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ENG 1002G 006: College Composition II

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College Composition II: Argument and Critical Inquiry
English 1002G, Sections 003 & 006 :: Coleman Hall 3210 & 3140
MWF 11:00-11:50 a.m. & 1:00-1:50pm

Professor Caldwell
Email: mcaldwell@eiu.edu
Office: Coleman 3050
Office Hours: M & F 9:30-10am, 12-1pm, 2-3pm, and by appt.

Required Texts

Perspectives on Contemporary Issues: Reading Across the Disciplines, ed. Ackley
Writer/Designer: A Guide to Making Multimodal Projects, ed. Arola
Writing Arguments: A Rhetoric with Readings, ed. Ramage, Bean, and Johnson
Brief Penguin Handbook, 5th ed., ed. Faigley

Classroom

Our class meets in both a regular classroom (3210) and a computer lab (3140). We will meet in the lab on draft workshop days and other days as indicated by the instructor during the course of the semester.

Course Description and Objectives

English 1002G - College Composition II (3-0-3) “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.”

This course assumes that composition is not something you do just once. Writing is a process, and to do it well, you must spend time developing and revising your work. In this course you will:

- 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

These are skills that I hope you will transfer to your future college work and eventually to your professional career.

Keys to Success in ENG 1002G:

1. Attend class every day and be on time
2. Come to class prepared to participate actively
3. Always do all readings and assignments and bring your texts and completed assignments to class
4. Do not use any electronic device in class unless I have asked you to do so
5. Come prepared on workshop days with full drafts
6. Be an active reader/editor of your own work and that of your peers

7. When you have questions, seek out help from me, your peers, the Writing Center, or other appropriate campus resources (see below)
8. Know that you are in control of your own education
9. Turn in all work on time

Office Hours and Other Campus Resources

Professor Caldwell's office hours: CH 3050, M & F 9:30-10am, 12-1 and 2-3, or by appt.
Professor Caldwell's email: mcaldwell@eiu.edu

I am absolutely committed to your success in this course and at EIU more generally. I will hold regularly scheduled office hours every week. **You do not have to make an appointment to come to my regularly scheduled hours:** please just come by. If you are not able to come to my office during these hours because of another commitment (for example, another class conflicts with my office hours), please email me or talk to me after class about making an appointment. I'm happy to help you at any stage in the writing process—whether you are just beginning, are refining your thesis, or completely lost.

Information for 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](tel:217-581-6583).

Other Resources

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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

The Writing Center

You are always welcome to meet with me during office hours to discuss any writing issues. However, I also encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open 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, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

Classroom Expectations, Absences, and Tardiness

The classroom is meant to be a place of focused, engaged thought and productive discussion. **Please do all readings and assignments and bring your text to class. I expect habitual, thoughtful participation in the daily activities of class.** In order to help you achieve this goal, please silence cell phones or set them to vibrate and put them away. If you choose to use a laptop computer for taking notes during class, please stay on task and do not surf the internet, chat with friends, etc. while in class. Distracting the class from its work is disrespectful to everybody in the room. The first time I catch you texting or chatting or doing other kinds of distracting or irrelevant behaviors, you will receive a warning; the second time you will be asked to leave the classroom and I will count you absent for the day. If you eat or drink in class, please do so discreetly.

You must attend class in order to participate; **if you are absent more than 4 times during the semester, your final grade will be lowered by 1/3 a letter grade for each additional absence** (so, for example, 5 absences will make a final grade of a B- a C+). If there is a reason why you must be absent from class, please discuss this necessity with me so that we can make sure you do not fall behind in the class. **For every two significant tardies (over 5 minutes), you will receive an absence.** If you do not have a completed draft on a workshop day, I will mark you absent. If you make a habit of leaving your text or work at home, I will count you absent. In addition, all of these acts will lower your participation grade as well. It is possible to fail this course due to poor attendance.

Academic Integrity and Plagiarism

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>). The English Department's policy on plagiarism states the following:

“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 Office of Student Standards.”

To put this another way: plagiarism absolutely will not be tolerated in this class. If you plagiarize you will fail the assignment and the course. Plagiarists will be reported to the Office of Student Standards and will fail the course. If you are confused about plagiarism at any point in the semester, it is your responsibility to ask me about it before you turn in an assignment.

