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Fall 8-15-2021

### ENG 1002G-003: College Composition II

Betzy Elifrits Warren

*Eastern Illinois University*

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#### Recommended Citation

Elifrits Warren, Betzy, "ENG 1002G-003: College Composition II" (2021). *Fall 2021*. 41.  
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**Fall 2021 ENG 1002G-003: College Composition II**  
**Coleman Hall 3150 MWF 12:00-12:50 p.m.**  
**Course Policies and Syllabus**

**Instructor:** Rev. Betzy Elifrits Warren

**Office:** 3037 Coleman Hall/EIU Wesley Foundation (2202 4<sup>th</sup> St.)

**Office Hours:** Tuesday and Friday, 1:30-2:30 p.m. (available for in-person and Zoom meetings)

**Contact:** [bcelifritswarren@eiu.edu](mailto:bcelifritswarren@eiu.edu); (865) 335-1626 (cell)

**Required Materials**

*Everything's an Argument with Readings*, 8<sup>th</sup> ed.

*The Little DK Handbook*, 3<sup>rd</sup> ed.

Portable electronic device with wi-fi

**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.

**Course 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 Policies**

**Attendance and Participation**

Success in this course requires effort both in and out of the classroom. This means you must do homework and participate in class. We are a community, learning together, so your presence is needed! *In-class activities and assignments count as 25% of your final grade.* These assignments cannot always be completed as make-up work, so attending class is the best way to secure as many of these points as possible. When you are absent, you are responsible for acquiring the information you missed, and you must contact me regarding arrangements for turning in any assignment(s) you missed. *If you are not feeling well, please let me know you will be absent and do not attend class! Missing classes because you're not well will not damage your grade!*

**Masks must be worn at all times during in-person class meetings.** Please note the following details from EIU's COVID Policies: "EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. All students, regardless of vaccination status, are required to wear face coverings during class. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in

all situations. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences..."

### Homework

Homework assignments are listed below. Complete your homework **before** class begins. Questions about assignments should be asked with plenty of time prior to the next class meeting for me to respond. Do not plan to complete homework assignments during class!

### Changes to the Course Policies and Syllabus

You are expected to know and understand the content of any changes or additions to this syllabus and to abide by any policy changes. If you have questions at any time about the information contained here, please contact me. Changes may occur to *both* policies and assignments.

### Turning in Work/Late Work

**Written assignments are due on D2L at noon on the dates stated below.** Written work should be typed, double-spaced, in 10- or 11-point type, formatted with 1-inch margins. Turning in late work is generally not acceptable, though some circumstances causing work to be turned in late may be understandable and excusable. All extraordinary circumstances regarding turning in work late must be discussed with me as early as possible. If you feel you deserve an exception for late work or for any class policy, you must take the initiative to request an exception.

### Grading

Final grades in this course are A, B, C, and NC (no credit). Grades on written assignments will be A, B, C, D, and F. Assignments receiving D and F grades will be given credit accordingly, but consistently earning low grades will result in loss of credit for this course. All major essays must be turned in, in order for you to receive credit for the course. A list of assignments and their weight related to the total semester grade appears below. *Remember that 25% of your grade is for preparation for and participation in class meetings. These are mostly "easy" points!*

### Essay Revisions

Writing is a process, so there is always room for improvement in our writing. To that end, you may be allowed to turn in revisions of major writing assignments.

### Guidelines for Conduct and Communication

Be respectful of others. Be responsible for yourself. Be professional in your work and conduct. Be on time. Be ready, willing, and able to focus on and participate in class. Leave your cell phone on silent (embrace the mystery of not knowing what's gone on in the 50 minutes you are in this class—you'll enjoy the respite from the craziness of this world!).

**Communication is very important.** It's in your best interest to let me know your questions and concerns, and to do so in a professional and respectful manner. While I may be able to respond to emails very quickly most of the time, I expect you to contact me with questions or concerns as early as possible, to give me a reasonable amount of time to respond and assist you. All email communication should be properly written, including a concise subject line; a reasonably formal address (you may address me by my first name...but please spell it correctly!); a succinct body, written with a respectful tone and organized clearly; and a closing that includes your name.

