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ENG 1002G-006: College Composition II

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ENG 1002-006 Course Syllabus
College Composition II: Argument & Critical Inquiry
Tuesday/Thursday 12:30-1:45
Charleston/Mattoon Room, Union
Fall 2021

Instructor: Samantha Poorman
Office: 3840 Coleman Hall
Office Hours: 9:15-11 a.m. TR or by appointment

Email: sltomson@eiu.edu or Samantha.tpoorman@gmail.com
Phone: (217) 402-6255

“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

- *Rereading America*, 11th edition
- *Elements of Argument*, 13th edition
- *The Little Seagull Handbook*, 3rd edition
- *Who Says?: The Writer's Research*, 2nd edition
- Other articles, videos, notes, and readings that will be provided to you

Materials

Textbooks, a small journal or notebook, writing utensil, a computer, 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. 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

Daily Procedures & Course Requirements

We will begin each class period with a free write in your class journal. Once the writing time is over, we will begin a discussion/overview of the reading and have time for questions and concerns. We will then move on to the activity, which will typically be collaborative.

It is of the utmost importance that you come to class prepared, because the talking will be done by you and the activities are centered around you and your participation.

Class also consists of reflective writing, journal entries, peer reviews, small writing assignments, and group activities. There will be four major writing assignments.

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.

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 be dependent upon the essay itself and will be provided on the days of peer review. 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 or talk to me during class to set up an appointment during a time that works best for you.

Contacting Me

At the top of the syllabus is listed my EIU panthermail address, my gmail address, and my phone number. Those are the only three ways to contact me outside of class. I do not use the email through D2L and therefore will not respond if you try to contact me through D2L. I would prefer that you use my panthermail email to contact me. The gmail address is only if you need to share a google document with me for feedback, since I know that not everybody uses Word. The phone number needs to be used in “emergencies” only.

What I consider class emergencies are as follows: needing help with something right away and not having the time to potentially wait 24 hours for an email response, having an urgent question, or missing class because of an emergency and not having access to your computer to let me know.

Email Policy

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, want feedback on work, 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 Mrs. Poorman or Samantha, whatever you are comfortable with. The body of the email should also be brief, but not rude. I won’t read anything excessively long or disrespectful. You must end your email with something along the lines of, “Thank you, your name.”

Your email should look like this:

Mrs. Poorman,

Your issue, question, or concern here.

Thank you,
Your name

I will respond to all emails within 24 hours, so you should wait that length of time before emailing me again about the same thing. Additionally, if you need help with something last minute, there is no guarantee that I will be able to get onto my computer right away and help you before something is due. If you need help or want feedback, please email me sooner than the day the assignment is due.

Participation, Late Work Policy, and Expectations

While I expect students to attend every class, I do understand that life happens. However, the only absences that will be classified as “excused” are those mentioned in the EIU Undergraduate Catalog, which are as follows: “properly verified absences due to illness, emergency, or participation in an official University activity.” When there is an absence, students are responsible for getting any missed handouts or information.

I do not accept late work. You cannot turn in assignments after their deadlines. If you have an excused absence, and you are aware of it ahead of time, you need to turn in your work before the class you will miss. If there is an emergency, you must email me what you have finished of your assignment in the email that you inform me you will not be in class. While late work is not accepted, I would recommend turning in something, even completely blank or unfinished, as you are allowed to revise all essays for a better grade. Try to email me as soon as possible if an emergency comes up. Not emailing me for weeks at a time will not result in me letting you make up any missed work.

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a writing course and every class period there are in-class activities and writings, so if excessive absences happen (four or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, which affects your grades. Additionally, the class is about you and your writing, so the expectation is that you will be in class, ready to learn with your peers.

Notes on Document Specifications

All writing assignments must be typed. If an assignment isn't typed, it will not be accepted. The assignments will be due, in paper copy, on the date noted at the top of the writing assignment sheet and on the syllabus. Revised essays are due one week after the original due date.

Writing assignments must be typed in Times New Roman, 12 pt. font, and double-spaced. Any page requirement or other specifications will always be found on the writing assignment sheet. If the assignment sheet does not have a required length, there is not one. 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, and then the paper should start.

Journals

As you can see in the materials section of this document, it is recommended that you bring with you a small notebook or journal. This journal will be used throughout the semester for various purposes, most notably, however, as reflection journals after each writing assignment.

I do not want you to write your journal entries as if you are writing to me. Write them for you. I want you to reflect on your writing process, how well you think you are doing, what you think you need to be more successful, how this class and these assignments relate to your life outside of my classroom, etc. These are exploratory and for your benefit. The syllabus has dates for when your journals are due, but you are more than welcome to write in them more than what I ask of you. Please keep in mind that I do need to be able to read them.

