengthen their paper. It's mostly for the peer reviewer. You get to see how someone else approached and fleshed out his/her paper. By engaging with someone else's writing, not only are you helping them, but, more importantly, you're helping yourself because, more than not, you will see through study of someone else's writing how to strengthen your own writing. Do not blow these days off.

Midterm

A Midterm Reflection Paper will be due during week 8. This will be a reflective paper discussing your writing process.

Proposal Argument Project

This will be our biggest project of the semester and will consist of a Cover Letter, a Proposal Argument, and an Advocacy Ad. The paper itself will be broken down into parts and each part will be posted to the discussion board for peer review. You will also write a Cover Letter and create an Advocacy Ad based on the topic of your paper.

*You must complete all of the components of this class to pass.

Revision

I allow revisions of formal papers. Your revision will be due to the same Dropbox one week after the paper is returned to you.

Your Instructor

If at any time you feel like you are having trouble with the material, or if you need additional resources or reassurance, please contact me via email at amflach@eiu.edu.

If you email, please give me at least two days to respond. It doesn't usually take me that long to get back with you, but it could. Please be patient and know I will respond when I'm available.

Attendance, Late Work Policy, and Expectations

Students are expected to be present and follow along with the syllabus. As detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. You are responsible for keeping up required course work.

We have all be hit hard lately, and I know it's been tough. I get it. Still, you must respect yourself enough to engage with your work in this class and accept that it will take time and effort to succeed. Having said that, I do not accept late work or allow extensions on formal papers. This is non-negotiable. If you miss the assignment deadline, you will get a 0.

Keep in mind that I do allow revisions of all formal writing assignments, so it would be in your best interest to turn something in with the intention of revising.

The expectations in this class are simple. Show up, be attentive, participate, be respectful, and be open-minded. This is a writing intensive class, and you will need to stay on top of all assignments with good time management skills. If you get behind on even one assignment, it will have a domino effect, and you will find yourself constantly grinding to keep up.

Some tips:

- Read all assigned readings (no, seriously, read them).
- Read assignment sheets as soon as possible and begin brainstorming.
- Watch any provided videos.
- Reach out and ask questions if you are unsure or need help with anything, I don't bite.
- Respect yourself enough to put your best effort forward, you are in college after all, don't waste your time here, but instead make it productive.

Notes on Professionalism and Email Policy

Unless otherwise indicated, class work must be typed, formatted in MLA, and uploaded to Dropbox in a Word doc. Do not take a photo of your work and upload it. Do not upload a PDF or Google doc. Do not turn in handwritten work.

I welcome emails, though please use a professional and polite manner when doing so. Use a clear subject line that provides the topic of your email, begin with a greeting, such as "Hello Professor Flach" or "Dear Professor Flach," state your purpose in clear and organized prose, and close with a short sign-off, such as "Cheers," or "Best," and then your name.

Again, it could take up to two days to respond to your emails. Please be patient, and I will get back with you when I'm available.

Online Class Conduct

The online classroom is a place for learning and growth, and as we will be doing important work this semester, I expect you to have good manners, engage in thoughtful conversation, be open-minded, and have respect for diverse backgrounds and opinions. We don't have to agree but we also don't have the right to tear one another down. Instead, we want to share our experiences with respect in order to help one another understand and build one another up even if we do disagree. Maturity, participation, appropriate "tone," and support and safety will help us succeed.

Academic Integrity and Plagiarism / AI

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. If you believe that you have a specific instance in your work that might be considered plagiarism, please come to me prior to turning in the final draft.

The official statement on plagiarism by the EIU English Department is as follows: "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 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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources." If we all work together, we can ensure ethical resource use in our papers!

AI generated work will not be allowed in this class for any assignment. You must turn in originally written work in your own words for all journals, discussion boards, and formal papers. If it is discovered you've used AI, you will get a 0.

