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ENG 1002G-007: College Composition II

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ENG1002: College Composition II

Spring 2019 TR 11:00-12:15

Coleman 3210

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Office Hours: T 12:30-4:00 (or by appointment)

Required Texts

- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*
- *Perspectives in Contemporary Issues*
- *Everything's an Argument*
- *The Little Seagull Handbook*
- Handouts given throughout the course

Course Description

College Composition II focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. We will focus on developing a writing process, developing a sense of writing community in the classroom, and develop audience awareness. You will develop five pieces of writing which reflect these goals and achieve the assignment requirements.

The main objective of Composition II is to develop your ability to make arguments in writing. We will do that while also delving into the value of life as a sort of theme for the class. We will look at several arguments about the value of life in preparation for writing arguments of our own and develop an awareness that will foster a sense of writing to learn.

Course Requirements

This class will require several readings, extensive peer review, in-class writing, various in-class activities, reading quizzes, five major writing assignments, five analytical responses, and a final portfolio. Completing all of these tasks is essential to success.

You will be required to approach assignments actively and thoughtfully, be creative, be present mentally, and participate in the class writing community.

Your Instructor

Please do not hesitate to email me or to visit my office during office hours if you are struggling with course material, assignments, or simply want to touch base. I'm a valuable resource for

doing well in this course. This is true of any course. Carry this advice into your other current and future classes.

A note on emailing: I will not respond to informal emails. All emails sent to me or any other instructor should contain a greeting, a formally written body, and a signature. Do not treat such correspondence as you would a text message.

Attendance and Late Work

You will be permitted two unexcused absence for this class; beyond that, your participation grade will be decreased by five points. I need to be notified of any following absences before class via email. If you are not in class the day that something is due, it needs to be turned into D2L anyway.

You are permitted one extension to be used at your discretion, but it needs to be cleared with me before the assignment is due. Beyond that, I will not take late work. Plan ahead and get assignments done in the allotted time.

Documentation Specifications

All writing assignments for this class should include a header on the top left side of the first page of the paper that includes: your name, my name, the class (ENG 1002), and the due date of the assignment. They should include a centered title that IS NOT the title of the assignment. They should include page numbers with your last name at the top of every page. They should be in 12 point Times New Roman font. They should be double spaced.

Analytical Responses

You will be asked to write an analytical response to each of the five major assignments in this course. Each analytical response will be a single page, single spaced, and 12 point Times New Roman font with double spacing between paragraphs. These responses will ask that you answer at least two questions. These assignments will be due the class period following the due date of the essay that they are associated with, but it's best to be thinking about what you will say throughout the composition process.

Revision

You will be given the opportunity to revise all five of the major writing assignment for this course, but I expect significant change to occur to the pieces when revised. Revisions will be due two class periods after I return work, which I will clearly mark with a revision due date. I may make revision a requirement on a case-by-case basis. You will also be given the opportunity to further revise three major writing assignments in your final portfolio.

Classroom Conduct

Our classroom is a learning environment, and I expect it to be treated as such.

Here are items you should have in class:

- Writing tools
- A class notebook
- Assigned reading material

Here are behaviors that will not be tolerated in class:

- Sleeping
- Extended disappearances during class
- Extensive or excessive tardiness
- Use of electronic devices
- Side conversation
- Rude or offensive language

I reserve the right to ask students to leave class for doing any of the aforementioned intolerable acts.

An extra note on the use of electronic devices:

This class is not a social hour. When we have in-class work days, we will be in a lab where it will be permissible to use the provided computers, but otherwise you should not have electronics out. I **will not** be fooled by hiding your cellphone under your desk at all, and if I see a student using electronics inappropriately in class, I will ask that they be put away on the spot. If I see it again, I will ask you to leave. This is disruptive behavior, and it isn't benefitting anyone in the room.

Academic Integrity and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: "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."

In class, we will thoroughly discuss the use of sources in the assigned essays, so I will expect that everyone be very clear on what plagiarism is and how to avoid it; therefore, if I find that plagiarism has occurred in any of the writing that you do for this course, I will not hesitate to fail the assignment and turn the offender into the University Student Standard Board. I take this offense very seriously.

Using the Writing Center

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, and documenting your papers. To schedule an appointment, you can drop by the center or call 581-5929.

I cannot stress enough that this is a fantastic resource for writers at all levels and at every stage in the writing process. Even if you don't know where to get started on a writing assignment, all you need is the assignment sheet, and the lovely people in the center will help you figure out where to go from there. As an added incentive, I will offer a 2% higher grade on any of the five major writing assignments if they are turned in with a stamped session form from the center.

