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ENG 1002G-608: College Composition II

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ENG 1002G-608 Course Syllabus
College Composition II: Argument & Critical Inquiry
Spring 2021

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“A course in argumentation is a place where students can learn the tools to critically examine ideas and where they can learn to construct their own arguments in support of their position or in defense of what they believe.”

– Rottenberg & Winchell

Texts

- Ackley, *Perspectives on Contemporary Issues*
- Rottenberg & Winchell, *Elements of Argument*
- Other articles, videos, notes, and readings that will be provided to you

Materials

A working computer with internet access and your texts

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. You will gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.

Student Learning Objectives & Goals

By the end of the semester, students should 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 class consists of discussions of assigned readings, optional conferences, small and large writing assignments, peer review/directed discussions, reflection journals, and reading quizzes. I also have a participation grade, so active and constructive participation 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.

Weekly Procedures & D2L Navigation

This course is fully online, so we will not be meeting synchronously at any point. Online classes can be challenging, especially for those who have difficulty managing their time or staying motivated. My best advice to give you is that you need to regularly get onto the course page and make sure you are not missing anything.

The course schedule can be found in multiple places: this document which will be linked in a D2L and also by module in our course page. Week 1 is module 1, week 2 is module 2, and so forth. Every assignment, both reading, writing, and speaking, that is due in any given week, will be laid out in the module.

To start the class, you should not go straight to the week 1 module, but to the introduction module instead. Once you have completed those tasks, you can move on to the first module. Everything will be due either in the afternoons or evenings and will be spread out over the course of the week. Dropboxes, discussion boards, and class handouts will always be linked to the weekly module in which they are assigned and due, but the reading quizzes you will have to find under the assessment tab.

I will post frequent news updates regarding the course. Those will be posted on the main course page under the news section. The news section does not have a tab, it appears on the first page you see after logging into our course. If you have any questions about any assignments, due dates, news postings, or anything else, please feel free to email me.

Discussion Board Guidelines

Because this course is fully online and we are not meeting synchronously, the quality of the content you post to your peers is very important. Simply responding to other posts with one or two sentences with comments lacking substance will get you the same number of points as if you were to not post at all. Essentially, posting just to post will not get you by.

Aside from the introduction discussion boards and the peer review, no post you make should be under 100 words. More specific word requirements, if there are any, will be posted directly to the board. To ensure you are reaching the requirements, you can type your posts in Word first

and then copy and paste them into the board. You must always respond to at least five other posts.

When responding to your peers, do not simply agree with everything they say for the sake of being nice. Nobody learns anything when others aren't sharing their views and opinions.

Peer Review

For the major essays/writing assignments, we will conduct a peer review. This will involve you reading a number of your peer's essays and then providing them feedback for improvement. The questions you must answer and the things you must look for in their essays will always be posted to the board in which the peer review will take place. In order for the peer review to be beneficial, you need to give valuable feedback for improvement. Do not be afraid of being "mean." If you respond in a kind, mature manner, there should be nothing remotely mean about you trying to help them improve.

Your Instructor

If you need any additional guidance, whether it be over material covered in this course or an issue or concern with your grade, please feel free to talk to me. Even a short meeting to go over a paper or clarify something confusing in class can greatly impact your grade, performance, and motivation. You can email me to set up an appointment during a time that works best for you.

Participation, Late Work Policy, and Expectations

As this class is online, you cannot be graded on attendance. I will, however, grade you on participation. When there is a discussion post of any kind, I will be evaluating the effort you put forth both in your own posts and in your responses to others.

I do not accept late work. You cannot turn in assignments or make posts after their deadlines. If you have an excused "absence," such as needing to quarantine in a location with no internet access, being too sick to work, or having some kind of emergency, you need to contact me and keep me updated. Once you are well again, we will set up a schedule for you to turn in the things you have missed. I will not, under any circumstances, rearrange other things for you. If you have to catch up on things you missed, you will need to do so while also working on whatever is due at that time. If you simply forgot about an assignment or fell asleep while working on it and woke up after the deadline, I will not accept your work or your excuse. Only students who are ill or have worked out something else with me ahead of time will be allowed to submit work at a different time. If there is an emergency, you need to let me know what you will be unable to turn in **before** it is considered late.