Special Note About Plagiarism for Our Class: If you turn in a paper with only a Works Cited page and no in-text citations, it's plagiarism. If you turn in a paper with in-text citations and no Works Cited page, it's plagiarism. If you do this, I will automatically give you a 0 and it will be a mandatory revision.

Using the Writing Center

I strongly encourage all students to utilize EIU's Writing Center, which is located at 3110 Coleman Hall. This free service provides one-on-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and developing your in-text citation and works cited/reference page to avoid plagiarism.

To schedule an appointment, you can visit during posted hours or call 217-581-5929.

Office hours are as follows: Mon-Thurs, 9am-3pm; 6pm-9pm; Friday 9am-1pm

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 McAfee, Room 1210, or call 217-581-6583 to make an appointment.

If you have accommodations, you need to alert me the first day of class.

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, text 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 stop by McAfee, Room 1301.

Student Well-Being

EIU is committed to supporting and advancing the mental health and well-being of our students. Students may experience stressors that can impact both their academic experience and their personal mental health and well-being. These may include academic pressure and 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. Below is a list of available campus resources to assist with student well-being:

- [EIU Counseling Clinic](#): Human Services Building, 1st floor; 217-581-3413; for after-hours urgent support, call 1-866-567-2400. The Counseling Clinic offers individual and group counseling, emergency services, and resources.
- [Online Mental Health Screening](#): online, private screening tool for depression, anxiety, eating disorders, and alcohol and substance misuse.
- [EIU Health Clinic](#): Human Services Building, 1st floor; 217-581-3013. The Health Clinic services include lab work, pharmacy, and women's health and men's health programs.
- [Health Education Resource Center](#) (HERC): 2201 Blair Hall; 217-581-7786. The HERC offers health programming in the areas of alcohol, tobacco and other drug prevention and education, flu and cold prevention and education, nutritional analysis and education, and sexual health education, in addition to other health-related topics.
- [Center for Gender and Sexual Diversity](#) (GSD): Stevenson Hall, lower level; 217-581-7117. The GSD Center provides services such as the Trans*formation Station, a large library full of books and movies, year-round programming, and a comprehensive Safe Zone Training program.
- [EIU Campus Food Pantry](#): 1347 McAfee. The EIU Campus Food Pantry is a means to support students and the campus community by alleviating barriers to consistent, adequate, and healthful food. Anyone with a Panther Card can visit the pantry two times per month.
- [Student Legal Service](#): MLK Jr University Union Room 2420; 217-581-6054. Student Legal Service can assist with off-campus housing issues, traffic violations, misdemeanor criminal offenses, municipal ordinance violations, and expungement.
- [Financial Aid and Scholarships](#): Student Services Building East Wing; 217-581-6405, Fax: 217-581-6422, finaid@eiu.edu. The Office of Financial Aid and Scholarships provides information and guidance to secure the necessary financial resources to meet educational goals and financial obligations to the university.

Electronic Writing Portfolio

EWP submissions for the fall 2023 semester are due by Dec. 15.

(<https://www.eiu.edu/assess/ewpmain.php>)

Composition of Overall Grade

All assignment and point totals are **tentative**.

Numbers in parenthesis note minimum page requirement.

| | | | |
|---|-----|-----|----------------|
| Discussion Boards | | | 90 |
| 9 Discussion Board Posts and Responses – 10 points each | | | |
| Peer Review | | | 50 |
| 5 Formal Peer Reviews – 10 points each | | | |
| Journals | | | 100 |
| 10 Journals – 10 points each | | | |
| Formal Writing Assignments | | | 600 |
| Analysis (4) | 100 | | |
| Classical Argument (5) | | 100 | |
| Midterm Reflection (2) | | 100 | |
| Causal Argument (5) | | 100 | |
| Proposal Argument, Cover Letter, & Advocacy Ad (6) | | 100 | |
| Reflective Paper (2) | | 100 | |
| Overall Participation | | | 100 |
| | | | <hr/> |
| | | | 930 pts. total |