### **Academic Honesty and Plagiarism**

You will develop the skills to succeed in this class and to express yourself through written argumentation only by doing your own work. Using other people's ideas without giving them credit is generally referred to as plagiarism. This includes but is not limited to, cutting and pasting material directly from sources such as websites and blogs, without proper documentation of the source; using essays written by others, such as from an internet paper mill; and using others' previously printed ideas with just a few words changed, without giving proper credit to the source. Plagiarism in this class will be dealt with in accordance with the English department and EIU's policies. Penalties include, but are not limited to, receiving a grade of F for the assignment(s) plagiarized and receiving a grade of No Credit for the course. Instances of plagiarism will be reported to the Office of Student Accountability and Support.

Here is the official statement on plagiarism from 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 Accountability and Support. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

### **EIU Writing Center**

I encourage you to use the Writing Center. This free resource provides individual conferences with consultants who can help with brainstorming, organizing, developing support, documenting, and revising papers. The Writing Center is available to help any student from any major at any stage of their 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, use the Writing Center widget on D2L, call (217) 581-5929, or visit Coleman Hall 3110. In-person and online appointments are available this semester.

### **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 Accountability and Support.

### **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. Visit McAfee 1210 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, 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.

### **Electronic Writing Portfolio**

Students may submit essays from English 1002 for their Electronic Writing Portfolio. Submissions must be at least 750 words (excluding works cited), and may not be fiction, poetry, or drama. Fall 2021 submissions are due by December 17. Visit <https://www.eiu.edu/bgs/ewp.php> for more information regarding the Electronic Writing Portfolio and how to submit essays for it.

### Course Assignments and Grade Scale

#### Class Participation and Preparation Grades: 25%

- *In-Class Activities (10%)*: This includes class discussions and other in-class activities.
- *Peer Reviews (5%)*: Each student will complete online peer reviews of other students' rough drafts for 5 of the major writing assignments.
- *Journals/Reading Responses (7%)*: A written response will be due on D2L for some class sessions. See the course calendar for additional information.
- *In-Class Presentation (3%)*: You will present the main points of your op-ed with graphical element to the class in a 2- to 3-minute presentation. You will also complete response forms for your classmates' presentations.

#### Major Writing Assignments: 75%

- 1-page **Proposals** for 5 of the major writing assignments (1% each; 5% total)
- **Rough Draft** of 5 major writing assignments for peer review (1% each; 5% total)
- **Rhetorical Analysis Essay** (3-4 pages) (10%)
- **Definition Argument Essay** (4-6 pages) (10%)
- **Evaluation Argument Essay** (4-6 pages) (10%)
- **Causal Argument Essay** (4-6 pages) (10%)
- **Op-Ed with Graphical Element** (2-3 pages) (10%)
- **Annotated Bibliography** (3-4 pages) (10%)
- **Final Reflection Paper** (2-3 pages) (5%)

Below is the grading rubric developed by EIU's English Department, which will be used for grading the 5 argumentative essays in this class.

#### Guidelines for Evaluating Writing Assignments in EIU's English Department

	A	B	C	D	F
<b>Focus</b>	Has clearly stated main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
<b>Organization</b>	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
<b>Development</b>	Supports main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately

<b>Style &amp; Awareness of Audience</b>	Word choices show consideration of purpose and audience; uses thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
<b>Mechanics</b>	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation, and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation, and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation, and/or spelling errors that make reading very difficult; documentation style poorly used
<b>Process</b>	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

**Grading Scale:**

*For Assignments:*

90-100%=A                      80-89%=B                      70-79%=C                      60-69%=D                      ↓60%=F

*Final Course Grades:* A, B, C, No Credit

**Course Calendar**

*EA* refers to *Everything's an Argument*; *DK* refers to *The Little DK Handbook*

**NOTE: All written assignments are due on D2L by noon on their due date, unless otherwise noted. Assignments should not be completed during class!**

