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ENG 1002G-002: College Composition II

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**1002G-002—College Composition II:
Argument & Critical Inquiry (3 Credits)
Fall 2019**

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Office CH 3572
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TTH 11am-12:15pm
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“We believe that language—taken broadly—provides the most powerful means of understanding and shaping the world. We know that arguments seldom if ever have only two sides: rather, they present a dizzying array of perspectives.”

Andrea Lunsford et al.

Texts

Lunsford et al., *Everything's an Argument*, 7th ed.
Ackley, *Perspectives on Contemporary Issues*, 7th ed.
Bullock et al., *The Little Seagull Handbook*.

Course Focus

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.

Learning Objectives

- To **think critically** about multiple sides of issues.
- To **develop research skills** by exploring a variety of types of sources and analyzing those sources.
- To **identify the needs of specific audiences**.
- To **write rhetorically astute papers** in which careful diction, thoughtfully constructed sentences, and well-organized paragraphs develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, revision strategies for clarity and adequate development, and means for polishing and editing.
- To **develop skills in critical reading** to become a discerning reader and a discerning critic and editor of your own work and that of others.

Policies and General Information

- The English Department statement on plagiarism stipulates that 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 original work” (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned

essay and for the course, and to report the incident to the Judicial Affairs Office. See <http://www.eiu.edu/judicial/studentconductcode.php> for further information.

--Papers: **Papers are due in Dropbox on the dates and at the times noted. See Dropbox in D2L.** Late papers will be reduced a letter grade for each class day that they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity).

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by Ninth Street Hall, Room 2006, as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<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.

--Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

--Be prepared for class. You'll get more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

--If you begin missing multiple classes or assignments without communicating with me, I will make use of the EIU Early Alert System to help you get back on track. Your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. Use of this system does not mean that you are "in trouble"; it is a means to help you avoid trouble.

Requirements and Grades

1. To pass English 1002G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit, and will result in retaking the course. (An NC is not factored in to your GPA.) The prerequisite for the course is English 1001G.

2. Turning in work—you will turn in drafts, completed papers, and revisions in Dropbox in D2L. You will use **MLA Style** for Documentation. **For MLA Style guidelines**, see *The Little Seagull Handbook*, pp. 119-169, including a sample student paper, pp. 161-169.

Paper 1	10%
Paper 2	20%
Paper 3	25%

Final paper proposal and annotated bib.	05%
Final paper	25%
Revisions of papers, with revision reflections	15%
Total:	100

Grading: Some assignments may be graded with a **check mark system**, which will be weighted as follows: $\checkmark+$ = A, \checkmark = B, $\checkmark-$ = C. Anything lower will be an F.

Any **letter grades** will be assessed numerically as follows: A+ = 98, A = 95, A- = 92; B+ = 88, B = 85, B- = 82; C+ = 78, C = 75, C- = 72; and so on.

Assignments

Papers 1-3 will reflect topics covered in Units 1-3. Each of these papers will be **4-6 pages** in length. As you learn and improve your skills during the course of writing these papers, the percentage of your grade assigned to each increases. **Pre-writing assignments** and **rough drafts** will be **part of the completion** of these paper assignments and will be considered as part of the holistic grade for the paper.

Revisions are revised versions of the papers; they are accompanied by **Revision Reflections**, which are 2-3 paragraphs in which you reflect on the choices that you made as you revised each paper. See the assignment sheet for specific requirements.

The Final Paper proposal and annotated bibliography are meant to help you begin or refocus your research for your major paper, which stands in for your final exam in this course. For this assignment, you will propose a new topic or revise an old topic, selecting a new writing scenario for it, and begin to explore your thesis for the final paper, as well as provide an annotated bibliography that shows the research you have in progress. The **proposal** will be 1-2 pages long. The **annotated bibliography** will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper. You will use MLA Style for the bibliography entries.

The Final Paper will be 7-10 pages long, and it will be concerned with topics we have addressed during the course of our 3 units.