Grading Scale for Formal Documents

| | | | |
|-------------|-------------|------------|------------------|
| A = 100-92% | B+ = 89-88% | C+ = 79-78 | D = 69-60 |
| A- = 91-90% | B = 87-82% | C = 77-72 | F = 59 and below |
| | B- = 81-80% | C- = 71-70 | |

Overall Grading Scale

A, B, C, No Credit

ENG 1002G-600 Syllabus Schedule

Fall 2023: Online

Discussion Board = DB

***All assignments are due by 11:59pm**

Unit 1: Analysis Writing

Week 1:

- M 8/21: Read:
- Syllabus Course Description and Schedule
 - How to Be Successful
 - Introduction to Argument
 - Argument Overview
 - Tips for Writing Argument
 - Key Elements of Argument
 - Analysis Writing
 - Rhetorical Analysis
 - Analysis Writing Assignment Directions
- Task:
- Take notes on the reading and begin brainstorming for your Analysis Paper.
- W 8/23: Due to DB:
- *Introduce yourself
 - *Share how you will be successful in our class and college.
 - *Explain your understanding of argument.
 - *Explain your understanding of analysis writing.
 - *Explain your understanding of rhetorical analysis writing.
 - *List possible Analysis Paper topics.
- F 8/25: Due to DB:
- *Respond to 2 peers
- Su 8/27: ***Journal 1 due to Dropbox by 11:59pm***

Week 2:

M 8/28: Read:
- Phillis Wheatley

- Harriet Jacobs
- Toni Morrison

Task:
- Take notes on the reading.

W 8/30: Due to DB:
* Answered questions to Phillis Wheatley and Toni Morrison
PowerPoints
* Summarize and analyze Harriet Jacob's reading

F 9/1: Due to DB:
* Respond to 2 peers

Su 9/3: Journal 2 due to Dropbox by 11:59pm

Week 3:

W 9/6: Due to DB:
* Post full rough draft of your Analysis Paper

F 9/8: Due to DB:
* Thorough peer review of 1 classmate's paper based on given peer review prompts

Su 9/10: Analysis Paper due to Dropbox by 11:59pm

Unit 2: Classical Argument Writing

Week 4:

- M 9/11: Read:
 -Classical Argument Overview
 -Classical Argument Structure
 -Classical Argument Writing Assignment Directions
- Task:
 -Take notes on the reading and begin brainstorming for your Classical
 Argument Paper.
 -Find a Classical Argument text.
- W 9/13: Due to DB:
 *Explain your understanding of Classical Argument and its structure.
 *List possible Classical Argument Paper topics.
 *Post your summary and analysis of a Classical Argument text.
- F 9/15: Due to DB:
 *Respond to 2 peers
- Su 9/17: Journal 3 due to Dropbox by 11:59pm*

Week 5:

- M 9/18: Read:
 -Key Elements of an Argument
 -Tips on Writing Argument
 -Issue Question and Frame of Argument
- Task:
 -Take notes on the reading.
- W 9/20: Due to DB:
 *Explain your understanding of the key elements and tips for writing
 argument.

*Post your research question, your research and process to answer it, and your final thesis statement.

F 9/22: Due to DB:
*Respond to 2 peers

Su 9/24: Journal 4 due to Dropbox by 11:59pm

Week 6:

W 9/27: Due to DB:
*Post full rough draft of your Classical Argument Paper

F 9/29: Due to DB:
*Thorough peer review of 1 classmate's paper based on given peer review prompts

Su 10/1 : Classical Argument Paper due to Dropbox by 11:59pm

Unit 3: Casual Writing / Midterm Reflection

Week 7:

M 10/2: Read:
-Causal Argument Overview
-Causal Argument Writing Assignment Directions
-Causal Argument Prompts and Causal Argument Prompts 2

Task:
-Take notes on the reading and begin brainstorming for your Causal Argument Paper.