**AUGUST**

**MON 8/23:** Introduction to ENG 1002

*Due on 8/25:*

- Read *EA* chapter 1, "Understanding Arguments & Reading Them Critically," pp. 3-31
- Complete Student Information Survey (use this link or find it on D2L):  
<https://forms.office.com/Pages/ResponsePage.aspx?id=ReVqYbZd7UiWUXMnA7lFukccgqeNw0tIs5jVDdycEMRUQzlxOFEzWk0wQkZYNjcwOE1BSE03RjM2NC4u>
- Journal of Introduction (due in D2L Dropbox by noon)

**WED 8/25:** Introduction to Argumentation, Different Kinds of Arguments

- ✓ **DUE TODAY:** Journal of Introduction on D2L by noon

*Due on 8/27:*

- Read *EA* chapter 6, "Rhetorical Analysis," pp. 97-130

**FRI 8/27:** Introduction to Rhetorical Analyses

- Introduction of Rhetorical Analysis Essay assignment

*Due on 8/30:*

- ❑ Read EA chapter 2, “Arguments Based on Emotion: Pathos,” pp. 32-44, and chapter 3, “Arguments Based on Character: Ethos,” pp. 46-56

**MON 8/30:** Pathos, Ethos, Logos

*Due on 9/1:*

- ❑ Rhetorical Analysis Essay Proposal (due on D2L by noon)
- ❑ Read EA chapter 4, “Arguments Based on Facts and Reason: Logos,” pp. 58-78
- ❑ Journal of Personal Context (due on D2L by noon)

**SEPTEMBER**

**WED 9/1:** Pathos, Ethos, Logos, continued

- ✓ **DUE TODAY:** Rhetorical Analysis Essay Proposal on D2L, Journal of Personal Context on D2L

*Due on 9/3:*

- ❑ Read EA chapter 5, “Fallacies of Argument,” pp. 79-95

**FRI 9/3:** Fallacies of Argument

*Due on 9/8:*

- ❑ Rhetorical Analysis Essay rough draft due in D2L Peer Review Discussion Forum

**A note about peer reviews:** For 5 of the major writing assignments, you will prepare a rough draft to be reviewed by 2 or 3 of your classmates, which must be uploaded to the appropriate discussion forum on D2L by noon on peer review day. You will find instructions for uploading it in the discussion forum. Peer Review days also require that you read 2 or 3 of your classmates’ rough drafts and give them comments in response. You should complete your reviews by noon the next class day (Monday/Wednesday/Friday). A list of questions to answer will be provided. You will receive credit separately for your rough draft and for your reviews. Peer reviews cannot be made up later; in the event that your group members do not turn in drafts to be reviewed, your grade will not be penalized.

**MON 9/6: No Classes:** Labor Day

**WED 9/8: No In-Person Class:** Peer review online

- ✓ **DUE TODAY:** Rough draft of Rhetorical Analysis Essay due in D2L discussion forum

**FRI 9/10: No Class:** Composition Day

- ✓ **DUE TODAY:** Peer reviews should be completed on D2L by noon

*Due on 9/13:*

- ❑ Final Draft of Rhetorical Analysis Essay
- ❑ Read EA, pp.24-31 and DK, pp. 105-107
- ❑ Listen to the *Throughline* podcast, “Who is NPR (For)?” episode, from June 10, 2021: <https://www.npr.org/player/embed/1004079815/1004981152>

**MON 9/13:** Audience Awareness

- ✓ **DUE TODAY:** Rhetorical Analysis Essay Final Draft on D2L

*Due on 9/15:*

- ❑ Read EA chapter 9, “Arguments of Definition,” pp. 197-223

**WED 9/15:** Introduction to Arguments of Definition

- 📖 Definition Argument Essay Introduced

*Due on 9/17:*

- Read EA pp. 554-565, “Redskins: Insult and Brand,” and pp. 567-575, “Playing with Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games”
- Write Reading Response #1: Write 1-2 pages answering ONE of the following questions:
  - “Redskins” article: What arguments is King making about the use of the term *redskin*? How does he use definitions to make his points? (adapted from p. 565, #1)
  - Video games article: The authors define their variables in the section “Content Variables.” What kind of definition do they provide for each of these variables? How do these definitions help develop their argument/conclusion? (p. 575, #3)