Illness Guidelines

Should you feel ill, have a fever, or any upper respiratory symptoms, it is recommended that you do not attend class. While you are home, whether it be to quarantine or just until you are better, you should try to keep up with schoolwork and continue to turn in your assignments on time. If you think you may have COVID, are experiencing any symptoms, or were around someone who tested positive, you should contact Health Services and get instructions from them on what you should do.

Notes on Document Specifications

All class work must be typed and submitted to the appropriate Dropbox in D2L. If an assignment isn't typed, it will not be accepted. The assignments will be due on the date noted at the top of the writing assignment sheet and on the syllabus.

Writing assignments must be typed in Times New Roman, 12 pt. font, and double-spaced. There should not be unnecessary spaces between paragraphs or between your title and your first paragraph. Any page requirement or other specifications will always be found on the writing assignment sheet. To meet the page requirement, you must have at least one sentence on that page. For example, an essay with the requirement of at least four pages needs to have something that is not the works cited page on the fourth page. Any essay that does not meet the requirements on the assignment sheet will not get a passing grade.

For any assignment you turn in for this class, all that's needed at the top of the paper is your name and the date. After your name, provide a title for the document (this should be centered), and then the paper should start. Be sure that you submit your documents to the Dropbox saved as a document. I cannot open anything written using pages or anything else that is not Microsoft Word. If you do not have Microsoft Word or access to it, save your work as a pdf and submit it that way.

Conferences

Throughout the course there will be optional conferences. You can choose to set up a conference at any point during the writing process after an essay has been assigned. The conferences will differ from any other kind of meeting you could request because they are for the sole purpose of assisting you with the essay you are writing. We can spend the conference on whatever you believe you need the most help on. If you need help with grammar, revision, your introduction or conclusion, finding credible sources, incorporating sources, or anything else that has to do with you being successful in a particular assignment, we can work on that during conferences.

To set up a conference, you simply need to email me and let me know that you would like to have one. You need to tell me in the email what it is you are struggling with, what times you are available to meet virtually, and attach the most current working draft.

Revision Policy

Students have the opportunity to revise the major writing assignments to improve their grades. Time allotted for revision is approximately one week from the day they are graded. I expect deep revision, not just surface editing.

Class Conduct

My classroom community demands good manners, respect for diverse backgrounds and opinions, and equal opportunity for everyone who wants to share his or her perspective. I expect students to act in a mature and respectful manner.

Guidelines to follow in any college course:

- 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
- When working in a group, stay on assigned tasks
- General rudeness and disrespect is not tolerated
- No profanity

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

Email Policy

Depending on the career you choose after graduation, emails might be your main source of professional communication. The policy below is designed to teach you how to communicate professionally and effectively.

You are welcome to email me when you have a concern, question, or must miss my class. You must email me respectfully and appropriately or I will not respond to you. Put a brief subject in the subject line. If you have a question, simply putting “Assignment Question” in the subject line is appropriate. Begin your email by addressing me as Sam or Samantha. The body of the email should also be brief, but not rude. You want to get to the point in emails and not spend entire paragraphs discussing the weather or making unnecessary pleasantries. I won’t read anything excessively long or disrespectful. You must end your email with something along the lines of, “Thank you, your name.”

Furthermore, if you want a response at all, you need to email me at the address listed at the top of this syllabus, which is my panthermail address. I do not use D2L email and therefore do not check it. I will always respond to your email within 24 hours.

Academic Honesty and Plagiarism

The official EIU English Department statement on plagiarism says: “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.”

Plagiarism is very serious and will be treated as such. We will discuss, in detail, what this means and how to avoid it. There will be no excuse for this conduct and, if I find any form of plagiarism, I will take necessary action.

Using the Writing Center

Writing Center consultants provide one-on-one conferences with students from any discipline over the entire writing process. The Writing Center is an incredibly useful resource. The 30-minute sessions offer feedback and guidance about works both in progress and completed. They

do not edit student papers—if you take advantage of this service, be prepared to be actively involved in bettering your paper.

The Writing Center is “open” Monday-Thursday 9am-3pm and 6pm-9pm. On Friday it is open from 9am-1pm. They are currently not conducting face-to-face sessions with students so to make an appointment please visit their page on the EIU website or go to their Facebook and click the “book now” button.

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, or go to McAfee 1301.

