

Eastern Illinois University

The Keep

Fall 2021

2021

Fall 8-15-2021

ENG 1002G-008: College Composition II

Glen Davis

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2021



Part of the [English Language and Literature Commons](#)

Recommended Citation

Davis, Glen, "ENG 1002G-008: College Composition II" (2021). *Fall 2021*. 46.
https://thekeep.eiu.edu/english_syllabi_fall2021/46

This Article is brought to you for free and open access by the 2021 at The Keep. It has been accepted for inclusion in Fall 2021 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

COLLEGE COMPOSITION II
English 1002
Fall 2021
MWF – 12-12:50 – Effingham Room

Glen Davis

Office: CH3861

Office Hours: 8:00- 11:00 TR. Office hours are by appointment this semester. I will be available to answer questions through email and through D2L. Office meetings will be via video meeting. Please schedule an appointment with me. If you need to meet in person let me know and we can schedule a time to do so.

Email: gddavis@eiu.edu

Pronouns: he, him, his

Materials: Everything's an Argument with Readings, 8th ed.
Perspectives on Contemporary Issues, 8th ed.
The Little Seagull Handbook with Exercises, 3rd ed.
Who Says?: The Writer's Research, 2nd ed.

Course description from EIU catalog:

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

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

Absences

I expect that students will attend on campus classes, with only a few absences. I do not, however, want students showing up to class if they are ill. Use your own judgment. Know that I do take attendance at the beginning of each class, and that missing in person classes does not erase the assignments or readings I will have covered during those classes.

Plagiarism

I will not tolerate copying or cheating in this class. If I catch you plagiarizing, I am obligated to report you to the Office of Student Standards. It will certainly result in a failing grade in this class. We will be discussing plagiarism in depth during this class. Each of you will have a thorough understanding of what plagiarism is and how to avoid doing it.

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.

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 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) 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, Room 1301.

Early Alert System

EIU has an early alert system. This means that if I notice you struggling in this course, I will try to contact you personally. If I don't hear back from you, I will use this early alert system. This system will try to contact you through your RA or through someone from the Academic Success Center. This system is designed to help you and is not intended to be punishment.

Grades

Percentage break down:

Participation/attendance= 10%
Quizzes in class assignments = 10%
1st Essay = 20%
2nd Essay = 20%
Research paper = 30%
Final Exam = 10%

Late Assignments

Assignments will be accepted late, but at a penalty to your grade. All assignments have due dates. All assignments that show up after the due date will be graded as late. Late assignments will lose 10% of the grade value. You will lose an additional 10% for every class period the assignment is late until the grade is a zero.

Assignments

All written assignments will be turned in to D2L, in the appropriate drop box. This is the only place I will grade them, and they need to be in Word format. (Pdf, and other word processing files should be converted to Word before uploading). I do not accept papers through email. All assignments should meet the minimum requirements. Do not submit assignments that are not full length or do not include the required sources. I will not grade incomplete assignments.

I will be using D2L for this class, and all assignments and readings will be posted there. It is possible to set up D2L so that it reminds you of assignments but failing to do this is not an excuse for not getting the assignments done. Make sure that you check into D2L at least once or twice a week to see if anything has changed there.

Conferences

Paper writing is stressful. I prefer to talk about issues with paper writing in person, but that may not be an easy option this semester. If you have concerns, questions, or just want to vent about a paper assignment, you will have to contact me through D2L or email.

Questions

I check my email several times a day, and I will be checking D2L regularly. If I do not reply to your questions immediately, please be patient. I do have obligations outside of this class, and sometimes I simply need more time. Allow time for me to reply and ask questions early rather than at the last minute. If my reply arrives so late that it keeps you from completing an assignment on time, you are welcome to ask for an extension.

If for some reason you think that I missed seeing your email, email me again. I will not be offended by the reminder if you have not heard from me in a normal amount of time.

Please use Panthermail for emails and not D2L. I check my email often but can only reply to emails in Panthermail using my phone. Emails through D2L require me to be at my desk and get much slower replies.

Electronic Writing Portfolio (EWP)

Submissions from 1001 and 1002 are encouraged. Any of the three essays you will write for this class should meet the EWP requirements. I would recommend submitting the final essay, but the portfolio is yours and you must decide what to submit. If you have questions about your essays and submitting to EWP, please let me know.

Covid-19 Information

COVID-19 Practices & Expectations on EIU's Campus.

The University is asking all of us to take precautions to prevent the spread of COVID-19. 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. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. 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 according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

Schedule

(Schedule may change as needed)

| | Required Reading | Assignments |
|----------------|---|------------------------|
| Week 1 | Chapter 1 “Everything’s an Argument” and Chapter 1 “Who Says” Essay 1 instructions Building An Essay Template (lecture notes) | |
| Week 2: | Chapter 2 “Everything’s an Argument” and Chapter 2 “Who Says” Evaluating Sources (lecture notes) You, Me, Contractions (lecture notes) | Proposal 1 |
| Week 3: | Chapter 3 “Everything’s an Argument” and Chapter 3 “Who Says” Plagiarism (lecture notes) Grading (lecture notes) Group Work in D2L (lecture notes) | Plagiarism quiz |
| Week 4: | Chapter 4 “Everything’s an Argument” and Chapter 4 “Who Says” Research (lecture notes) Examples are not Evidence (lecture notes) | Group Revision |
| Week 5: | Chapter 5 “Everything’s an Argument” and Chapter 5 “Who Says” Citation (lecture notes) Essay 2 Instructions How to Read My Comments (lecture notes) | Essay 1 |
| Week 6: | Chapter 6 “Everything’s an Argument” and Chapter 6 “Who Says” Grading Rubric Checking Feedback in D2L (lecture notes) Email is Composition (lecture notes) | |
| Week 7: | Chapter 7 “Everything’s an Argument” and Chapter 7 “Who Says” In-text citation (lecture notes) Credible Sources (lecture notes) More Style Issues (lecture notes). | Proposal 2 |
| Week 8: | Chapter 8 “Everything’s an Argument” and Chapter 8 “Who Says” | Group Revision |

| | | |
|-----------------|---|-------------------------|
| | Peer Review and D2L (lecture notes) | |
| Week 9: | Chapter 13 “Everything’s an Argument” and Chapter 9 “Who Says” Revising (lecture notes) | |
| Week 10: | Chapter 17 “Everything’s an Argument” and Chapter 10 “Who Says” Presentations Essay 3 Instructions | Essay 2 |
| Week 11: | Chapter 18 “Everything’s an Argument” Finding Sources (lecture notes) Library resources (lecture notes) Writing and Grading Concerns (lecture notes) | |
| Week 12: | Chapter 19 “Everything’s an Argument” More Style Issues (lecture notes) Revision Checklist (lecture notes) Argument Errors (lecture notes) | Proposal 3 |
| Week 13: | Chapter 20 “Everything’s an Argument” Including Research in Essays (lecture notes) | Group Revision |
| Week 14: | Chapter 21 “Everything’s an Argument” | |
| Week 15: | Reflection Writing (lecture notes) | Essay 3 |
| Week 16: | | Reflection Essay |

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

| | A | B | C | D | F |
|-------------------------------|---|---|---|---|---|
| Focus | Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment | Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment | Has a discernible purpose or 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 |
| Organization | 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 |
| Development | Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment | Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately | Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague | Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed | Does not develop main idea; may use sources inadequately/inappropriately |
| Style & Awareness of Audience | Word choices show consideration of purpose and audience; shows 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 |
| Mechanics | 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 |
| Process | 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 |