**FRI 9/17: Arguments of Definition, continued**

- ✓ **DUE TODAY:** Reading Response #1 (due on D2L by noon)

*Due on 9/20:*

- Definition Argument Essay Proposal
- Read EA pp. 620-33, “The Question of Cultural Appropriation”; pp. 731-38, “Safe Spaces, Brave Spaces”; and pp. 756-63, “Why a Moratorium on Microaggressions is Needed”
- Listen to “The Sum of Our Parts” on the *Code Switch* podcast, from May 18, 2021: <https://www.npr.org/player/embed/998037773/998037835>

**MON 9/20: More on Definition Arguments**

- ✓ **DUE TODAY:** Definition Argument Essay Proposal

*Due on 9/22:*

- Watch library videos posted on D2L
- Post on Library Discussion Thread

**WED 9/22: Class will meet at the library: Library Introduction**

- 📖 Introduction to Annotated Bibliography Assignment

*Due on 9/24:*

- Read EA chapter 18, “Finding Evidence,” pp. 438-450, and chapter 19, “Evaluating Sources,” pp. 454-462

**FRI 9/24: Finding Evidence and Evaluating Sources***Due on 9/27:*

- Definition Argument Essay rough draft

**MON 9/27: No in-person class: Peer Review online***Due on 9/29:*

- Read EA chapter 20, “Using Sources,” pp. 464-482
- Look over EA chapter 22, “Documenting Sources,” pp. 494-515
- Complete peer reviews

**WED 9/29: Using Sources and Documenting Sources**

- 📖 **DUE TODAY:** Peer Reviews

**OCTOBER****FRI 10/1: No Class: Composition Day***Due on 10/4:*

- Definition Argument Essay Final Draft
- Read EA chapter 13, “Style in Arguments,” pp. 321-345
- Look over DK pp. 234-260

**MON 10/4:** Style in Arguments, Proofreading and Grammar

- 📖 **DUE TODAY:** Definition Argument Essay Final Draft

*Due on 10/6:*

- Read EA chapter 10, “Evaluations,” pp. 224-254

**WED 10/6:** Introduction to Evaluation Arguments

- 📖 Evaluation Argument Essay Introduced

*Due on 10/8:*

- Read EA pp. 537-42, “With Disney’s *Moana*, Hollywood Almost Gets It Right: Indigenous People Weigh In”; pp. 708-711, “70 Percent of Employers Are Snooping Candidates’ Social Media Profiles” and “Creative Ways to Get Noticed by Employers on Social Media”; and pp. 713-717, “Congress Let Internet Providers ‘Spy On’ Your Underwear Purchases, Advocacy Group Says”
- Write Reading response #2: Write 1-2 pages on ONE of the following questions:
  - *For the article on Moana:* What criteria does the author use in her evaluation? What argument does she make, based on those criteria? (p. 542, #1)
  - *For the articles on employers and social media:* How do employers evaluate potential employees’ social media presence? What criteria might you use to evaluate potential employees’ social media? (OR, would you NOT consider social media of potential employees?)
  - *For the article on internet privacy:* Lauren Carroll of *PolitiFact* rates Fight for the Future’s tweet on this topic as mostly true. How does she arrive at this evaluation? Do you agree or disagree? Why?

**FRI 10/8:** Evaluation Arguments, continued

- ✓ **DUE TODAY:** Reading Response #2, Evaluation Argument Essay Proposal

*Due on 10/11:*

- Proposal for Evaluation Argument Essay
- Read EA pp. 544-545, “Shooting Guns: It’s Rather Fun, Actually”; “Are You Allowed to Criticize Simone Biles: A Decision Tree”: <https://www.mcsweeneys.net/articles/are-you-allowed-to-criticize-simone-biles-a-decision-tree>; and “Amazon Product Reviews” file on D2L—look in “Content” and “Evaluation Argument Unit” to find the file

**MON 10/11:** Evaluation Arguments, continued

*Due on 10/13:*

- Journal of Personal Progress

**WED 10/13: Conference Day**

You’ll sign up for a brief conference time, to be held during office hours and this class period.

