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ENG 1092G-098: College Composition II Honors

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Eastern Illinois University

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Eng. 1092G, section 098: Honors College Composition II
Argument & Critical Inquiry
Spring 2020 | Coleman 3140 | Tues./Thurs. 12.30 PM-1.45 PM

Professor: Dr. Bobby Martínez

Office: Coleman 3371

E-mail: rlmartinez@eiu.edu

Office Hours: Tuesdays & Thursdays 11 AM-12.30 PM, Wednesdays 12 noon-3 PM, & by appt.

Class Website: D2L course page

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 (3-0-3, WC)

Course Objectives:

After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. 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.
7. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Required Texts:

- Turkle, Sherry. *Evocative Objects*
- Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading across the Disciplines*
- Arola, Kristin L. *Writer/Designer: A Guide to Making Multimodal Projects*
- Faigley, Lester. *The Brief Penguin Handbook*
- Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*
- General Writing Resources (grammar, punctuation, style guide) via Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/section/1/>

Note: Additional Readings/Excerpts will be available on D2L as indicated on the syllabus.

Student Materials:

- Pens, pencils, notebook/paper
- Laptop (if possible)
- USB-compatible device for saving documents (i.e. a thumb drive)
- Access to Microsoft Word and other design software
- Check Panthermail daily
- Sign up for Remind app

Classroom Environment:

The guiding principle of this course is **group work, class discussion, and peer editing**. You will be spending much of your time working in groups with your classmates to revise each other's work and to get down into the mechanics of solid writing—the organization of ideas, the structure of sentences, the methods of argumentation, and much more. By exchanging peer criticism with each other, you will learn the importance of revision in the writing process and, through your evaluation of others' writing, you will learn how to look at your own writing with a more critical eye. You will ideally discover more about yourself as a writer, and you will learn to become a confident participant in the professional community you choose to enter later in your university career.

Class Behavior:

In the interests of keeping everyone in class focused and to produce the best learning environment possible, all students will observe the following rules:

- Silence your phone and put it away before class begins
- Do not check or write text messages during class
- Do not work on other class work or read outside materials during class
- Do not eat food or chew gum in class (snacks or drinking beverages is okay)
- Do not use a computer or tablet or Smartphone to access social media or Internet unless directed to do so

Note: If you happen to be expecting an important or emergency call or text, you may step outside of class to take it, **but be sure to let me know** before class begins. Finally, as in all of your classes, do not "pack up" during the last few minutes of class.

Smartphone/Social Media Policy:

To protect the safety of the classroom and the privacy of the students, usage of cell phones or smartphones during class to videotape or access texting, social media sites or apps (e.g., Twitter, Facebook, Tumblr, YouTube, etc.) is **strictly forbidden**. Smartphone or cell phone use during class will only be permitted with the prior approval of the instructor and for in-class activities.

How to Improve Your Writing:

This is primarily a writing class, but you will do most of your writing outside of class. We will devote many of our class periods to various aspects of writing, and I will respond to your essays with written commentary and suggestions for improvement. Be sure to save your graded essays. One of your most important tools for improvement will be the comments and corrections I make in your writing; *if you wish to see your writing improve and your grade go up the semester progresses, you must carefully refer back to these written comments as you write subsequent essays*. You will also need your graded essays to complete revision assignments for each essay.

Office Hours & Turning in Assignments:

I am dedicated to helping you succeed in this course and at EIU. I will hold weekly office hours and will be available by appointment, should office hours not meet your needs during a given time. Please be aware that *I do not conduct office hours over e-mail*, unless I have made a special arrangement with you.

Please do not wait until the last minute before an assignment is due to schedule a hasty meeting, do not e-mail me and ask me to “look over your essay and make sure it is okay,” and do not e-mail me your work. All assignments should be turned in via D2L Dropbox.

Attendance:

Attendance is mandatory. Group work is a key feature of English 1092G, and your success in the class (as well as your classmates’ success) depends upon active participation and attendance. Regardless of any absences, you will be held responsible for all work assigned.

Absence penalties:

Starting with your fourth (4th) absences from class, I will lower your final grade by a “+” or “-” and your grade will continue to suffer this deduction for each absence you accumulated thereafter. (For example, your fourth absence would make a B+ go to a B; your fifth absence would automatically drop your B to a B-, and a sixth absence would quickly move you to a C+.) Ten (10) or more absences will most likely result in a failing grade. Please do NOT interpret this rule to mean that you have any “free” classes to skip.