Assignments, Grade Distribution, and Scale

If you miss a class, make sure to ask another class member for the day's assignments. All assignments are due at the beginning of class on the day indicated. Late assignments will rarely be accepted unless permission has been granted in advance. Please follow standard academic conventions regarding formatting:

- All essays should be typed, double-spaced, 1-inch margins and in 12-point Times New Roman font (or an equivalent).
- Each essay should include a single-spaced heading with your name, date, and the course number.
- Each essay should include an original, thought-provoking title.
- Each essay should be turned in with all draft and workshop materials.
- All summaries, paraphrases, or quotations of any outside sources **MUST** be documented using an appropriate documentation style (e.g. MLA, APA, etc.)
- Unless otherwise noted, you will turn in all formal essay assignment via D2L Dropbox

Late work will not be accepted; however, you are allowed to turn in one paper up to 24 hours late during the course of the semester without any penalty. You may choose to do this if you find that you require an extension, in the case of an emergency, or in the case that you forgot your paper at home. Just beware that once you've used it, every other late paper will be counted off a full letter grade for each day it comes in late after the first day, which is automatically deducted as a full day. So, if a paper is due on Monday at 3:00 p.m. and you turn it in at 5:00 p.m., the highest grade you can receive is a B; if you turn it in on Tuesday at 3 p.m., the highest grade you can receive is a C, etc. After 4 days, late paper will receive a grade of 0. I highly encourage you to turn in all work because numerically it is much easier to recover from an F than it is to recover from a 0.

Major Composition Assignments	Page Requirement
1. Op-ed Writing Assignment	2-4 pages
2. Website Evaluation Essay	3 pages
3. I-Search Essay with Abstract	6-8 pages
4. Civic Proposal with Prospectus	7-10 pages
5. Advocacy Advertisement and Presentation	1 page + presentation
6. Cover Letter	1 page
7. Writing Portfolio	varies

Written assignments will be returned via D2L Dropbox with my written feedback. It is to your advantage to read my feedback so that you can learn strategies to improve your writing over the course of the semester. You are always welcome to discuss your grade or my comments on your paper with me during office hours. All grades will be recorded in the Gradebook on D2L.

Grade Distribution

Assignment	Weight	Final Grading Scale	
Op-ed Writing Assignment	10%	90-100	A
Website Evaluation Essay	10%	80-89	B
I-Search Essay with Abstract	10%	70-79	C
Civic Proposal with Prospectus	15%	60-69	D
Advocacy Advertisement and Presentation	10%	Below 60	F
Cover Letter	10%		
Writing Portfolio	25%		
Active class participation and preparedness	10%		

The Electronic Writing Portfolio (EWP)

The Electronic Writing Portfolio, or EWP as it is more commonly known, is a university requirement for all students. All students must submit three writing samples by the end of their senior year in order to graduate. According to the EWP website, these writing samples can come from any class, but they “must be at least 750 words in length and written in Standard English.” They must also be “a coherent writing sample that connects ideas within and between paragraphs.” Since you will be writing many papers in ENG 1001G and ENG1002G, it is a good idea to choose your best work from these classes and to submit it. For more information, see <http://www.eiu.edu/assess/ewpmain.php>.

**Enrollment in this course constitutes your agreement to the state of affairs outlined in this course policy and in the schedule of readings below. **

Course Calendar (subject to adjustment as needed)