*Due on 10/18:*

- Rough Draft of Evaluation Essay

**FRI 10/15: No Classes: Fall Break****MON 10/18: No in-person class: Peer Review Online**

- ✓ **DUE TODAY:** Rough Draft of Evaluation Argument Essay

*Due on 10/20:*

- Watch this video about confirmation bias: <https://www.facinghistory.org/resource-library/video/defining-confirmation-bias>
- Listen to this audio clip or read the transcript about confirmation bias: <https://www.npr.org/2015/12/21/460602085/digital-culture-critic-abandons-fake-on-the->

internet-column

- ❑ Read these two articles: “Alabama students throwing ‘COVID parties’ to see who gets infected: Officials” <https://abcnews.go.com/US/alabama-students-throwing-covid-parties-infected-officials/story?id=71552514> and “Did the Media Get Suckered by a Fake Story About College Kids Catching COVID on Purpose?” <https://futurism.com/neoscope/fake-story-college-kids-covid>

**WED 10/20:** Confirmation Bias

- ✓ **DUE TODAY:** Completed Peer Reviews

**FRI 10/22:** No Class: Composition Day*Due on 10/25:*

- ❑ Final draft of Evaluation Argument Essay
- ❑ Read EA chapter 21, “Plagiarism and Academic Integrity,” pp. 484-491

**MON 10/25:** Plagiarism and Academic Integrity, Writing Workshop

- ✓ **DUE TODAY:** Evaluation Argument Essay final draft

*Due on 10/27:*

- ❑ Read EA chapter 11, “Causal Arguments,” pp. 255-278

**WED 10/27:** Introduction to Causal Arguments

- 📖 Causal Argument Essay Introduced

*Due on 10/29:*

- ❑ Read EA pp. 634-646, “Hunger on Campus: The Challenge of Food Insecurity for College Students”; pp. 682-687, “The Careless Language of Sexual Violence”; and pp. 765-770, “Activist Athletes”
- ❑ Write Reading Response #3: Write 1-2 pages answering ONE of the following questions:
  - *Food insecurity article:* How is the term “food insecurity” defined in this report? What type of definition is given? Why is such a definition necessary for research? (p. 646, #2)
  - *Sexual violence article:* Roxane Gay argues for several causes of a permissive culture of sexual violence in American life. Since the #MeToo movement, do all of these causes remain part of the culture, or have things changed? Explain your answer.
  - *“Activist Athletes”:* This article discusses whether college athletes have the right to speak out or the responsibility to represent their college or university. Write about your perspective on this issue and what has caused you to have the opinion that you have. (p. 771, #5)

**FRI 10/29:** More on Causal Arguments

- ✓ **DUE TODAY:** Reading Response #3

*Due on 11/1:*

- ❑ Causal Argument Essay Proposal
- ❑ Read EA pp. 698-700, “Getting Personal about Cybersecurity,” and pp. 724-727 “How Privacy Became a Commodity for the Rich and Powerful”

**NOVEMBER****MON 11/1:** More on Causal Arguments

- ✓ **DUE TODAY:** Causal Argument Proposal

*Due on 11/3:*

- ❑ Read EA chapter 14, “Visual Rhetoric,” pp. 346-362, and chapter 16, “Multimodal Arguments,” pp. 381-402
- ❑ Discussion Forum post: Find an infographic that you think is interesting and post it in the “Visual Rhetoric and Infographics” discussion forum on D2L, with a paragraph (3-5

sentences) summarizing what the data in your infographic says and explaining why you think it's interesting. (This counts as an in-class activity.)

