

Fall 8-15-2018

## ENG 1002G-002: College Composition II

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## ENG 1002: College Composition II

Fall 2018; MWF 2:00-2:50 pm; CH 3160, 3210

Instructor: Ms. Courtney Walton

Office: 3861 Coleman Hall

Office hours: MWF 12:00-2:00 and by appointment

Email: cbwalton@eiu.edu

### Required Texts:

- *Writer/Designer: A Guide to Making Multimodal Projects*, 2<sup>nd</sup> ed. Palmquist
- *Writing Arguments: A Rhetoric with Readings*, 10<sup>th</sup> ed. Pearson
- *The Little Seagull Handbook with Exercises*, 3<sup>rd</sup> ed.
- *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11<sup>th</sup> ed. Bedford/St. Martin's
- Handouts will be distributed throughout the semester

### Course Description

College Composition II: Argument & Critical Inquiry 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)

### Learning Objectives

By the end of the course, students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents (WCR, CT, RC-1, RC-2)
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, WCR-6, WCR-7, CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, RC-1, RC-2)
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6, QR-4)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR7, CT-4, RC-2)
- Use data and create graphical elements in their writing (QR-2, QR-3, QR-4, QR-5, QR-6, RC-2)
- 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 (WCR 1-7)
- Present work in Edited American English (WCR-4)

### Course Requirements

Because this class is discussion based, you will be asked to contribute to discussions daily. We will regularly do small group work, whole group work, and in-class activities, so come engaged and ready to learn. You will be expected to not only participate, but to also be respectful of others including me when they are talking. This includes active listening, remaining engaged, and note taking when necessary. This

is also a composition course, so be prepared to write daily. The only way to get better at writing or anything is to practice!

SIX larger writing assignments are also required for this course including several smaller assignments. It is crucial to complete all of the SIX larger writing assignments in order to pass this class with a good grade.

Be prepared for the following assignments:

- Active participation in class discussions
- In-class writing activities
- Completion of assigned readings
- Reading quizzes
- Small group work
- Rhetorical Analysis Essay
- Personal Essay
- Infographic Essay
- Proposal Essay
- Argumentative Essay
- Course Evaluation Essay

### **Revision Policy**

You will have the opportunity to revise any larger writing assignment you turn in for this class. You will have one week from the day the paper is turned back to you to revise. You will have suggestions of areas to improve on in your original paper, and you are free to meet with me for clarification or for additional help on your paper.

### **Grading Policy**

The grades for this class will be based on a standard grading scale:

100-90%= A

89-80%= B

79-70%= C

69-60%=D

59% and lower=F

### **Grading Breakdown**

<i>Participation/Shorter Assignments</i>	<i>310 points</i>
Peer Review (10@10)	100 points (10%)
Argumentative Essay presentation	60 points (6%)
Discussion (Participation), in-class writing, quizzes, group work	150 points (15%)

<b><i>Major Writing Assignments</i></b>	<b><i>690 points</i></b>
Rhetorical Analysis Essay (3-4 pages)	100 points (10%)
Personal Essay (4-5 pages)	150 points (15%)
Infographic Essay (2-3 pages)	75 points (7.5%)
Proposal Essay (3-4 pages)	100 points (10%)
Argumentative Essay (6-8 pages)	200 points (20%)
Course Evaluation Essay (2-3 pages)	65 points (6.5 %)

### **Attendance Policy**

Students are expected to attend every class meeting. Only absences due to circumstances that can be documented on paper (illness, university event, accident report, etc.) will be excused. **After three absences, a student's grade drops a half a grade (5%) for each additional absence.** Students will also not be able to make up any participation or in-class work points earned during your absence if it is unexcused.

Students are expected to be on time to class. Do not disrupt the class if you happen to be late. If you are over 10 minutes late to class with no prior notification, you will be marked absent. \

### **Make-Up and Late Work Policies**

You will only be allowed to make-up in-class work if you have an excused absence. Unexcused absences will not permit one to make-up work. It is your responsibility to ask a classmate or me about what you missed in class.

Late assignments will be deducted a full letter grade (10%) for each day (not class period) it is late. After three days, I will not accept the assignment.

### **Class Conduct**

Sleeping, disruptive conversations, cellphones, laptops, tablets, or other electronics will not be allowed during class time. **The presence of any of the things listed above will result in a deduction your attendance points. Disrespectful behaviors will not be tolerated, and you will asked to leave immediately if I witness these behaviors.**

### **Using the Writing Center**

I 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, and documenting your papers. To schedule an appointment, you can drop by the center or call 581-5929.

### **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>). Violations will be reported to the Office of Student Standards.

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 University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

**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](http://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 go to 9th Street Hall, Room 1302.

## ENG 1001 Course Syllabus

All deadlines and readings are tentative

WA= *A Rhetoric with Readings*

LS= *The Little Seagull Handbook with Exercises*

WD= *Writer/Designer: A Guide to Making Multimodal Projects*

CI= *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument*

#=Handouts will be distributed throughout the semester

### Week 1

#### **Mon. 8/20**

Introduction activity: Student Bingo

First day survey

#### **Wed. 8/22**

Course Policies and Syllabus

#### **Introduction to Rhetorical Analysis**

**HW:** CI: Chapter 5 (p.181-192); Bring book on Friday!

#### **Fri. 8/24**

Review book readings

Read and analyze “Violent Media Is Good for Kids”

Introduction to Ethos, Pathos, Logos

**HW:** # “Doing a Rhetorical Analysis of a Text”; Finish in-class writing

### Week 2

#### **Mon. 8/27**

Analysis of Elie Wiesel’s “The Perils of Indifference”

Parenthetical Citations

#### **Wed. 8/29**

“Hobby Master’s” Commercial Analysis

**HW:** LS: “Literary Analyses” (W-11)

#### **Fri. 8/31**

Read “The Space Shuttle Challenger Address,” Dr. Martin Luther King Jr.’s “I Have a Dream,” President George W. Bush’s “9/11 Address to the Nation,” or JFK’s “Ich bin in Berliner.”

