

Eastern Illinois University

The Keep

Spring 2020

2020

Spring 1-15-2020

ENG 1092G-099: College Composition II Honors

Suzie Park

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2020

Recommended Citation

Park, Suzie, "ENG 1092G-099: College Composition II Honors" (2020). *Spring 2020*. 46.
https://thekeep.eiu.edu/english_syllabi_spring2020/46

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Spring 2020 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

HONORS COLLEGE COMPOSITION II: Argument and Critical Inquiry
English 1092G Section 99 / 3 credit hours / CRN 30510

SPRING 2020 / TuTh 11:00am – 12:15pm / Room 2120 Coleman

Professor: **Dr. Suzie Park**
Office: **3030 Coleman Hall**
Email: **sapark@eiu.edu**
Office Hours: Tuesday 9:30am-11:00am
Wednesday 11:00am-12:00pm
Thursday 9:30am-11:00am

Catalog 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.

Course Description

English 1092G is a reading and writing course designed to enhance your critical reading abilities, and overall grasp of argumentation and communication skills. The written word rules here, but so does your understanding of the sources that you read and evaluate. We will examine how good writing looks (grammar), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce short papers and a longer essay through stages of brainstorming, drafting, and fleshing out thesis statements and supporting ideas. You will not do this alone, of course. This is a workshop, which means that, much as in the world outside the university, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students' work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

IMPORTANT NOTE: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class regularly this semester, you should reconsider taking this course. ***Missing six or more classes means that you will fail this course.***

Course Texts

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*, 3rd ed., Norton, 2017.

Doughty, Caitlin. *From Here to Eternity: Traveling the World to Find the Good Death*. Norton, 2017.

Graff, Gerald, et al. *They Say/I Say: The Moves that Matter in Academic Writing, with Readings*. Norton, 2008.

Hanh, Thich Nhat. *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. 1975. Translated by Mobi Ho. Beacon Press, 1999.

Hergé. *The Adventures of Tintin: The Castafiore Emerald*. Little, Brown, 1975.

Ishiguro, Kazuo. *Never Let Me Go*. Vintage, 2006.

Lewis, Norman. *Word Power Made Easy*. Pocket Books, 1991.

Ramage, John, John Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 10th ed., Pearson, 2016.

Course Goals

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. In Composition II, you will develop reading and writing processes ultimately enabling you to demonstrate the ability to:

- **write dynamic and powerful arguments:** produce persuasive arguments that draw upon and consider multiple sources
- **write with rhetorical skill:** know your audience, and write persuasively for different audiences and purposes
- **write ethically and reflectively:** reflect upon your own beliefs and consider the viewpoints and arguments of others
- **research and evaluate sources fairly:** find and evaluate secondary sources in an efficient and fair manner
- **cite carefully and correctly:** economically and ethically incorporate and correctly document outside sources of ideas and information using MLA (Modern Language Association) citation guidelines
- **revise copiously:** revise, revise, revise your writing
- **write well both grammatically and stylistically:** learn grammatical principles and copy-edit your drafts so that they are grammatically sound, readable, and effective
- **speak powerfully:** develop your oral skills in communicating ideas

(To see the **EIU undergraduate learning goals**, go to: <http://www.eiu.edu/learninggoals/revisedgoals.php>)

GRADES

WHAT	WORTH (out of 100)	DUE DATE, subject to change
Participation	10 percentage points	<i>Every class period</i>
Paper 1 (2 pages)	5	Tu 1/21
Paper 2 (3 pages)	10	Th 1/30
Paper 3 (4 pages)	15	Draft: Th 2/20 & Final: Th 3/5
Paper 4a: Argument proposal (1)	2	Tu 3/31
Paper 4b: Argument draft (4)	8	Tu 4/21
Paper 4c: Argument final (7 pages)	15	Th 4/30
Oral Presentation	10	Tu 4/28 & Th 4/30
Writing Portfolio (16 pages plus a reflective memo of 2 pages)	15	D2L: 4:00pm on Tuesday 5/5
Reading quizzes, grammar exercises, and peer editing sessions	10	<i>Throughout the semester</i>

COURSE POLICIES FOR COMPOSITION

Plagiarism

Plagiarism will not be tolerated and will result in a failing grade for the entire course. I will follow the departmental policy on plagiarism, and report all cases:

“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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

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.

