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ENG 1002G-004: College Composition II

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ENG 1002G-004 Course Policy
College Composition II: Argument & Critical Inquiry
12-12:50 pm MWF 3150 Coleman Hall

Dr. Tim N. Taylor
Office: 3785 Coleman Hall
Office Hours: MF 9-10 am, 11 am-Noon & W 9-10 am or by appointment
Email: tntaylor@eiu.edu

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”

-Ralph Wahlstrom, *The Tao of Writing*

“Having to say something is a very different matter from having something to say.”

-John Dewey, *How We Think*

Texts

- *Writing Arguments*, 10 ed.
- *The Little Seagull Handbook*, 3rd ed.
- Handouts distributed throughout the semester either in paper copy or via D2L

Materials

Writing instruments, paper, two two-pocket folders, a good college dictionary, a typewriter or computer, and other appropriate supplies

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

Class consists of in-class writing activities, discussions of assigned readings, required conferences, directed journals, and reading quizzes. There will be six major writing assignments. I also have a participation grade, so active and constructive participation in class and group work can make a positive influence on your overall grade.

Hard work, discipline, a growth mindset, active learning, and constructive class participation are keys to success in this writing course.

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them "boring" or "too hard," (2) believing that you have something worthwhile to say, and (3) expressing it after you've thought, pondered, and explored beyond the surface.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity).

I do not accept late work. You cannot turn in assignments after their deadlines. However, with the major writing assignments, it is in your best interest to submit something because students can revise every major writing assignment.

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a class about writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

Notes on Professionalism & Document Specifications

Unless otherwise indicated, **class work must be typed.** If an assignment isn't typed, I will not accept it. When you submit the major writing assignments and portfolios, they will be

submitted in a two-pocket folder that holds all pre-writing, outlines, and drafts. Writing assignments demand Adobe Caslon Pro 12 point, Times New Roman 12 point, or Minion Pro 12 point with double-spacing and one-inch margins unless otherwise indicated.

For any assignment you turn in for this class, all that's needed at the top of the paper is your name. After your name, provide a title for the document, and then the paper should start.

Directed Journals

Unless otherwise indicated, all journals should be a full page or more. I will direct journals for this class related to readings, concepts, and other possible topics. Journals should demonstrate an accurate reading and/or display an appropriate response. Journals should also demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness).

Revision of the Major Writing Assignments

Students have the opportunity to revise the first four major writing assignments to improve their grades. Time allotted for revision is approximately one week from the day they are ready to be passed back in class. I expect deep revision, not just surface editing.

Extra Credit Opportunities—Grammar Investigator

In general, I abhor the concept of extra credit. However, because sound proofreading and editing is an important part of the writing process, you can get extra credit points for being a grammar (crime scene) investigator. Grammatical, proofreading, and editing mistakes are out there in the world—on websites, on menus, on professors' handouts, on flyers, on advertisements. However, students' papers are not an option for this activity/journal.

When you find a proofreading/editing mistake, you can either do a brief presentation or a short journal about it. Once you have found a grammatical or proofreading glitch, take a photo of it, bring it to class, or embed it in your journal. If you want to do a presentation, simply let me know before class. If you'd rather write a brief journal, just turn it in to me.

For either a presentation or a short journal, here's how it should be structured:

- Introduce the mistake and where it came from (its source)
- Explain why it is a mistake—what's the problem?
- Explain what the writer needs to do to correct the mistake—how should it really be?

Each time you successfully act as a Grammar Investigator, you earn 5 extra credit points. During the course of the semester, a student can earn a maximum of 50 extra credit points, which means you can act as a Grammar Investigator 10 times.

Class Conduct

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

Guidelines to follow in any college course:

- Come to class on time and stay the entire period.
- Bring texts, paper, and writing utensils.
- When we discuss a reading or writing assignment, have the materials in front of you.
- When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
- Have opinions and ideas and support your opinions and ideas with details and examples.
- Play well with others by respecting others' opinions and being open to them.
- Actively help your peers in collaborative activities like peer review and small group work.
- When working in a group, stay on assigned tasks.
- Do not carry on side conversations with other students when the instructor or a student has the floor during class.
- General rudeness and disrespect is not tolerated.
- Cell phones need to be turned off and put away, so text messaging and use of social media is not tolerated.
- No profanity.
- No sleeping. If you do, I will ask you to leave.
- Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such "Absent This Friday" or "Question about Revision" or "Availability for a Meeting?"
- Begin with a formal address, such as "Dr. Taylor:" or "Dear Dr. Taylor:"
- Use a respectful tone
- Provide questions or information in an succinct manner

- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See page 5 of my course policy.”

Academic integrity

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.

A Social Contract of Honesty

In this class, there is a social contract between the instructors and students that the work submitted will be the students’ own documents, not someone else’s work. To put it simply, do your own writing.

Academic Honesty and Plagiarism

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

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) the information is located.

For further clarification, here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else’s work or ideas as one’s own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source.

- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

Using the Writing Center

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

The Writing Center is open to work with 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. The center is not a proofreading or editing or remedial service, however. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer.