**HW:** (If not done in class) Annotate speeches for literal and figurative meaning as well as rhetorical devices; identify the speech’s subject, purpose, author, context, and tone; write a 5-8 sentence summary of the speech, and include at least three rhetorical devices on poster with explanation.

### Week 3

Mon. 9/3

**Labor Day---No Class**

Wed. 9/5

*New York Times* activity: argument, claims and evidence, analyze rhetorical devices

**HW:** Find article for Rhetorical Analysis

Fri. 9/7

Examples of rhetorical analyses

Annotate articles

Draft day!

**HW:** Work on rough draft

### Week 4

Mon. 9/10

“Working Together: Analyze a Writing Situation” activity

Draft/Conference Day

**HW:** Complete rough draft

Wed. 9/12

Spotlight peer review

Assignment: Peer review two classmates’ essays (if not spotlighted)

**HW:** Essay due

Fri. 9/14

**Rhetorical Analysis due**

In-class reflective writing

**Introduction to Personal Essay**

**HW:** CI: “Critical Reading: Getting Deeper into Arguments” (Chapter 3)

### Week 5

Mon. 9/17

Elements of persuasion

Read Maya Angelou’s “Graduation”

Wed. 9/19

Ethos, Pathos, Logos

Sample personal essays

**Fri. 9/21**

Outline/Brainstorm for personal essay

Introduction, Body paragraphs, Conclusions

**HW:** Work on rough draft

### Week 6

**Mon. 9/24**

Draft day!

**HW:** Work on rough draft

**Wed. 9/26**

Conferences

**Fri. 9/28**

Peer review of rough drafts (using a genre approach)

Work on revisions for personal essay

**HW:** Personal Essay final draft

### Week 7

**Mon. 10/1**

**Personal Essay Due**

In-class reflective writing

**Introduction to proposals**

Sample proposals

**HW:** LS: “Arguments” (Chapter 7) & “Proposals” (Chapter 12); WA: “Proposal Arguments” (Chapter 14)

**Wed. 10/3**

Discuss Readings

**Assign Proposal Argument**

**HW:** WA: “Digital Demands: The Challenges of Constant Connectivity: An Interview with Sherry Turkle,” “Diagnosing the Digital Revolution: Why It’s So Hard to Tell if It’s Really Changing Us,” or “The Tethered Generation”

**Fri. 10/5**

Sample proposal argument

Rebuttal



**HW:** Think about proposal topics; **WA:** “Using Evidence Effectively” (Chapter 5) and “Incorporating Sources into Your Own Argument” (Chapter 16); #“Why legalizing organ sales would help to save lives”

### Week 8

**Mon. 10/8**

Drafting/Brainstorming

**Wed. 10/10**

Conferences

**Fri. 10/12**

**Fall Break**

### Week 9

**Mon. 10/15**

Peer editing

Reflection activity on essay

**HW:** **WA:** “Analyzing Visual Arguments (Chapter 9)

**Wed. 10/17**

**Proposal Due**

Introduction to Multimodals

Mini-Lesson on design tools (canva, piktochart, etc)

**HW:** **WD:** “What are Multimodal Projects?” (Chapter 1)

**Fri. 10/19**

Group work analysis

**Visual Argument Assignment**

**HW:** **WD:** “Analyzing Multimodal Projects” (Chapter 2)

### Week 10

**Mon. 10/22**

**Visual Argument Presentation**

**Wed. 10/24**

Visual Design Workshop for Infographic

**Fri. 10/26**

Visual Design Workshop for Infographic

## Week 11

**Mon. 10/29**

Read around peer review

### **Self-Assessment**

In-class mid-term (reflection)

**HW:** Finish Visual Argument Essay

**Wed. 10/31**

**Analyzing Visual Argument Due**

**Introduction to Argument essay**

**Fri. 11/2**

Trip to library

Presentation on how to use the library's database

## Week 12

**Mon. 11/5**

**Assign Argument Essay**

Brainstorming

Finding valid sources

**HW:** WA: "Using Evidence Effectively" (Chapter 5)

**Wed. 11/7**

Example of good and bad argument essays

**Fri. 11/9**

Research day

Writing an introduction

**HW:** Finish introduction and thesis

LS: "Developing Paragraphs" (W-4)

## Week 13

**Mon. 11/12**

Peer edit: Introduction and thesis statement

In-class work day

**Wed. 11/14**

In-class work day

**HW:** Email draft of essay

**Fri. 11/16**

Conferences

**Week 14**

**Mon. 11/19 – Fri. 11/23**

**Thanksgiving Break – No Classes**

**Week 15**

**Mon. 11/26**

Conferences

**HW:** Finish essay

**Wed. 11/28**

Argumentative Research Essay rough draft due

Peer review of rough drafts

HW: LS: “Giving Presentations” (W-6)

**Fri. 11/30**

Presentations

**Week 16**

**Mon. 12/3**

Presentations

HW: LS: “How to Write a Reflection Paragraph” (W-13)

**Wed. 12/5**

Work on Reflection essay

**Fri. 12/8**

Work on Reflection essay

Journal Write

**Week 17**

**Mon. 12/11 – Fri. 12/15**

Finals Week

Teacher Course Reflection survey

**Final Course Evaluation Essay final draft due**