Arriving late to class or being unprepared will also affect your grade negatively. If you arrive more than 10 minutes late to class, I will consider you absent. If you come to class *without a draft of your assignment or without assigned homework*, you may be considered absent. Be on time and be prepared—this is a lesson that will serve you well in whatever profession or field you choose to pursue in life.

Assignments & Grading:

- Unit #1 Evocative Objects Essay (3-4 pages): 10%
- Unit #2 Analyzing Visual Arguments (2-3 pages and creative ad): 15%
- Unit #3 Analyzing Written Arguments (4-5 pages): 15%
- Unit #4 Researched-based Argumentative Essay (6-8 pages): 25%
 - Statement Proposal and Annotated Bibliography: 5%
 - Literature Review: 5%
 - Rebuttal Essay: 5%
- Unit #4a: Multimodal Translation of Unit #4 Essay: 10%
- Class Participation/Attendance: 10%

Grading Scale:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73

- D = 60-69
- F = below 60

Plagiarism:

Plagiarism is the intentional or unintentional use of someone else's ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. *Failure to cite any outside sources or critics will constitute plagiarism.*

E-mail Guidelines:

When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Martínez," etc.) and be signed with your name. Your e-mails should be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

Student 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 Standards.

Disability Services:

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.

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 9th Street Hall, Room 1302.

EIU Writing Center (Open M-Th 9am-3pm, 6-9pm, F 9-1pm):

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with Writing Center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The Writing Center is available to help any student from any major at any stage of his or her 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, you can drop by the center or you can call 217-581-5929.

EIU Writing Portfolio (EWP):

If you wish to do so, you may submit any essay longer than 750 words to your Electronic Writing Portfolio by the end of the semester. Please see me for advice on revising your essay before submitting it.

Tech Support:

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. E-mail and Chat options are also available on the “My Home” page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, please contact the ITS Helpdesk at 217-581-4357 during regular business hours (8 am-5 pm) or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.

English 1092G Course Schedule - Spring 2020*

*Some assignments and class activities subject to change.

Date:	For Class:	Homework:
T-1/14	<ul style="list-style-type: none"> - Welcome to course! - Syllabus review - Personnel cards/Remind 	Read "Introduction" to Sherry Turkle's <i>Evocative Objects</i>
Th-1/16	<ul style="list-style-type: none"> - Discuss Unit I assignment on evocative objects - Form peer groups - Discuss Turkle's "Introduction" 	<ul style="list-style-type: none"> - Read selected essays (TBA) from <i>Evocative Objects</i> - Complete short writing assessment and upload to D2L Dropbox
T-1/21	Discuss assessments of essays from Turkle's book	<ul style="list-style-type: none"> - Read selected object essays from past Honors class (TBA) - Complete short writing assessment and upload to Dropbox
Th-1/23	<ul style="list-style-type: none"> - Discuss student essays - Begin freewriting for object essay 	<ul style="list-style-type: none"> - Complete draft of objects essay - Bring hardcopy of draft to next class
T-1/28	Workshop/Peer Review of objects essay	<ul style="list-style-type: none"> - Complete revisions to objects essay - Read <i>Writing Arguments</i>, "Understanding Design Elements in Visual Argument" (pp. 175-183)
Th-1/30	<p>Unit I Objects Essay due in D2L Dropbox by 12.30 PM</p> <ul style="list-style-type: none"> - Begin Unit II: Analysis of Visual Arguments - Bring <i>Writing Arguments</i> book to class - Discuss sample images 	Complete an analysis of the type, layout, color, and image of Buzzed Driving ad in <i>Writing Arguments</i> (p. 183)
T-2/4	<p>Visual analysis of Buzzed Driving ad due in Dropbox by 12.30 PM</p> <ul style="list-style-type: none"> - Bring <i>Writing Arguments</i> to class and read (184-190) - Complete exercise on analysis of images (191) using questions on 190 	Read sample analysis of Nissan Leaf ad in <i>Writing Arguments</i> (188-190)
Th-2/6	In-class visual analysis of ads	<ul style="list-style-type: none"> - Read "Genres of Visual Argument" in <i>Writing Arguments</i> (191-196) - Read "Cartoons" in <i>Writing Arguments</i> (197-98)
T-2/11	<ul style="list-style-type: none"> - Bring <i>Writing Arguments</i> book to class - Complete class analysis of poster - Complete class analysis of cartoons - Assign Unit II Visual Analysis project 	Start work on Unit II project