**WED 11/3: Visual Rhetoric and Multimodal Arguments**

- ✓ **DUE TODAY:** Discussion Thread Post

*Due on 11/5:*

- ❑ Read *EA* pp. 601-607, "How Do Your Eating Habits Differ from Your Grandparents'?" pp. 677-680, "English and Languages Other Than English in the United States"; and pp. 702-705, "Making a Visual Argument: The Issue of Privacy"
- ❑ Write Reading response #4: Write 1-2 pages answering ONE of the following questions:
  - *For the eating habits article:* Chapter 14 tells us that "writers can use visuals to create pathos, support ethos, and/or support logos. Which of these functions could this chart serve and why?" (p. 608, #3)
  - *For the languages article:* What arguments do you think these visuals are making and how do they make them? (Think about visual design elements, etc.) (p. 680, #3)
  - *For the privacy cartoons:* Choose one of these cartoons and write about what argument it makes and how it makes that argument (think about visual design elements, etc.).

**FRI 11/5: Infographics and Visual Rhetoric**

- ✓ **DUE TODAY:** Reading Response #4

*Due on 11/8:*

- ❑ Causal Argument Essay Rough Draft

**MON 11/8: No In-Person Class: Peer Review Online**

- ✓ **DUE TODAY:** Causal Argument Essay Rough Draft

*Due on 11/10:*

- ❑ Read *EA* chapter 15, "Presenting Arguments," pp. 363-380

**WED 11/10: Presenting Arguments**

- ✓ **DUE TODAY:** Completed peer reviews

**FRI 11/12: No Class: Composition Day**

*Due on 11/15:*

- ❑ Final Draft of Causal Argument Essay
- ❑ Read *EA* pp. 615-617, "I Still Don't Understand the Cultural Appropriation of Food," and read about what an op-ed is and how to write one by visiting this website: <https://commskit.duke.edu/writing-media/writing-effective-op-eds/>

**MON 11/15: Introduction to Op-Eds**

- ✓ **DUE TODAY:** Causal Argument Final Draft
- 📖 Introduction to Op-Ed with Graphical Assignment

*Due on 11/17:*

- ❑ Read these two op-eds From the *Daily Eastern News*: "Country music helped me unlearn certain biases": <https://www.dailyeasternnews.com/2021/07/20/column-country-music-helped-me-unlearn-certain-biases> and "The body positivity movement is focused on the wrong things": <https://www.dailyeasternnews.com/2021/07/21/column-the-body-positivity-movement-is-focused-on-the-wrong-things/>
- ❑ Reading Response #5: Choose one of these two pieces and write 1-2 pages with your response to the arguments, evidence, and style used.

**WED 11/17: Op-Eds, continued**

- ✓ **DUE TODAY:** Reading Response #5

*Due on 11/19:*

- Op-Ed with Graphical Element Proposal
- Read EA chapter 17, "Academic Arguments," pp. 405-418

**FRI 11/19:** Academic Arguments, In-Class Presentation Information

*Due on 11/29:*

- Op-Ed with Graphical Element Rough Draft

**Monday, November 22-Friday, November 26: No Classes: Thanksgiving Break**

**MON 11/29: No In-Person Class: Peer Review Online**

- ✓ **DUE TODAY:** Op-Ed Rough Draft

## **DECEMBER**

**WED 12/1: No Class: Composition Day**

- ✓ **DUE TODAY:** Completed peer reviews

*Due on 12/3:*

- Op-Ed Final Draft

**FRI 12/3: In-Class Presentation Preparation**

- ✓ **DUE TODAY:** Op-ed with Graphical Element final draft

*Due on 12/6:*

- In-Class Presentations (as assigned)

**MON 12/6: In-Class Presentations**

**WED 12/8: In-Class Presentations**

**FRI 12/10: Last day of Class: In-Class Presentations, Final Thoughts**

- ✓ **DUE TODAY:** Annotated Bibliography
- Final Reflection Essay assignment introduced

**WED 12/15 Final Exam period: 12:30-2:30 p.m.**

Final Reflection Essay and any revisions or other assignments allowed must be turned in on D2L or via email by 2:30 p.m.