Also, I will be in the Writing Center from 9:00-11:00 every Tuesday and Thursday morning if you would like to specifically work with me. When you go in to schedule an appointment, you can ask the desk attendant to schedule you specifically with me during those times.

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.

Grading in This Course

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

Presentation and Smaller Writing Assignments

Presentation	25
Analytical Response I	40
Analytical Response II	40
Analytical Response III	40
Analytical Response IV	40
Analytical Response V	40
Peer Review I	25
Peer Review II	25
Peer Review III	25
Peer Review IV	25
Peer Review V	25

Five Major Writing Assignments and Final

Trolley Problem Paper	100
Modest Proposal Imitation	100
Lives of Animals Rhetorical Analysis	100
Animal Research Project	100
Ecocritical Analysis	100
Final Portfolio	150

1000 Points

Trolley Problem Paper (3 pages)

Look at the trolley problem or a variation of the trolley problem and argue why you would make the choice that you would make when faced with that situation. Provide at least three reasons that you feel your choice is the right one for you.

Analytical Response I

For this first analytical response, discuss how your views on the value of life were either challenged or affirmed. Was this assignment difficult? Easy? Were you expecting this

kind of assignment in Composition II? Did you enjoy being peer reviewed? Do you think that peer review helped you? Were our discussions valuable to your writing?

Modest Proposal Imitation (4 pages)

After we read “A Modest Proposal,” you will look at another group of people, one that you do not belong to, and you will create a similar satirical argument. The point of this project is to be dramatic and obscene, but I expect you to take it seriously. You may use research about the community that you are looking at in order to situate your satirical argument, but it is not necessary. Regardless of whether or not you use research in your argument, you should provide a “works consulted” list at the end of the paper to show that you looked into the community before writing about it.

Analytical Response II

Discuss how you were affected by Swift’s essay and by writing this paper. How did you approach this paper? Has your worldview changed? Do you feel more or less strongly about human rights or the value of human life after this exercise? Do you feel that you are more aware of your privilege over others than you were before? Did you feel that this exercise had value for you? Do you feel that others would benefit from this experience? Did you feel that the peer review was beneficial to you? Do you think our discussions were beneficial to your writing?

Lives of Animals Rhetorical Analysis (5 pages)

After we read *The Lives of Animals*, you will work with the text to do a rhetorical analysis. Several arguments are presented in the short story. You will pick one and discuss how the argument was made and whether or not it was effective. You should look at a minimum of three points made by the arguing character in support of their claim and discuss the type of argument each point is. You should also look at the counterargument made in the text and discuss whether or not the counterargument is effective or lacking and why.

Analytical Response III

Since reading Coetzee’s *The Lives of Animals*, has your view of animal’s rights changed? Do you feel that animals deserve more or less respect than before the reading? Is there a particular argument in the text that struck you? Do you feel that you understand arguments better now that you have analyzed one? Did peer review help you? Did you find our discussions beneficial?

Animal Research Project (6 pages)

In this paper, you will pick one, non-domesticated animal and do research on it. You will use this research to discuss not only how the animal lives, its habits, behaviors, habitat, and needs but also its value. In this paper, you should move beyond “what is a beaver?” and onto “what value does a beaver have?” I should clarify, this is not a paper discussing what good an animal is to humans but what we can learn from it, and what value it has in its own right.

Analytical Response IV

Do you feel that you have a better understanding of animals or the animal that you researched after writing this paper? Do you feel that you see more value in animals now that you have looked intimately into one’s life? Do you feel that you are less anthropocentric than you were before? Were you comfortable with the amount of research that you had to do for this paper? Were our discussions valuable to your writing? Did you find value in the peer reviewing process?

Ecocritical Analysis (7 pages)

We will have had discussions on the brain, DNA, critical animal studies, anthropocentrism, and ecocriticism as well as readings. Your job in this final paper will be to look at a short work of literature or a film and do an ecocritical analysis of the text. How does this short story or poem treat nature? How does it treat animals? What do the representations of nature and animals do in the text; how do they function? Is it realistic? Why or why not? What does the treatment of nature and animals in the text tell us about humanity? What does it tell us about nature? You do not have to address all of these questions, they are simply starting points to form your own argument about the text you will be looking at. We will also do a presentation on this project in which you will present your findings to the class.

