

Fall 8-15-2018

ENG 1002G-003: College Composition II

Kelly Pierce
Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2018



Part of the [English Language and Literature Commons](#)

Recommended Citation

Pierce, Kelly, "ENG 1002G-003: College Composition II" (2018). *Fall 2018*. 34.
https://thekeep.eiu.edu/english_syllabi_fall2018/34

This Article is brought to you for free and open access by the 2018 at The Keep. It has been accepted for inclusion in Fall 2018 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1002: College Composition II
Fall 2018; MWF 10:00-10:50 am; Coleman Hall 3210

Instructor: Ms. Kelly Pierce
Office: 2110 Coleman Hall
Office hours: MWF 11:00-12:00 pm
TR 12:30-1:30 pm
or by appointment
Email: kpierce@eiu.edu

Required Texts:

- *Writing Arguments: A Rhetoric with Readings* 10th ed. Ramage, Bean, & Johnson
- *Perspectives on Contemporary Issues: Reading Across the Disciplines*. Ackley
- *Writer/Designer: A Guide to Making Multimodal Projects*. Arola
- *The Little Seagull Handbook*. Bullock, Brody, & Weinberg
- Handouts will be distributed and put on D2L throughout the semester

Catalogue 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 (3-0-3, WC)

Course Description: In 2016 the Oxford Dictionaries named “post-truth” the word of the year. This course interrogates the concept and practices of argument in an era where infotainment and “alternative facts” abound. Students will study the arguments of others and form their own that engage with societal issues, debates, and problems at both the local and national levels. Course assignments and readings will allow students to write in different genres, develop various multimodal composition skills, question best practices for civic engagement, and understand the importance of digital literacy and ethically responsible argument.

Course Objectives: After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. 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.
7. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Course Requirements

This course consists of in-class writing assignments, class discussions, small group work, peer review sessions, out-of-class writing and designing assignments of varying length, and presentations. Your grade will be based on a score that factors in points for all of these assignments and activities. This means that beyond your writing assignments you will be expected to actively participate in class discussions and also use active-listening skills when you are not talking. You CANNOT be on your phone or any social media during class time. This will result in zero participation points for the day.

Revision Policy

You will have the opportunity to revise the five major writing assignments you turn in for this class. The dates for revisions are on the syllabus and cannot be turned in after that date. To raise your grade, your revisions must go beyond fixing sentence-level errors.

In-Class Work/Participation (350pts):

Daily work – includes in-class activities, writing, peer response, informal group work, and informal presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – includes attendance, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Formal Writing/Design Assignments/Essays & Presentations (1000pts):

Analyzing & Forming Argument in Different Media & Genres (400pts total) – Students will analyze various arguments and compose their own in print and visual media. Assignments include:

- **Argument Analysis Essay** (composition mode: linguistic, 2-3pgs/500-750 words; 100pts)
- **Proposal Argument** (composition mode: linguistic, 2-3 pgs/500-750 words; 100pts)
- **Visual Argument/Infographic** (composition mode: linguistic, aural & visual, 2-3 pgs/500-750 words; 100pts)
- **Writer Skill Inventory/Growth Assessment** (composition mode: linguistic, 2-3 pages/500-750 words; 100pts)

Argument Research Project – Semester-Long Project (600pts) – Students will engage in a debate concerning contemporary social issues/policy. The result of this semester long inquiry will be a:

- **Topic Submission List** (composition mode: linguistic, 25-100 words; completion grade)
- **Annotated Bibliography** (composition mode: linguistic, 3-5pgs/750-1500 words; 100pts)
- **Literature Review:** this paper synthesizes the research from the Annotated Bibliography and will act as an early portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
- **Rebuttal Paper:** this paper counters claims made by the opposition and will act as a later portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
- **Formal (MLA) Argument Research Paper:** this argument-based essay will synthesize research to take a stance on a controversial issue (composition mode: linguistic & visual, 7-10pgs/1750-2500 words; 200pts)
- **Multimodal Class Presentation:** this will provide an overview of the research project (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Writing/Design Process & Reflection (400pts):

Peer Editing & Conferences (200pts) – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before each major assignment is due and participation in these is expected. (Composition mode: aural and linguistic, length will vary depending on feedback required, but should result in a minimum of 1500 words)

Artist Reflections (200pts) – Students are required to write artist statements reflecting on each writing assignment, including how they have implemented the feedback given in prior assignments. (Composition mode: linguistic, length will vary depending on required feedback but should result in a minimum of 1250words)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University’s General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

| | |
|---|----------------|
| Formal Writing Assignments/Essays: | 1000 pts |
| Writing Process/Supporting Assessments: | 400 pts |
| <u>In-Class Work/Participation:</u> | <u>350 pts</u> |
| Total Points Possible: | 1750pts |

| | |
|----|-------------|
| A | = 90% -100% |
| B | = 80% - 89% |
| C | = 70% - 79% |
| NC | = 0% - 69% |

Attendance Policy

You are permitted three (3) unexcused absences. After three absences, only documented absences (doctor’s note, university/sports event, accident report, etc.) will be excused. Subsequent unexcused absences will result in a 50-point overall grade deduction for each class session you miss.