Revision Policy

All major writing assignments can be turned in again for a better grade. While it is not required, I do recommend that you take advantage of this. If you don't feel like you turned in your best work or maybe you had to rush an assignment, you can revise your essay and resubmit it one week after the original due date. If you cannot get an assignment finished on time, turning in a paper with just your name on it will still allow you to take advantage of this opportunity.

I want deep revision, not merely surface level editing. No revision will result in a 0 or will lower the grade you received on the first copy handed in for a grade. The highest grade will be accepted.

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.

Academic Honesty and Plagiarism

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

EIU’s Writing Center can be found in 3110 Coleman Hall. 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 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-Wednesday from 9-3, Thursday 9-5, Friday 9-3, and online Sunday-Thursday from 5pm-9pm. To schedule an appointment, you can drop by the center, schedule an appointment on their Facebook page, or call 581-5929.

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)

Participation	150
Discussion, in-class writing, class citizenship, small group work, and informal presentations (this gets totaled at the end of the semester)	
Journals	200
Writing Process Grade	20
10 points available for each peer review session, 2 peer review sessions	
Major Writing Assignments (4)	400
Rhetorical Analysis (100) Causal Argument (100) Civic Proposal (100) Group Project (100)	
Small Writing Assignments	TBD

710 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 1002-006 Course Calendar

Fall 2021

All assignments and due dates are **tentative**

EoA = *Elements of Argument*

RA = *Rereading America*

WS = *Who Says?*

LS = *Little Seagull Handbook*

= Course handout

YC = Your choice

Unit 1, Understanding Argument, Rhetorical Analysis

Week 1:

Tu 8/24: Introduction to the course and each other;
Reading (Ch. 1 EoA)

Th 8/26: Reading (Ch. 2 & 3 EoA);
Introduction to writing assignment 1, The Rhetorical Analysis

Week 2:

Tu 8/31: Reading (W8 LS; Ch. 4 EoA);
In-class work on essay

Th 9/2: Reading (#Recitatif);
In-class analysis activity

Week 3:

Tu 9/7: Reading (Ch. 8 WS);
Bring what you have of essay materials

Th 9/9: No class, at home workday

Unit 2, Classical Argument, Group Assignment

Week 4:

Tu 9/14: Rhetorical Analysis due at beginning of class;
In-class reflection journal;
Reading (Ch. 5 EoA)
Introduction to writing assignment 2, Group Argument

Th 9/16: Reading (Ch. 6, 7, & 8 EoA);
In-class work with RA text

Week 5:

9/21: Response paper due;
Reading (W7 LS);
Work in groups;
Revised essay due

9/23: In-class work on group project

Week 6: Presentations

9/28: Group presentations & in-class rebuttal in journals

9/30: Group presentations & in-class rebuttal in journals;
Group project reflection due in journal

Unit 3, Research

Week 7:

10/5: Reading (Ch. 13 EoA, Ch. 6 WS)

10/7: Reading (Ch. 7 WS);
In-class source-credibility activity

Unit 4 Midterm & Extended Inquiry Causal Argument Series

Week 8:

10/12: Introduction to Causal Arguments;
Introduction to writing assignment 3;
In-class midterm reflection

10/14: Come to class with topic idea for Causal Argument essay;
Introduction to Extended Inquiries;
In-class activity

Week 9:

10/19: Extended Inquiry 1 due;
Peer activity with Extended Inquiry 1;

10/21: Reading (W14 in LS);
Introduction to Extended Inquiry 2;
Come to class with at least 3 pieces of research for essay

Week 10:

10/26: Extended Inquiry 2 due;
In-class activity with Extended Inquiry 2

10/28: Introduction to Extended Inquiry 3

Week 11:

11/2: Extended Inquiry 3 due;
In-class activity with Extended Inquiry 3

11/4: Peer review of Causal Argument

Unit 5, Civic Proposal

Week 12:

11/9: Causal Argument due;
Reflection of Causal Argument in journal;
Introduction to writing assignment 4

11/11: Overview of Professional Writing

Week 13:

11/16: Revised essay due;
Bring draft of cover letter to class for mini peer review

11/18: Bring draft of advocacy ad to class for mini peer review

Week 14: No Class, Thanksgiving Break

Week 15:

11/30: Peer review of entire project

12/2: Civic Proposal, Cover Letter, & Advocacy Ad due in class;
Reflection in journal

Unit 6, Reflection

Week 16:

12/7: Introduction to Reflection;
Introduction to Small writing assignment Self-Assessment

12/9: Self-Assessment due;
Revision of Civic Proposal due;
Final reflection journal