Analytical Response V

Did this assignment change the way that you look at fictional stories? Do you feel that you are more aware of how nature and animals are represented in the media than you were before taking this class? Did peer review help you with this assignment? Did our class discussions help you in writing this paper? Did you like engaging with the readings to make an argument?

Presentation (10 minutes)

For this presentation, you will be paired with several of your classmates, your job will be to meet outside of class or communicate electronically in order to put together a group

presentation. You will compare and contrast the works that you examined and your ecocritical findings. Each group member should briefly reveal their findings in their own paper before the group discusses the commonalities and deviations in representations between their texts.

Final Portfolio

The final assignment for this class will be a final portfolio which will contain three of the five major writing assignments for this course and an analytical essay all in one document. The portfolio should begin with a table of contents. The three assignments will need to be included with A. the first draft with my comments attached, B. any revisions that you submitted with my comments attached, and C. a further revised version of the paper. The analytical essay will be a two page piece of writing that discusses your growth as a writer, the most significant changes that you made to each of the three papers included in the portfolio, and how your understanding of the value of life has changed throughout the semester.

ENG1002 Course Syllabus

Tentative Schedule

CDA : *Compose, Design, Advocate*

BBG : *Bedford Book of Genres*

LSH : *The Little Seagull Handbook*

: article/handout

WEEK 1

Tuesday 1/8

Introduction activities. Discuss Syllabus

Discuss what we know about writing and what we want to know

"Scourge of Relatability" for Thursday

Thursday 1/10

Discuss reading

Watch Season 2 Episode 5 of The Good Place

Discuss the Trolley Problem

Introduce Trolley Problem Paper

WEEK 2

Tuesday 1/15

Discuss Trolley Problem Paper

Peer review

Thursday 1/17

Trolley Problem Paper due

Class discussion on human rights

"A Modest Proposal" for Tuesday

WEEK 3

Tuesday 1/22

Discuss "A Modest Proposal"

Introduce Modest Proposal Imitation

Sign up for topics

Analytical Response I due

Thursday 1/24

MLA workshop

Work on Modest Proposal Imitation

Discuss Modest Proposal Imitation progress and ideas

WEEK 4

Tuesday 1/29

Modest Proposal Imitation peer review workshop

Thursday 1/31

Modest Proposal Imitation peer review workshop

Lecture One of *The Lives of Animals*

WEEK 5

Tuesday 2/5

Modest Proposal Imitation due

Introduce Lives of Animals Rhetorical Analysis

Discuss Lecture One of *The Lives of Animals*

Lecture Two of *The Lives of Animals*

Thursday 2/7

Discuss Lecture Two of *The Lives of Animals*

Begin working on Lives of Animals Rhetorical Analysis

Analytical Response II due

WEEK 6

Tuesday 2/12

Discuss Ethos, Pathos, and Logos

Thursday 2/14

Lives of Animals Rhetorical Analysis peer review

Sign up for conferences

WEEK 7

Tuesday 2/19

Conferences

Thursday 2/21

Conferences

Lives of Animals Rhetorical Analysis due at 11:00 am

WEEK 8

Tuesday 2/26

Introduce Animal Research Project

Discussion on the brain, DNA, critical animal studies, and anthropocentrism

Thursday 2/28

Sign up for topics

Research workshop

Further discussion and work on Animal Research Project

WEEK 9

Tuesday 3/5

Animal Research Project peer review workshop

Thursday 3/7

Animal Research Project peer review workshop

WEEK 10

SPRING BREAK

WEEK 11

Tuesday 3/19

Animal Research Project due

Introduce Ecocritical Analysis

Genre Awareness Activity

#

Thursday 3/21

Analytical Response IV due

Discuss reading

Sign up for topics

sections of "Defining Ecocritical Theory and Practice"

Val Plumwood handout 19-27

WEEK 12

Tuesday 3/26

Discussion of readings

Discussion of colonization

Thursday 3/28

Work on Ecocritical Analysis

WEEK 13

Tuesday 4/2

Ecocritical Analysis peer review

Thursday 4/4

Ecocritical Analysis due

WEEK 14

Tuesday 4/9

Introduce Presentations

Set up groups

Analytical Response V due

Thursday 4/11
In class work on Presentations

WEEK 15

Tuesday 4/16
Presentations

Thursday 4/18
Presentations
Introduce Final Portfolio
Begin Work on Final Portfolio
Sign up for Conferences

WEEK 16

Tuesday 4/23
Conferences

Thursday 4/25
Conferences

WEEK 17

FINALS WEEK
(Final Portfolio due Monday 4/29 at 5pm)