W 10/4: Due to DB:
*Explain your understanding of Causal Argument.
*Choose one Causal Argument Prompt Question and answer it in as much detail as possible.
*Share possible Causal Argument topics.

Fri 10/6: Due to DB:
*Respond to 2 peers.

Su 10/8: Journal 5 due to Dropbox by 11:59pm

Week 8: Midterm

M 10/9: Read:
-Midterm Reflection Writing Assignment Sheet

Task:
-Begin writing your Midterm Reflection.
-Continue writing Causal Argument Paper.

W 10/11 Independent Writing Time for Midterm Reflection

F 10/13: Independent Writing Time for Midterm Reflection

Su 10/15: Midterm Reflection due to Dropbox by 11:59pm

Week 9:

W 10/18: Due to DB:
*Post full rough draft of Causal Argument.

F 10/20: Due to DB:
*Thorough peer review of 1 classmate's paper based on the peer review prompts.

Su 10/22: Due to Dropbox: Causal Argument Paper by 11:59pm

Unit 4: Proposal Argument, Cover Letter, and Advocacy Ad

Week 10:

M 10/23: Read:

- Proposal Argument Overview
- Developing a Proposal Argument
- Proposal Argument Organization
- Proposal Argument/Cover Letter/Advocacy Ad Writing Assignment Directions
- Proposal Argument Cover Letter Example
- Proposal Argument Advocacy Ad Example

Task:

- Take notes on the reading and begin brainstorming for your Proposal Argument Paper.
- Find an example of an Advocacy Ad.

- W 10/25: Due to DB:
*Explain your understanding of Proposal Argument.
*Explain where you have seen an example of a Proposal Argument in daily life.
*Post an example of an Advocacy Ad with a summary and analysis of the ad.
*In detail, discuss possible Proposal Argument topics.
- F 10/27: Due to DB:
*Respond to 2 peers
- Su 10/29: Journal 6 due to Dropbox by 11:59pm***

Week 11:

- W 11/1: Due to DB:
*PAP Part 1:
-Post draft of Introduction and Explanations of Problem Paragraphs.
- F 11/3: Due to DB:
*Peer review of 2 peers
- Su 11/5: Journal 7 due to Dropbox by 11:59pm***

Week 12:

W 11/8: Due to DB:
*PAP Part 2:
-Post draft of Solutions of the Problem and Justifications for Solutions Paragraphs

F 11/10: Due to DB:
*Peer review of 2 peers

Su 11/12: Journal 8 due to Dropbox by 11:59pm

Week 13:

W 11/15: Due to DB:
*PAP Part 3:
-Post draft of Counterargument and Conclusion paragraphs.
-Post Advocacy Ad.

F 11/17: Due to DB:
* Peer review 2 peers

Su 11/19: Proposal Argument, Cover Letter, and Advocacy Ad Argument due to Dropbox by 11:59pm

Thanksgiving Break: November 20-24

Unit 5: Reflective Writing

Week 14:

M 11/27: Read:
-Reflective Writing
-Reflective Writing Assignment Directions
-Sherman Alexie's "Why the Best Kids Books Are Written in Blood"
found in the Alexie Discussion PowerPoint

Task:

-Answer the questions on Alexie's reflection found in the Alexie Discussion PowerPoint

W 11/29: Due to DB:
*Post the answers to Alexie discussion in full sentences and paragraphs.

F 12/1: Due to DB:
*Respond to 2 peers

Su 12/3: Journal 9 due to Dropbox by 11:59pm

Week 15:

M 12/4: Read:
- *Elvis and Me* excerpt by Priscilla Presley

W 12/6: Due to DB:
*Summarize and analyze Priscilla Presley's reflection.

Fri 12/8: Last Day of Classes
Due to DB:
Respond to 2 peers

****Journal 10 due to Dropbox by 11:59pm***

Week 16:

W 12/13: Reflective Paper due to Dropbox by 11:59pm