Date	What we do during class	What you must do at home in preparation for this class
M 8/21	Course Introduction	Pick up books from TRS
W 8/23	Syllabus quiz. In-class diagnostic essay.	Carefully read syllabus. Read “What Do You Do with a B.A. in History” in <i>Writing Arguments</i> , p. 435-441.
I. Introduction to Argument: Framing and Supporting Your Argument		
F 8/25	What is an argument?	Read <i>Writing Arguments</i> (hereafter <i>WA</i>), chapter 1.
M 8/28	How to identify an issue create an argument	Read <i>WA</i> , chapter 3; read “Learning By Degrees,” in <i>WA</i> p. 433-34.
W 8/30	Reading arguments	Read <i>WA</i> , chapter 2 and p. 442-458
F 9/2	Developing your own response	Write a response to readings on higher education
M 9/4	LABOR DAY HOLIDAY—NO CLASS	
W 9/6	Discuss Op-Ed Assignment	Read <i>WA</i> , chapter 16 and 17; find an editorial of interest to you.
F 9/8	Developing a logical structure for your argument; discuss claim types	Read <i>WA</i> , chapter 4 and 10
M 9/11	Using evidence effectively	Read <i>WA</i> , chapter 5, 16 and 17
W 9/13	In-class work on drafting Op-Ed Assignment	Find evidence for your Op-Ed Assignment
F 9/15	Workshop Op-Ed Assignment	Complete full draft of Op-Ed Assignment
II. Logos, Pathos, and Visual Arguments		
M 9/18	Discuss Logos and Pathos as argumentative strategies	Read <i>WA</i> , chapter 6; revise and turn in Op-Ed Assignment
W 9/20	Elements of Visual Argument	Read <i>WA</i> , chapter 9; bring an example of a visual argument to class to share with your group
F 9/22	In-class work analyzing Visual Arguments	Each group should bring an example of a visual argument and be prepared to present to class
M 9/25	Evaluating Websites; introduction to Website Evaluation Essay	Read <i>WA</i> , chapter 15; bring an example of a visual argument to class to share with your group
W 9/27	In-class work on Website analysis	Each group should bring an example of a visual argument and be prepared to present to class
F 9/29	In-class work on drafting Website Evaluation Essay	Choose a website to evaluate for your Website Evaluation Essay
M 10/2	Workshop Website Evaluation Essay	Complete draft of Website Evaluation Essay
III. Research as Discovery		
W 10/4	Introduce I-Search Essay	Revise and submit Website Evaluation Essay

F 10/6	Understanding and dealing with opposing viewpoints	Read <i>WA</i> , chapter 7
M 10/9	In-class work on topic development	Do preliminary research to identify your topic
W 10/11	In-class work on abstract	Abstract due by midnight on Wednesday 10/11
F 10/13	FALL BREAK—NO CLASS	
M 10/16	Library Workshop Day—Meet at Booth Library for Library workshop	Independent brainstorming on a topic of your choice
W 10/18	In-class work evaluating sources	Collect a list of sources you will read for your paper and begin reading them; write an abstract for I-Search Essay
F 10/20	Work on formulating different claim types; Analyzing and incorporating quantitative data	Write a brief summary and evaluation of 3 sources, at least one source must include quantitative data related to your topic.
M 10/23	Continued in-class work on drafting	Continue work gathering sources and
W 10/25	Workshop I-Search Essay	Write full draft of I-Search Essay
IV. Writing Civic Arguments		
F 10/27	What is a “civic argument”? Introduce Civic Proposal Essay	Revise and turn in I-Search Essay Read <i>WA</i> , chapter 14, p. 306-321 and 326-330
M 10/30	Library Workshop Day	Develop a preliminary list of sources
W 11/1	In-class work on argumentative strategies	Begin developing prospectus for Civic Proposal Paper
F 11/3	Presentation of issue, solutions, and audience objections to group	Prospectus due
M 11/6	Conferences	
W 11/8	Conferences	
F 11/10	Workshop draft of proposal arguments	
M 11/13	Examine Advocacy Advertisements; brainstorm ways to turn academic paper into a popular medium	Civic Proposal due; review chapter 9 Create a list of key data from your civic proposal; identify two images that would help illustrate your proposal and bring them to class.
W 11/15	In-class work on Advocacy Advertisement development	
F 11/17	Workshop Advocacy Advertisement	
M 11/20- F 11/24	THANKSGIVING BREAK—NO CLASS	

M 11/27	Class presentations	Write assigned assessment of Advocacy Advertisement
W 11/29	Class presentations	Write assigned assessment of Advocacy Advertisement
F 12/1	Class presentations	Write assigned assessment of Advocacy Advertisement
V. Making Arguments for Yourself		
M 12/4	Creating arguments in the workplace: reading a job description and strategies for writing a cover letter.	Update, revise, or write your resume. Find a job ad you would (and could) respond to.
W 12/6	Workshop cover letter	Write a cover letter
F 12/8	In-class evaluation of cover letters and course evaluations	Bring revised cover letter to class.
Writing Portfolio due by December 14th		