I also expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are more than 10 minutes late to class with no prior notification, you will be marked absent.

Make-Up and Late Work Policies

Make-up work will only be provided for excused absences. It is your responsibility to check what work you missed via D2L. Assignments will automatically be deducted 10% for each day (not class period) that it is late. After one week, I will no longer accept the assignment.

Class Conduct

Inattentiveness due to use of cell phones/laptops/tablets, sleeping, disruptive conversations, etc. will result in participation point deductions. Please put your phones away when you come to class! Disrespectful behaviors will not be tolerated, and you will be asked to leave class immediately if your classmates or I witness these behaviors.

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. If you believe that a specific instance in your work might be considered plagiarism, please consult me prior to turning in the final draft.

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."

Using the Writing Center

I encourage all students 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 developing your in-text citations and works cited page to avoid plagiarism. To schedule an appointment, you can visit the center during their posted hours or call 581-5929.

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) 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.

English 1002 Course Schedule
Argument in the Era of Infotainment & Alternative Facts

Unit I. Understanding & Analyzing Arguments

Week #1

M 8/20– Course Introduction & Overview / The Features of Argument / Analyzing Arguments

W 8/22– Understanding Arguments & Claims

Prepared Reading: *Writing Arguments*, Ch 3, Ch 4, & Ch 10; *Perspectives* Ch 1

F 8/24– Understanding Arguments & Claims / Analyzing Arguments

Prepared Reading: “Structuring an Argument,” *Perspectives* p. 81-84; “Diagnosing the Digital Revolution,” *Writing Arguments* p. 523-526; *Seagull* p. 43-48

Week #2

M 8/27– Analyzing Arguments / Recognizing Fallacies

Prepared Reading: *Writing Arguments*, Ch 6, Ch 7, Ch 8 & Appendix “Informal Fallacies”

W 8/29– MLA Citation Basics / Workshop for Argument Analysis

Reading for Argument Analysis: Choose ONE of the following, “Do Videos Kill,” “Hip-Hop’s Betrayal of Black Women,” or “The Worst is Yet to Come,” *Perspectives*, p. 214-228

F 8/31– Proposal Arguments / Engaging with Local-Community Arguments

Prepared Reading: *Writing Arguments*, Ch 14; *Seagull* p. 66-69

Assignment Due: Argument Analysis

Unit II. Argument as a Means to Solve Local Problem

Week #3

M 9/3 – NO CLASS

W 9/5 – Evaluating Sources / Research Time

Prepared Reading: *Seagull* p. 102-105; “Narrowing Focus & Selecting Topics” *Perspectives*, p. 77-80

Sample Proposal Argument: “The Tethered Generation,” *Writing Arguments*, p. 478-482

Assignment Due: Preferred Topics for Final Argument Research Paper

F 9/7 – Understanding Ideological Bias & the Echo Chamber

Prepared Reading: Articles assigned Wednesday

Revision Due: Argument Analysis

Week #4

M 9/10 – Using Research Effectively / The STAR Criteria / Workshop for Proposal Argument

Prepared Reading: *Writing Arguments*, Ch 5 & Ch 16; *Seagull* p. 90-102

Sample Proposal Arguments: “All Kids Should Take ‘Poverty 101,’” *Perspectives*, p. 341-343; “Why Companies Aren’t Getting the Employees They Need,” *Perspectives*, p. 510-514

W 9/12 – Citing Sources / MLA-Avoiding Plagiarism / Workshop for Proposal Argument Essay
Prepared Reading: *Writing Arguments*, Ch 17; *Seagull* p. 107-118
Sample Proposal Argument: “ Why Legalizing Organ Sales Would Help Save Lives”
Perspectives, p. 451-455

F 9/14 – Effective Peer Review & Revision Strategies / Peer Editing / Understanding Genre
Complete Rough Draft of Proposal Argument Due

Week #5

M 9/17 – Multimodal Composition / Crafting Visual Arguments
Prepared Reading: *Writer/Designer*, Ch 1; *Writing Arguments*, Ch 9; “Revising,”
Perspectives, p. 34-48
Assignment Due: Proposal Argument

W 9/19 –Analyzing Visual Arguments
Prepared Reading: “Infographic Design” Canva

F 9/21 –Visual Design Workshop for Infographic
Prepared Reading: *Writer/Designer*, Ch 2
Potential Copy/Text & Images/Visuals for Infographic Must Be in Class

Week #6

M 9/24 – Summary Writing / Workshop for Annotated Bibliography
Prepared Reading: *Perspectives*, Ch 3 & Ch 7; *Seagull* p. 74-78
Assignment Due: Infographic Due
Revision Due: Proposal Argument

