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### ENG 1002G-004: College Composition II

Colleen Abel

*Eastern Illinois University*

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# ENGLISH 1002-004, FALL 2019

COLEMAN HALL 3691 930-1045

## INSTRUCTOR INFORMATION:

DR. COLLEEN ABEL (SHE / HER)  
CRABEL@EIU  
OFFICE: COLEMAN 3811

OFFICE HOURS: TR11-12; W8-10  
AND BY APPOINTMENT

## 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.

## Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents (WCR 1-7, CT 1-6, RC-1, RC-2)
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, WCR-6, WCR-7, CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, RC-1, RC-2)
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6, QR-4)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
- Use data and create graphical elements in their writing (QR-2, QR-3, QR-4, QR-5, QR-6, RC-2)
- 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 (WCR 1-7)
- Present work in Edited American English

## GRADE SCALE:

THE FINAL GRADES IN THIS COURSE MAY BE A, B, C, OR NC.

IN THE CASE OF YOUR INDIVIDUAL PAPERS, AN A IS 90-100. A B IS 80-89. A C IS 70-79. A D IS 60-69. AN F IS 59 OR BELOW.

## FINAL EXAM:

THE FINAL EXAM FOR THIS COURSE IS WEDNESDAY, DECEMBER 11 AT 8 A.M.

# Grade Breakdown

Attendance...100 points  
In-class writings...100 points  
Review...100 points  
Position Paper...100 points  
Synthesis Essay...150 points  
Translation Essay...150 points  
Researched Argument Essay...200 points  
Final Exam...100 points



**1000  
points  
total**

## Review

This 1-2 page essay is a chance to offer a music, film, or restaurant review on the subject of your choice. Remember that a good review describes or summarizes as well as offers your evaluation and opinion.

## Position Essay

In this 2-3 page essay, you will take a position on an issue that's important to you. This is not a research paper, so the evidence that you use in this paper will be based on your personal experience, opinion, and knowledge. Therefore, you should pick a topic that is local or personal to you in some way.

## Synthesis Essay


This essay will ask you to look at two different argument-based essays on the same topic and compare and contrast their views. Where do the authors agree? Where do they disagree? I will give you more detailed information on how to select your essays; the final essay is 3-4 pages long.

## Translation Essay

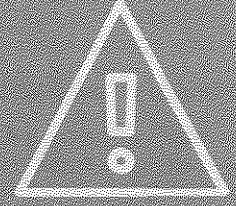
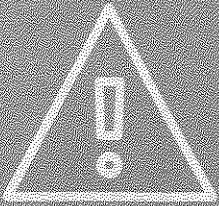
This 3-4 page essay will take a scholarly article that you plan to use in your researched argument and "translate" it for a general audience. In essence, this is a summary of a longer, more complicated work, with an emphasis on making complex ideas clear to an audience of non-experts.

## Researched Argument

You will have 6-8 pages to explore making an argument using research as support. You'll have to use at least two scholarly sources, with a minimum of five sources total. You will also need to create an infographic to accompany your paper, which you will present to the class.



All written essays should be turned in to D2L by the end of the day on the due date specified in the calendar. They should be double-spaced, in 12-point font, with proper MLA formatting.



#### Attendance:

For this class to work, you need to be here each and every day, unless there is an emergency in your life—and if there is, talk to me! I can help and can connect you with a larger support system.

For the sake of simplicity, I do not differentiate between excused and unexcused absences, with a few exceptions that I am legally required to make (military, religious, disability, etc.) You do not need to write me with an explanation or obtain a note. At the end of the term I will simply calculate how much time you spent in class (i.e. you were present for 90% of classes) and that count toward 100 points of your final grade.



**Classroom behavior:** Discussions will be a vital part of our class. Productive discussions often involve people having differing opinions and expressing them, but it's my job to make sure everyone feels safe in our classroom space. I don't ban electronics from my classroom; use them with respect.



#### Late / Missed work:

Essays will lose five points for every \*class\* day they are late.  
In-class writings cannot be made up.

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.

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, 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.

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.



Schedule 1002, Fall 2019

**Required texts**

Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 7th edition.

Wysocki, Anne and Dennis Lynch. *The Little DK Handbook*. 3rd edition.

Tuesday, August 20: Introduction

Thursday, August 22: Refresher: Purpose, Audience, Context

Tuesday, August 27: Chapter One: Reading Critically (Ackley)

Thursday, August 29: How to write a review: Please bring in a review that you liked!

Tuesday, September 3: **Review due!** Introduction to the position paper

Thursday, September 5: Read "Censorship: A Personal View" by Judy Blume (Ackley 310)

Tuesday, September 10: Read Chapter 5: Writing An Argument (Ackley)

Thursday, September 12: **Position Paper due!** Introduction to the synthesis paper

Tuesday, September 17: Read "Do Video Games Kill?" by Karen Sternheimer (Ackley 214)

Thursday, September 19: Read Part 4 "Engaging With and Analyzing Sources" of DK Handbook

Tuesday, September 24: Read Chapter 6: Writing a Synthesis and Documenting Sources (Ackley)

Thursday, September 26: Work Day

Tuesday, October 1: **Conferences**

Thursday, October 3: **Conferences**

Tuesday, October 8: **Synthesis essay due!** Introduction to the translation paper

Thursday, October 10: Read Chapter 3: Writing a Summary (Ackley)

Tuesday, October 15: Reading a scholarly article

Thursday, October 17: Research day

Tuesday, October 22: **Translation Essay due!** Introduction to the Researched Argument

Thursday, October 24: Read Chapter 7: Writing a Research Paper (Ackley)

Tuesday, October 29: TBD

Thursday, October 31: TBD

Tuesday, November 5: Work Day

Thursday, November 7: Read Chapter 8, "Documenting" DK Handbook

Tuesday, November 12: Conferences  
Thursday, November 14: Conferences

Tuesday, November 19: Infographic presentations  
Thursday, November 21: Infographic presentations

THANKSGIVING BREAK

Tuesday, December 3: TBD  
Thursday, December 5: **Researched Arguments due!** Final exam review.