

Spring 1-15-2019

ENG 1002G-010: College Composition II

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ENG 1002: College Composition II

Spring 2019; MWF 11:00-11:50 pm; CH 3210

Instructor: Ms. Courtney Walton

Office: 3861 Coleman Hall

Office hours: MWF 10:15-11:00 am, WF 12:00-1:00 pm and by appointment

Email: cbwalton@eiu.edu

Required Texts:

- *Writer/Designer: A Guide to Making Multimodal Projects*, 2nd ed. Palmquist
- *Writing Arguments: A Rhetoric with Readings*, 10th ed. Pearson
- *The Little Seagull Handbook with Exercises*, 3rd ed.
- *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11th ed. Bedford/St. Martin's
- Handouts will be distributed throughout the semester

Course Description

College Composition II: Argument & Critical Inquiry 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. C1901R (WC)

Learning Objectives

By the end of the course, students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents (WCR, CT, RC-1, RC-2)
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, WCR-6, WCR-7, CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, RC-1, RC-2)
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5, WCR-6, WCR-7, CT-4, CT-5, CT-6, QR-4) ▪ Integrate sources ethically, appropriately, and consistently in written documents (WCR7, CT-4, RC-2)
- Use data and create graphical elements in their writing (QR-2, QR-3, QR-4, QR-5, QR-6, RC-2) ▪ 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 (WCR 1-7)
- Present work in Edited American English (WCR-4)

Course Requirements

Because this class is discussion based, you will be asked to contribute to discussions daily. We will regularly do small group work, whole group work, and in-class activities, so come engaged and ready to learn. You will be expected to not only participate, but to also be respectful of others including me when they are talking. This includes active listening, remaining engaged, and note taking when necessary. This is also a composition course, so be prepared to write daily. The only way to get better at writing or anything is to practice!

SIX larger writing assignments are also required for this course including several smaller assignments. It is crucial to complete all of the SIX larger writing assignments in order to pass this class with a good grade.

Be prepared for the following assignments:

- Active participation in class discussions
- In-class writing activities
- Completion of assigned readings
- Reading quizzes
- Small group work
- Rhetorical Analysis Essay
- Personal Opinion Research Essay
- Proposal Essay
- Infographic Essay
- Annotated Bibliography
- Argumentative Essay

Revision Policy

You will have the opportunity to revise any larger writing assignment you turn in for this class. You will have one week from the day the paper is turned back to you to revise. You will have suggestions of areas to improve on in your original paper, and you are free to meet with me for clarification or for additional help on your paper.

Grading Policy

The grades for this class will be based on a standard grading scale:

100-90%= A

89-80%= B

79-70%= C

69-60%=D

59% and lower=F

Grading Break down

Participation/Shorter Assignments

310 points

Peer Review (4@15)

60 points (6%)

Argumentative Essay presentation

60 points (6%)

Discussion (Participation), in-class writing, group work, attendance

190 points (19%)

Major Writing Assignments

690 points

Rhetorical Analysis Essay (3-4 pages)

100 points (10%)

Personal Essay (4-5 pages)

150 points (15%)

Infographic Essay (2-3 pages)

75 points (7.5%)

Proposal Essay (3-4 pages)

100 points (10%)

Annotated Bibliography

65 points (6.5%)

Argumentative Essay (6-8 pages)

200 points (20%)

Attendance Policy

Students are expected to attend every class meeting. Only absences due to circumstances that can be documented on paper (illness, university event, accident report, etc.) will be excused. **After three absences, a student's participation grade points will start to drop.** Students will also not be able to make up any participation or in-class work points earned during your absence if it is unexcused.

Students are expected to be on time to class. Do not disrupt the class if you happen to be late. If you are over 10 minutes late to class with no prior notification, you will be marked absent.

Make-Up and Late Work Policies

You will only be allowed to make-up in-class work if you have an excused absence. Unexcused absences will not permit one to make-up work. It is your responsibility to ask a classmate or me about what you missed in class.

Late assignments will be deducted a full letter grade (10%) for each day (not class period) it is late. After three days, I will not accept the assignment.

Class Conduct

Sleeping, disruptive conversations, cellphones, laptops, tablets, or other electronics will not be allowed during class time. **The presence of any of the things listed above will result in a deduction your participation points. Disrespectful behaviors will not be tolerated, and you will be asked to leave immediately if I witness these behaviors.**

Using the Writing Center

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

Academic Integrity and Plagiarism

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.

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.

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.

ENG 1002 Course Syllabus

All deadlines and readings are tentative

WA= *A Rhetoric with Readings*

LS= *The Little Seagull Handbook with Exercises*

WD= *Writer/Designer: A Guide to Making Multimodal Projects*

CI= *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument*

#=Handouts will be distributed throughout the semester

Week 1

Mon. 1/7

Introduction activity: Student Bingo

First day survey

Wed. 1/9

Course Policies and Syllabus

Introduction to Rhetorical Analysis

HW: CI: Chapter 5 (p.181-187); Bring book on Friday!