Conferences

As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work. You should be prepared to ask questions about assignments I have returned, or assignments that you are writing for the course.

Tests, In-Class Assignments, and Grammar

You cannot make up a test, grammar assignment, or other in-class assignment after the class period in which it is administered.

Late Policy—All Assignments Are Due at the Beginning of Class

I’ll say it twice because it bears repeating: all assignments are due at the BEGINNING OF CLASS. **I will not accept late assignments.** Two exceptions:

- 1) Turning in a **LATE DRAFT** of an assignment means that a) you will not receive written feedback from the professor, and b) you will not be able to make up peer editing assessments (if you miss these days).
- 2) For the **FINAL VERSIONS OF YOUR PAPERS**, you will lose a full grade for every day (not business day) past the due date. Thus five days late means a grade of “zero.”

Respect

Because you have chosen to be in a university classroom, please show respect for your professor and fellow students. Turn off the sound on your cell phone and any other electronic device. **I will lower participation grades aggressively for those who show disrespect for others. This includes leaving cell phones on, texting in class, and snoozing.**

Emailing

I want to get to know you and your work this semester. Thus I ask that you stop by my office during office hours (or other scheduled times) so that we can talk. **DO NOT EMAIL ME TO ASK FOR AN “UPDATE” ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE.** I will assign working groups so that you can contact group members for notes and missed work.

Attendance and Participation

Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism. Because you are adults who have signed up for this course, I expect that you attend class. Do not bring excuses for missing class. **The professor does not need for you to document or explain your absences. If you miss six or more classes, you will fail the course.** For each class, I will note who attends and participates. Those who are “on” and present, ready for thoughtful discussion throughout the semester, will receive high participation grades. Accordingly, those who do not, will receive very low participation grades, up to and including “zero.” **Bring your textbooks to class and be prepared for discussion.**

Required Format for All Papers and Assignments

- When asked for a hard copy, you should paper-clip sheets or leave them **without staples**
- Include page numbers
- Use **12-point Times New Roman font, double-spaced lines, and one-inch margins**
- Use correct MLA (Modern Language Association) format for all quoted or paraphrased material
- Include a Works Cited page for all papers

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 Ninth Street Hall, Room 2006, or 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, 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.

Electronic Writing Portfolio (EWP)

Students can submit a sample of their writing for the Electronic Writing Portfolio. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>

EIU Writing Center: open M - Th, 9am to 3pm, and 6 - 9pm / Friday 9am - 1pm

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences (in person or via Skype) 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.

SCHEDULE OF CLASSES—*subject to revision*

For each class period, you need to **have carefully read** and **be prepared to discuss** the assigned selections in their entirety, starting on the page number given. I will note any exceptions, and *may assign additional work*.

- H* = handout (also on D2L)
Seagull = Little Seagull Handbook (blue book)
Arguments = Writing Arguments (yellow book)