Important Reminders

Conferences: You may make an appointment to meet with me to discuss papers during my office hours or at other times as may be arranged.

Electronic Writing Portfolio (EWP): All students must submit a document from 1001G/1091G or 1002G/1092G as part of the requirements for their EWP. This is a University requirement for graduation. For more information, visit the following site:

<http://www.eiu.edu/~assess/ewpmain.php>

The Writing Center: Consider making use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing,

developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

Tentative Schedule

Unit 1: Ethos, Logos, and Pathos

T. Aug. 20—Introduction to course.

Read: Lunsford et al., Chs. 1-4.

Th. Aug. 22—Re: Lunsford et al., discuss ethos, pathos, and logos—in context with arguments to “convince and inform,” “to understand and explore,” “about the past,” “about the future,” and “in the present.” Consider “occasions for argument,” “kinds of argument,” as well as “appealing to audiences” and “exploring your assumptions.”

Read: Lunsford et al., Ch. 5.

T. Aug. 27—Re: Lunsford et al., discuss fallacies of argument. Discuss **Prompt 1**.

Homework: Prewriting work--bring to next class a list of three possible topics for Paper 1. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. Skim Lunsford et al., Chs. 18, 19, and 20 on finding and using sources. **Place this document in Dropbox by 9am Aug. 29.**

Th. Aug. 29—In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. **Pre-writing work:** bring to next class **Progress Report 1** on your research. It should include a summary (1-2 paragraphs of at least 3-5 sentences each) of your progress that discusses what you have done and what you have left to do, as well as a list of the sources you have consulted. **Place this document in Dropbox by 9am, Sept. 3.** Skim Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

T. Sept. 3—Discuss progress reports. Consider examples of argument papers.

Homework: Write the first draft of your paper for next class. Bring **three hard copies** to class, and **place one draft in Dropbox by 9am, Sept. 5.** See key goals for this draft in Dropbox.

Th. Sept. 5—**Peer Critique of Drafts.** We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.

Homework: Revise drafts; bring **three new hard copies** to class, and **place one draft in Dropbox by 9am, Sept. 10.** See key goals for this draft in Dropbox.

T. Sept. 10—**Peer Critique of Drafts.** We will consider your editing and proof-reading amendments.

Homework: Edited, polished Paper 1 is **due in Dropbox by 11am, Th. Sept. 12.**

Th. Sept. 12—In class: consider in Ackley, Peter Gibbon, “The End of Admiration...,” 247.
Read: Lunsford et al., Chs. 6 and 7.

Unit 2: Structuring Arguments

T. Sept. 17—Discuss Lunsford et al. on patterns of argument: induction, deduction, classical, Rogerian, invitational, and Toulminian.

Th. Sept. 19—**Paper 1 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. (See Revision Statement Instructions in Dropbox). **Revisions and Revision Statements for Paper 1 are due in Dropbox by 5pm, Th. Sept. 26.**
Read: Lunsford et al., Chs. 8 and 9.

T. Sept. 24—Discuss arguments of fact and definition. **Discuss Prompt 2.**
Homework: Prewriting work—bring to next class a list of three possible topics for Paper 2. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. **Place this document in Dropbox by 9am, Sept. 26.** Refer to Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

Th. Sept. 26—In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion. **Revisions and Revision Statements for Paper 1 are due in Dropbox by 5pm.**

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. **Pre-writing work**—bring to next class **Progress Report 2** on your research. It should include a summary (1-2 paragraphs, at least 3-5 sentences each) of your progress that discusses what you have done and what you have left to do, as well as a list of the sources you have consulted. **Place this document in Dropbox by 9am, Oct. 1.** Refer to Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

T. Oct. 1—Discuss research progress reports. Consider examples of argument papers.
Homework: Write the first draft of your paper for next class. Bring **three hard copies** to class and **place one draft in Dropbox by 9am, Oct. 3.** See key goals for this draft in Dropbox.