Th-2/13	- In-class workshop day on Unit II project - Bring laptops to class	Complete draft of Unit II project
T-2/18	- Peer-editing/Review Workshop - Bring copy (hard or electronic) of Unit II project to class	Finalize all editing work on Unit II project
Th-2/20	Unit II project due in Dropbox by 12.30 PM - Start Unit III: Written Rhetorical Analysis - Bring Writing Arguments book to class - Work on exercises (158-59)	Read "Egg Heads" in Writing Arguments (pp. 159-162) Answer questions on p. 162
T-2/25	- Bring <i>Writing Arguments</i> book to class - Discuss rhetorical analysis of "Egg Heads" essay - Review text assessment of "Egg Heads" (163-166)	Read "Who Framed Roger Ebert?" in <i>Perspectives on Contemporary Issues</i> (p. 291-294)
Th-2/27	- Bring <i>Perspectives on Contemporary Issues</i> book to class - Discuss essay	Read "Imagining the Immigrant" (p. 374-377) and "Sharing Is a Trap" (p. 425-430) in <i>Perspectives on Contemporary Issues</i>
T-3/3	- Bring <i>Perspectives on Contemporary Issues</i> book to class - Discuss essays	Choose an essay and begin rhetorical analysis of it (Unit III essay)
Th-3/5	In-class writing day: work on drafting Unit III essay	Complete draft of Unit III essay
T-3/10	Workshop/Peer-review day: bring draft of Unit III essay to class	Revise Unit III essay
Th-3/12	Unit III rhetorical analysis essay due in Dropbox	Formulate a topic and research question for Unit IV essay
T-3/17	Spring Break	
Th-3/19	Spring Break	Read Ch. 2, "Arguments as Inquiry," in <i>Writing Arguments</i> (pp. 17-25) and Ch. 3, "The Core of an Argument," (pp. 52-59)
T-3/24	- Research Day: Begin thinking about ideas for topics for Unit IV Essay and formulate research questions - Review sections of Ch. 2, Ch. 3, and "Researched Arguments" in <i>Writing Arguments</i> (p. 341); bring book to class!	Develop an "issue question" to define your topic for Unit IV Essay
Th-3/26	Topics due for Unit IV Essay in class - Start researching sources - Reference Ch. 5, "Using Evidence Effectively," (pp. 88-95) in <i>Writing Arguments</i>	Complete an Annotated Bibliography based on your research for sources
T-3/31	Turn in Annotated Bibliography in D2L Start drafting "literature review section" of Unit IV Essay	Work on Literature Review section of essay
Th-4/2	Complete rough draft work on Literature Review section of Unit IV Essay	- Complete Literature Review section of Unit IV Essay - Read Ch. 7, "Responding to Objections and Alternative

		Views," in <i>Writing Arguments</i> (pp. 121-129)
T-4/7	Turn in Literature Review section of essay in D2L Dropbox Bring <i>Writing Arguments</i> book to class; work on research for opposing viewpoints to your argument	Start working on the Rebuttal Section of your essay
Th-4/9	Work on Rebuttal Section of your Unit IV Essay	Complete Rebuttal Section of your Unit IV Essay
T-4/14	Turn in Rebuttal Section of your Unit IV Essay in D2L Dropbox Work on conclusion of your Unit IV Essay	Work on pulling your Unit IV Essay together, including conclusion
Th-4/16	In-class Writing Day to work on completing Unit IV Essay	
T-4/21	Turn in rough draft of complete Unit IV Essay in D2L Dropbox Begin work on Multimodal Translation project for Unit IV Essay	
Th-4/23	Work on Multimodal Translation project for Unit IV Essay	
T-4/28	Work on Multimodal Translation project for Unit IV Essay	
Th-4/30	Last Day of Class Course evals	Final Draft of Unit IV Essay and Multimodal Translation project due in D2L Dropbox on Wed., May 6, 5 PM