DATE	READINGS TO BE DISCUSSED / ACTIVITY	WRITING DUE
WEEK 1	Module 1: laying the groundwork of arguments	
Tuesday 1/14/20	<ul style="list-style-type: none"> • Introductions • Proper email etiquette • Overview: appeals to pathos, ethos, logos • Anna Quindlen: “Stuff Is Not Salvation” (H) 	In-class writing: Paper 1 diagnostic
Thursday 1/16	<ul style="list-style-type: none"> • Malcolm Gladwell: “Java Man” (H) 	ASSIGN: Paper 2
WEEK 2	Module 1: groundwork	
Tuesday 1/21	<ul style="list-style-type: none"> • <i>Arguments</i>: Ch. 1: An Introduction (1-16) • Arguments on addictive technologies (H) 	DUE: Paper 1 diagnostic (2 pages)
Thursday 1/23	<ul style="list-style-type: none"> • <i>Arguments</i>: Ch. 2: Argument as Inquiry (17-42) • <i>Arguments</i>: Ch. 17: Citing and Documenting Sources (375-96) • Citing sources using MLA style guidelines 	
Saturday 1/25 events run all day, 9am -5pm	Lions in Winter Festival, Doudna Fine Arts Center Sign up here: https://castle.ciu.edu/lionsinwinter/	Extra cr: attend talk & wksp; 1-p. response
Monday 1/27	*Deadline to drop course without a grade*	
WEEK 3	Module 2: thesis writing	
Tuesday 1/28	<ul style="list-style-type: none"> • <i>Arguments</i>: Ch. 6: Moving Your Audience: Ethos, Pathos, and Kairos (104-20) • Adam Alter: “The Rise of Behavioral Addiction,” from <i>Irresistible</i> (H) 	
Thursday 1/30	<ul style="list-style-type: none"> • Caitlin Doughty: Ch. 1: “Shaving Byron,” from <i>Smoke Gets in Your Eyes</i> (H) 	DUE: Paper 2 (3 pages)
WEEK 4	Module 2: thesis writing	
Tuesday 2/4	<ul style="list-style-type: none"> • The magic carpet approach to thesis writing (H) • Atul Gawande: Ch. 2: “Things Fall Apart,” from <i>Being Mortal</i> (H) • <i>Arguments</i>: Ch. 4: The Logical Structure of Arguments (67-87) 	ASSIGN: Paper 3: (4 pages)
Thursday 2/6	<ul style="list-style-type: none"> • Quoting other people’s words and ideas • Bring Gerald Graff’s book, <i>They Say/I Say</i> • Gerald Graff: “‘As He Himself Puts It’: The Art of Quoting,” from <i>They Say/I Say</i> (H) 	
WEEK 5	Module 2: thesis writing (conferences)	
Monday 2/10	*Deadline to withdraw from university with 50%*	
Tu 2/11 – Th 2/13	Scheduled conferences w/Dr. Park (3030 Coleman)	mandatory conferences
WEEK 6	Module 2: thesis writing	

Tuesday 2/18	Open conferences w/Dr. Park (3030 Coleman)	
Thursday 2/20	PEER-EDITING SESSION <i>bring two hard copies of your draft to class</i>	DUE: DRAFT Paper 3 (4 pages)
WEEK 7	Module 3: advocacy	
Tuesday 2/25	Stephen Cave: "Not Nothing" (Aeon.co) (H)	
Thursday 2/27	Kazuo Ishiguro: <i>Never Let Me Go</i> (TBA)	
WEEK 8	Module 3: advocacy	
Tuesday 3/3	David Foster Wallace: "Consider the Lobster" (H)	
Thursday 3/5	Wallace continued	DUE: FINAL Paper 3 (4 pages)
WEEK 9	Module 3: advocacy	
Tuesday 3/10	Brian Fawcett: "Universal Chicken" (H)	ASSIGN: Paper 4: Proposal, Draft, Final
Thursday 3/12	Caitlin Doughty: <i>From Here to Eternity</i> (TBA)	ASSIGN: Portfolio
3/16 - 3/20	**SPRING BREAK: NO SCHOOL**	
WEEK 10	Module 4: visual arguments	
Tuesday 3/24	Thich Nhat Hanh: <i>The Miracle of Mindfulness</i> (TBA)	
Thursday 3/26	Adam Corner: "Ad nauseam" (H)	
WEEK 11	Module 4: visual arguments	
Tuesday 3/31	Corner continued	DUE: Paper 4 PROPOSAL (1 page)
Thursday 4/2	Hergé: <i>Tintin: The Castafiore Emerald</i> (TBA)	
Friday 4/3 all day	EIU Student Research & Creative Activity Conference	
WEEK 12	Module 5: the final project	
Tuesday 4/7	English Studies Conference, Coleman 3rd floor	Attend 1+ panels
Thursday 4/9	Reading TBA	
WEEK 13	Module 5 (conferences)	
Tuesday 4/14	Scheduled conferences with Dr. Park	
Thursday 4/16	Scheduled conferences with Dr. Park	
WEEK 14	Module 5	
Tuesday 4/21	PEER-EDITING SESSION <i>bring two hard copies of your draft to class</i>	DUE: Paper 4 DRAFT (4 pages)
Thursday 4/23	TBA	
WEEK 15	Presentations and Writing Portfolio	
Tuesday 4/28	Presentations	
Thursday 4/30	Presentations	DUE: Paper 4 FINAL (7 pages)
FINALS WEEK	Writing Portfolio and 2-page reflective memo due on D2L by 4:00pm on Tuesday, 5/5	DUE: Writing Portfolio & memo