Th. Oct. 3—**Peer Critique of Drafts.** We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.
Homework: Revise drafts; bring **three new hard copies** to your group conference, and **place one draft in Dropbox by 9am, Oct. 8.** See key goals for this draft in Dropbox. **Sign up for group conferences.**

T. Oct. 8—**Group Conferences** over Paper 2.

Th. Oct. 10—**Group Conferences** over Paper 2.
Homework: Edited, polished Paper 2 is **due on Th. Oct. 17 by 5pm in Dropbox.**

T. Oct. 15—In class: consider in Ackley Diane Ravitch, “Critical Thinking? You Need Knowledge,” 317.

Th. Oct. 17—No class. **Place Paper 2 in Dropbox by 5pm.**

Read: Lunsford et al., Chs. 10 and 11.

Unit 3: Evaluations and Proposals

T. Oct. 22—Discuss writing evaluations and causal arguments.

Read: Lunsford et al., Ch. 12.

Th. Oct. 24—**Paper 2 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. **Revisions and Revision Statements for Paper 2 are due by 5pm in Dropbox on Th. Oct. 31.** Discuss writing proposals. Discuss **Prompt 3.**

Homework: Prewriting work--bring to next class a list of three possible topics for Paper 3. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. **Place this document in Dropbox by 9am, Oct. 29.**

Refer to Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Oct. 29—In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homework: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. **Prewriting work:** bring to next class **Progress Report 3** on your research. It should include a summary (1-2 paragraphs) of your progress that discusses what you have done and what you have left to do, as well as a list of the sources you have consulted. **Place this document in Dropbox by 9am on Oct. 31.** Refer to Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

Th. Oct. 31—**Revisions and Revision Statements for Paper 2 are due by 5pm in Dropbox.** (See Revision Statement Instructions in Dropbox.) Discuss progress reports. Consider examples of argument papers.

Homework: Write the first draft of your paper for next class. Bring **three hard copies** to class, and **place one draft in Dropbox by 9am, Nov. 5.** See key goals for this draft in Dropbox.

T. Nov. 5—**Peer Critique of Drafts.** We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.

Homework: Revise drafts; bring **three new hard copies** to class, and **place one draft in Dropbox by 9am, Nov. 7.** See key goals for this draft in Dropbox.

Th. Nov. 7—**Peer Critique of Drafts.** We will consider your editing and proof-reading amendments.

Homework: Edited, polished draft of **Paper 3 is due in Dropbox by 11am, T. Nov. 12.**

T. Nov. 12—In class, consider in Ackley, Michael J. Sander, “What Isn’t for Sale?”492.
Read: Lunsford et al., Chs. 13, 14, and 23.

Unit 4: Final Paper

Th. Nov. 14—Discuss **Prompt 4** for the final paper.

Homework: Decide if you are going to design a new project or revise and lengthen one of your previous projects. Bring to class two proposed options to consider, including the usual list of potential audiences, approaches, and venues for each.

T. Nov. 19—**Paper 3 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. **Revisions and Revision Statements for Paper 3 are due in Dropbox by 5pm, T. Dec. 3.** Discuss proposed options for final projects.

Homework: Write your final paper proposal and annotated bibliography, **due by 11am, Th. Nov. 21, in Dropbox.**

Th. Nov. 21—**Place Final Paper Proposal and Annotated Bibliography in Dropbox by 5pm.**

Homework: Work on final paper. On T. Dec. 3, bring **three hard copies** to class, and **place one draft in Dropbox by 9am, Dec. 3.**

T. Nov. 26—Thanksgiving

Th. Nov. 28—Thanksgiving

T. Dec. 3—**Revisions and Revision Statements for Paper 3 are due in Dropbox by 5pm. Peer Critiques of Final Paper draft.**

Homework: Revise drafts; bring **three new hard copies** to class, and **place one draft in Dropbox by 9am, Th. Dec. 5.** (See key goals for this draft in Dropbox.)

Th. Dec. 5—**Peer Critique of Final Paper draft.**

Final paper due in Dropbox by 2:30pm on M. Dec. 9.