Fri. 1/11

Review book readings

Read and analyze “Violent Media Is Good for Kids”

Introduction to Ethos, Pathos, Logos

Kahoot

HW: Finish in-class writing; CI: Chapter 5 (p. 188-195)

Week 2

Mon. 1/14

“Hobby Master’s” Commercial Analysis

Summarizing and Analyzing

HW: LS: “Literary Analyses” (W-11)

Wed. 1/16

Analysis of Elie Wiesel’s “The Perils of Indifference”

Parenthetical Citations

Reference Pages

HW: Find article for rhetorical analysis

Fri. 1/18

Read “The Space Shuttle Challenger Address,” Dr. Martin Luther King Jr.’s “I Have a Dream,” President George W. Bush’s “9/11 Address to the Nation,” or JFK’s “Ich bin in Berliner.”

HW: (If not done in class) Annotate speeches for literal and figurative meaning; identify the speech’s subject, purpose, author, context, and tone; write a rhetorical analysis of the speech that includes an adequate summary and analysis.

Week 3

Mon. 1/21

Dr. Martin Luther King Day! ---No Class

Wed. 1/23

Draft/Conference Day

HW: Complete rough draft

Fri. 1/25

Peer review day

HW: Essay due

Week 4

Mon. 1/28

Rhetorical Analysis due

In-class reflective writing

Introduction to Personal Opinion Argument Essay

HW: CI: “Critical Reading: Getting Deeper into Arguments” (Chapter 3: p.80-116)

Wed. 1/30

Think-pair-share

Elements of persuasion (videos)

Ethos, pathos, logos

Fri. 2/1

Ethos, Pathos, Logos

Sample personal essays

Pros and Cons

Week 5

Mon. 2/4

Outline/Brainstorm for personal essay

Introduction/Body paragraphs

Wed. 2/6

Body paragraphs/Conclusion

HW: Work on rough draft

Fri. 2/8

Reference Pages

Draft day!

HW: Work on rough draft

Week 6

Mon. 2/11

Peer review of rough drafts

Work on revisions for personal essay

HW: Personal Essay final draft

Wed. 2/13

Conferences

Fri. 2/15

No class---Lincoln's birthday

Week 7

Mon. 2/18

Personal Essay Due

In-class reflective writing

Introduction to proposals

Assign Proposal Argument

HW: LS: "Arguments" (Chapter 7) & "Proposals" (Chapter 12); WA: "Proposal Arguments" (Chapter 14)

Wed. 2/20

Discuss Readings

Kahoot

#"Why legalizing organ sales would help to save lives"

HW: Think about proposal topics

Fri. 2/22

"The Tethered Generation"

Reading Questions

“All Kids Should Take Poverty 101”

HW: WA: “Using Evidence Effectively” (Ch. 5) and “Incorporating Sources into Your Own Argument” (Ch. 16)

Week 8

Mon. 2/25

Assignment on readings

Wed. 2/27

Drafting/Brainstorming

Fri. 3/1

Peer Review

Types of citations

HW: Turn in rough draft with reflection questions

Week 9

Mon. 3/4

Proposal Due

Introduction to Multimodals

HW: WA: “Analyzing Visual Arguments (Chapter 9)

Wed. 3/6

Mini-Lesson on design tools (canva, piktochart, etc)

HW: WD: “What are Multimodal Projects?” (Chapter 1) and WD: “Analyzing Multimodal Projects” (Chapter 2)

Fri. 3/8

Group work analysis

Commercial examination

Visual Argument Assignment

HW: WD: “Analyzing Multimodal Projects” (Chapter 2)

Week 10

Mon. 3/11- Fri. 3/15

Spring Break – No Classes

Week 11

Mon. 3/18

Visual Design Workshop for Infographic

Wed. 3/20

Visual Argument Due

Visual Design Workshop for Infographic

Self-Assessment

HW: Finish Infographic Essay

Fri. 3/22

Infographic Due

Introduction to Annotated Bibliography and Argument Essay

Annotated Bibliography Overview

HW: Pick top 5 research topics

Week 12

Mon. 3/25

Trip to library

Presentation on how to use the library's database

Wed. 3/27

Research time

Finding valid sources

Outline essay

HW: WA: "Using Evidence Effectively" (Chapter 5)

Fri. 3/29

Identifying argument

Kahoot

HW: Outline (Structure essay with a clear argument/main idea with adequate support)

Week 13

Mon. 4/1

Examples of good and bad argument essays

HW: Textbook Reading

Wed. 4/3

Writing an introduction

Complete 2 thesis statements for peer review

LS: “Developing Paragraphs” (W-4)

HW: Finish introduction

Fri. 4/5

Types of arguments

Body paragraphs

HW: Continue working on research essay

Week 14

Mon. 4/8

Integrating evidence

Drafting conclusions

Wed. 4/10

Work day

HW: Complete rough draft of research essay

Fri. 4/12

Peer Review

Week 15

Mon. 4/15

Conferences

HW: Finish essay

Wed. 4/17

Presentation Tips

Teacher Course Reflection survey

HW: LS: “Giving Presentations” (W-6)

Fri. 4/19

Argument Essay Due

Presentations

Week 16

Mon. 4/22- Fri. 4/26

Presentations