W 9/26 – Summary Writing / Workshop for Annotated Bibliography
Prepared Reading: *Seagull* p. 83-88
Example of Summary Writing: Review/Re-Read *Perspectives*, p. 8-13
Must Have Sources for Research Paper in Class for Workshop & Check

F 9/28 – Peer Editing / Revising / Writing a Literature Review
Prepared Reading: *Perspectives*, Ch 2
Complete Rough Draft of Annotated Bibliography Due

Unit III. The Role of Argument in Civil Engagement at the National Level

Week #7

M 10/1 – Synthesis Writing / Workshop Literature Review
Prepared Reading: *Perspectives*, Ch 6; *Seagull* p. 105-107
Assignment Due: Annotated Bibliography Due

W 10/3 – Crafting Effective Transitions / Workshop Literature Review
Sample Argument Essay with Classic Structure: “Getting Real with Reality TV,”
Perspectives, p. 272-276

F 10/5 – Workshop Time for Literature Review
Sample Essay with Literature Review: “The Absent Fathers & Damaged Dads on ABC’s
Lost,” (D2L, note literature review runs from p. 430-435)

Week #8

M 10/8 – Peer Editing / Revision & Conferencing
Completed Rough Draft of Literature Review Due

W 10/10 – Critiquing & Using Numeric Data

Prepared Reading: *Writing Arguments*, Ch 9

Sample Essay with Numeric Data: “Where Have the Good Men Gone?” *Writing Arguments*, p. 491-494

Assignment Due: Literature Review

F 10/12 – NO CLASS

Week #9

M 10/15 – Countering Claims / Effective Debate Practices

Prepared Reading: Review/Re-Read *Writing Arguments*, Ch 7;

Sample Essay with Strong Rebuttal Techniques: “The Myth of Mean Girls,” *Perspectives*, p. 103-105; “Social Connections,” *Perspectives*, p. 423-425

W 10/17 – Refuting the Opposition / Argument in the Age of Social Media

Sample Essay with Strong Rebuttal Techniques: “Race in America,” *Perspectives*, p. 385-387

Revision Due: Literature Review

F 10/19 – Debate Techniques / Workshop Rebuttal Essay

Week #10

M 10/22 – Refining Language & Writing Skills / Workshop Rebuttal Paper

Sample Argument Essay: “The Age of the Selfie,” *Writing Arguments*, p. 533

W 10/24 – Captions as Arguments / Workshop Rebuttal Paper

Prepared Reading: *Writing Argument*, Ch 7

F 10/26 – Peer Editing / Revision & Conferencing

Complete Rough Draft of Rebuttal Paper Due

Week #11

M 10/29 – Crafting Effective Introductions

Sample Argument Essays (Compare Various Introduction Types – Context vs. Anecdote): “You Can Go Home Again,” *Writing Arguments*, p. 495-497, “Critical Thinking,” *Perspectives*, p. 317-319, “Who Does the Talking Here,” *Perspectives*, p. 356-358,

Assignment Due: Rebuttal Paper

W 10/31 – Crafting Effective Conclusions

Prepared Reading & Task: Select any three essays from our texts (*Writing Arguments* and/or *Perspectives*) that appeal to you, read them and attend to their different conclusion styles (and, if applicable, the ways in which they tie back to their introductions). Type & print your observations for class discussion and/or submission.

T 11/2 – Memes as Cultural Arguments / Workshop for Argument Research Paper

Week #12

M 11/5 – Political Cartoons as Cultural Arguments / Workshop for Argument Research Paper
Revision Due: Rebuttal Essay

W 11/7 – Arguments in Careers
Prepared Reading: Articles assigned Monday

F 11/9 – Workshop for Argument Research Paper

IV. Giving Voice & Visibility to Arguments

Week #13

M 11/12 – Peer Edit / Revision & Conferencing / Oral vs. Print Arguments
Rough Draft of Argument Research Paper Due

W 11/14 – Crafting Effective Presentation Materials / Final Workshop for Research Essay
Prepared Reading: *Seagull* p. 37-42; “Crafting Presentations,” Hicks (D2L)

M 11/16 – Workshop for Presentations
Assignment Due: Argument Research Paper

[Thanksgiving Break – No Classes]

Week #14

M 11/26 – Research Panel
Prepared Reading & Task: Read two online articles that are published during this week. Type a ½ page reflection for each that connects these articles to the material we’ve covered this semester (e.g. how do they conform or not to the argument features we’ve studied, how do they reflect our discussions of ethical research practices & ideological bias, etc.). Print these reflections and have them present in class on 12/3.

W 11/28 – Research Panel Presentations
Revision Due: Argument Research Paper

F 11/30 – Research Panel Presentations

Week #15

M 12/3 – Research Panel Presentations
Online Article Reflections Due

W 12/5 – Research Panel Presentations

F 12/7 – Research Panel Presentations / Farwell Activities / Evaluations
Assignment Due: Writing Skill Inventory/Growth Assessment

Final Exam Week / End of Semester

Please note: This schedule is subject to change at the instructor’s discretion. Students will be notified of any updates or changes via D2L.