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. Consulting sessions last anywhere from 10 to 45 minutes.

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.

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.

Composition of the Overall Grade

All assignments and point totals are tentative.
Numbers in parentheses note minimum page count.

Participation		100 (10%)
Discussion, in-class writing, class citizenship, small group work, and informal presentations		
Quizzes		To-Be-Determined
Writing Process Grade		50 (5%)
10 points available for each peer review session, 5 peer review sessions		
Journals		200 (20%)
Journal of Introduction (1)	10	
Directed Journals (1) (7 @ 10 pts. each)	70	
Prospectus (3)	60	
Proposal Cover Letter (2)	50	
Feedback Memo (1)	10	
 Major Writing Assignments		 650 (65%)
SWO Paper (4)	100	
Analyzing an Issue Paper (5)	100	
Causal Argument Paper (4)	100	
Civic Proposal (5)	150	
Op-Ed Paper with Infographic (2)	100	
Reflective Paper (2)	100	

1000 points + TBD

Grading Scale for Formal Documents:

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

Overall Grading Scale:

A, B, C, No Credit

ENG 1002G-004 Syllabus Fall 2018

All assignments and due dates are tentative

WA = *Writing Arguments*

LS = *The Little Seagull Handbook*

= Handout

M 8/20	Introductions and Introduction to the Course What is Argument?
W 8/22	Ch. 1 & 2 WA Intro of the SWO Paper Course Policy Quiz due Journal of Introduction due
F 8/24	Ch. 3 & 4 WA
M 8/27	Ch. 5 & 6 WA Directed Journal due—Reflecting on the Rhetorical Appeals
W 8/29	Ch. 7 & 8 WA
F 8/31	Hardin's "Lifeboat Ethics" & Carson's "The Obligation to Endure" (542-53 WA)
M 9/3	Labor Day—No Class
W 9/5	Wilson's "Apocalypse Now" & Sanger's "The Morality of Birth Control" (554-60)
F 9/7	Directed Journal due—Analyzing an Argument How to Integrate Sources Effectively In-class conferences <i>Preparing for Peer Review</i>
M 9/10	<i>Peer Review</i>
W 9/12	Ch. 15 & 17 WA Intro of Analyzing an Issue Paper SWO Paper due
F 9/14	Ch. 10 WA
M 9/17	Ch. 11 WA Directed Journal due—Analyzing the issues related to the argument of Knopf or the <i>LA Times</i>
W 9/19	Ch. 13 WA
9/20-21	Conferences in my office, 3785 Coleman
M 9/24	Research Day
W 9/26	<i>Peer Review</i>
F 9/28	Intro of Causal Argument Paper Analyzing an Issue Paper due

M 10/1 Ch. 12 WA
 W 10/3 Ch. 12 WA
Directed Journal due—Analysis of Fallows’s “Papa, Don’t Text: The Perils of Distracted Parenting”
 F 10/5 Ch. 12 WA

 M 10/8 W-5 (30-36) LS
 W 10/10 Showing Causality via Visuals
 Mid-term feedback forms
 F 10/12 Fall Break—No Class

 M 10/15 *Peer Review*
 W 10/17 Intro of Civic Proposal
Causal Argument Paper due
 F 10/19 Ch. 14 WA

 M 10/22 Ch. 14 WA
Directed Journal due—Analyzing Johnson’s Argument
 W 10/24 Ch. 14 WA
Directed Journal due—Analyzing “The Six-Legged Meat of the Future”
 F 10/26 Ch. 14 WA

 M 10/29 The Logic and Logistics of a Cover Letter
Prospectus due
 10/30-11/1 Conferences
 F 11/2 Research Day

 M 11/5 Review W-5 (30-36) LS
 In-Class Conferences
 W 11/7 Research Day
 F 11/9 *Peer Review*

 M 11/12 In-class work
 W 11/14 Intro of Op-Ed with Infographic Paper
 Intro of Reflective Paper
Civic Proposal due
 F 11/16 Harlan’s “Deconstructing Digital Natives” (527-29), “Help Teens Erase Their Web Indiscretions” (529-30), and “Nielsen’s “An Internet ‘Eraser’ Would Hurt, Not Help Oregon Teens” (530-1) WA

Thanksgiving Break

- M 11/26 Mead's "Learning by Degrees" (433-34 WA), Windeburg's "Lip Service Useless for Millenials" (490-91), Hymowitz's "Where Have the Good Men Gone?," and Tushnet's "You *Can* Go Home Again" (495-97) WA
- W 11/28 Zavodny's "Auauthorized Immigrant Arrivals..." (463-65), Habeeb and Leven's "Immigration, America's Advantage" (469-71), Kavanaugh's "Amnesty?," and "Border Crisis in Texas" (474-75) WA
- F 11/30 **Directed Journal due**—Learning from the Op-Eds
Comp Day
- M 12/3 *Peer Review*
- W 12/5 **Op-Ed with Infographic Paper due**
- F 12/7 In-class conferences
- Final W 12/12 12:30:—**Reflective Paper & Feedback Memo due**