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

Grading Breakdown

(the assignments and the totality of their points, while unlikely to change, are subject to change)

| | |
|---|------------|
| Quizzes (TBD) | TBD |
| Reflection Journals (4) | 40 |
| Writing Process Grade 10 points available for each peer review session, 3 peer review sessions | 30 |
| Participation/Discussions (20) | 200 |
| Major Writing Assignments (4) Rhetorical Analysis Causal Argument Civic Proposal Self-Assessment Narrative | 450 |

Small Writing Assignments

TBD

720 points + TBD

Grading Scale for Formal Documents:

100-90% = A

89-80 = B

79-70 = C

Overall Grading Scale:

A, B, C, No Credit

ENG 1002-608 Course Calendar Spring 2021

All assignments and due dates are **tentative**

EoA = *Elements of Argument*

PC = *Perspectives on Contemporary Issues*

= Course handout

YC = Your choice

DB = Discussion Board

WA = Writing Assignment

Unit 1, Understanding Argument, Rhetorical Analysis

Week 1:

M 1/11 Read Course Policy Document and **complete the Introduction DB's**
W 1/12 Watch the Argument Overview Video
TH 1/14 Finish EoA Ch. 1, #Instructor Notes, & #Additional Information
DB Parts I and II due
F 1/15 **Responses due**

Week 2:

M 1/18 **MLK Day, No Class**
T 1/19 Read notes & assignment sheet of WA 1, Rhetorical Analysis;
Watch RA video
TH 1/21 **WA 1 topic DB due**
F 1/22 Watch Writing Overview video

Week 3:

M 1/25 Read #Recitatif by Toni Morrison

W 1/27 **Recitatif DB due**
F 1/29 **Responses due**

Week 4:

M 2/1 **Completed Rhetorical Analysis draft due to Peer Review DB**
T 2/2 **Wellness Day, No Class**
W 2/3 **Peer Review to two classmates due**
Sa 2/6 **Rhetorical Analysis due to Dropbox**

Unit 2, Classical Argument, Group Assignment

Week 5:

M 2/8 Read notes & assignment sheet of small writing assignment 1, Group Argument;
Get into group DB and read instructions
TH 2/11 **Send argument topic via email for approval**
Create and share group Google Doc
Read accompanying chapter in EoA or PC and **post in DB**
F 2/12 **Lincoln's Birthday—No Class**

Week 6: Group Work Week

Week 7:

M 2/22 Work with group members to finish presentation
T 2/23 **Post presentations in DB**
W 2/24 **Wellness Day—No Class**
F 2/26 **Responses due to Presentation DB**

Unit 3, Midterm & Extended Inquiry Causal Argument Series

Week 8:

M 3/1 Read Midterm Reflection assignment sheet;
Read notes and assignment sheet for WA 2, Causal Argument
Watch video
TH 3/4 **Midterm Reflection assignment due to Dropbox**
F 3/5 Post topic in DB

Week 9:

M 3/8 Post in CA DB
Read Extended Inquiry 1: Summary and Genre Analysis assignment sheet;
Watch Extended Inquiry Series video
W 3/10 Post in video DB
F 3/12 Responses due in video DB;

Week 10:

M 3/15 Extended Inquiry 1 due to DB;
Read Extended Inquiry 2: Source Analysis assignment sheet
TH 3/18 Personal Wellness Day—No Classes
Sa 3/20 Extended Inquiry 2 due

Week 11:

M 3/22 Read Extended Inquiry 3: Research Synthesis assignment sheet
W 3/24 Extended Inquiry 2 due to Dropbox;
Post rough draft in Peer Review DB
F 3/26 Peer Review of 2 classmates due

Unit 4, Civic Proposal

Week 12:

M 3/29 Extended Inquiry Causal Argument due to Dropbox
Reflection due to Dropbox
TH 3/30 Watch Civic Proposal video;
Read Civic Proposal assignment sheet

Week 13:

M 4/5 Post topic in DB
T 4/6 Respond to topics
W 4/7 Personal Wellness Day—No Classes

Week 14:

W 4/14 Civic Proposal Cover Letter due for review
Sa 4/17 Advocacy Ad due for review

Week 15:

M 4/19 Post completed draft of entire project into Peer Review DB
W 4/21 Respond to two classmates
Su 4/25 Final Project due

Unit 5, Reflection

Week 16:

M 4/26 Read assignment sheet for Self-Assessment reflection assignment;
Watch Reflection video
F 4/30 Self-Assessment due to Dropbox