ENG 1002G-005: College Composition II

Julie Campbell
Eastern Illinois University
1002-005—College Composition II: Argument & Critical Inquiry (3 Credits) Fall 2016

Dr. Julie Campbell
Office CH 3572
Office hours TTH 11am-12:30pm; 3:30pm-4:30pm and by appointment

Office CH 3130
TTH 2:00-3:15pm
jdcampbell@eiu.edu

“We believe that language—taken broadly—provides the most powerful means of understanding and shaping the world. We know that arguments seldom if ever have only two sides; rather, they present a dizzying array of perspectives.” Andrea Lunsford, et al.

Texts
Lunsford, et al. Everything’s an Argument
Barnet and Bedau, Current Issues and Enduring Questions
Faigley. The Brief Penguin Handbook
Arola, et al. Writer/Designer

Course Focus
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
--To think critically about multiple sides of issues.
--To develop research skills by exploring a variety of types of sources and analyzing those sources.
--To identify the needs of specific audiences.
--To write rhetorically astute papers in which careful diction, thoughtfully constructed sentences, and well-organized paragraphs develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, revision strategies for clarity and adequate development, and means for polishing and editing.
--To develop skills in critical reading to become a discerning reader and a discerning critic and editor of your own work and that of others.

Policies and General Information
--The English Department statement on plagiarism stipulates that 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 original work” (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned
essay and for the course, and to report the incident to the Judicial Affairs Office. See

--Papers: Hand papers in on time. Late papers will be reduced a letter grade for each class day
that they are late without a university approved excuse (properly verified absences due to illness,
emergency, or participation in an official University activity).

--If you have a documented disability and wish to receive academic accommodations, please
contact the Coordinator of the Office of Disability Services (581-6583) or stop by Ninth Street
Hall, Room 2006, as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student
Success Center. Students who are having difficulty achieving their academic goals are
couraged to contact the Student Success Center (http://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.

--Please make use of EIU’s Writing Center, located at 3110 Coleman Hall, this semester. The
consultants there can help you with brainstorming, organizing, developing support for, and
documenting your papers. One caveat: the Writing Center is not a proofreading or editing
service. It is a place where you can learn how to become a more thoughtful, independent, and
rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call
581-5929.

--Be prepared for class. You'll get more out of class discussions if you are participating in them,
and I'll notice if you do not seem prepared to participate.

Requirements and Grades
1. To pass English 1002G, you must have a grade of A, B, or C at the end of the semester.
Anything below constitutes a grade of NC, no credit, and will result in retaking the course. (An
NC is not factored in to your GPA.) The prerequisite for the course is English 1001G.

2. Turning in work—you will turn in your essays in a folder. The polished, finished paper will
go in the right pocket. The drafts, pre-writing exercises, and, later, Revision Reflections, will go
in the left pocket. Finished papers will be word-processed and, in general, will follow the MLA
guidelines.

| Paper 1    | 10% |
| Paper 2    | 20% |
| Paper 3    | 25% |
| Final paper proposal and annotated bib. | 5% |
| Final paper | 25% |
| Revisions with Revision Reflections and any other graded assignments | 15% |
| Total:     | 100 |
Assignments

Papers 1-3 will reflect topics covered in Units 1-3. Each of these papers will be 4-6 pages in length. As you learn and improve your skills during the course of writing these papers, the percentage of your grade assigned to each increases. Pre-writing assignments and rough drafts will be part of the completion of these paper assignments.

Revisions are revised versions of the papers; they are accompanied by Revision Reflections, which are 2-3 paragraphs in which you reflect on the choices that you made as you revised each paper.

The Final Paper proposal and annotated bibliography are meant to help you begin or refocus your research for your major paper, which stands in for your final exam in this course. For this assignment, you will propose a new topic or revise an old topic and begin to explore your thesis for the final paper, as well as provide an annotated bibliography that shows the research you have in progress. The proposal will be 1-2 pages long. The annotated bibliography will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper.

The Final Paper will be 7-10 pages long, and it will be concerned with topics we have addressed during the course of our 3 units.

Other Graded Assignments: these short writing assignments will vary from unit to unit during the semester, depending on class discussion. They may include but are not limited to project proposals, argument paragraphs, and progress reports.

Important Reminder
All students must submit a document from 1001G/1091G or 1002G/1092G as part of the requirements for their Electronic Writing Portfolio (EWP). This is a University requirement for graduation. For more information, visit the following site:
http://www.eiu.edu/~assess/ewpmain.php

The Writing Center
Consider making use of EIU’s Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

Tentative Schedule

Unit 1: Ethos, Logos, and Pathos

T. Aug. 23—Introduction to course.
Read: Lunsford et al., Ch. 1, and Barnet and Bedau, Ch. 1.
Th. Aug. 25—Re: Lunsford et al., discuss arguments to “convince and inform,” “to understand and explore,” “about the past,” “about the future,” and “in the present.” Consider “occasions for argument,” “kinds of argument,” as well as “appealing to audiences” and “exploring your assumptions.” Re: Barnet and Bedau, discuss selected cases and essays.

Rea d: Lunsford et al., Chs. 2, 3, &4, and Barnet and Bedau, Ch. 2.

T. Aug. 30—Re: Lunsford, et al., discuss ethos, pathos, and logos. Re: Barnet and Bedau, discuss selected cases and essays.

Rea d: Lunsford et al., Ch. 5, and Barnet and Bedau, Ch. 3.

Th. Sept. 1—Re: Lunsford et al., discuss fallacies of argument; re: Barnet and Bedau, discuss procedures in argument. Discuss Prompt 1.

Homew ork: Bring to next class a list of three possible topics for Paper 1. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. You will turn in this pre-writing assignment. Skim Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Sept. 6—In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

Homew ork: Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. Bring to next class a brief progress report on your research. It should include a list of the sources you have consulted and a summary (1-2 paragraphs) of your progress that discusses what you have done and what you have left to do. Skim Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

Th. Sept. 8—Discuss research progress reports. Consider examples of argument papers.

Homew ork: Write the first draft of your paper for next class. Bring three copies to class.

T. Sept. 13—Peer Critique of Drafts. We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.

Homew ork: Revise drafts; bring three new copies to class.

Th. Sept. 15—Peer Critique of Drafts. We will consider your editing and proof-reading amendments.

Homew ork: Edited, polished draft of Paper 1 is due next class.

T. Sept. 20—Turn in polished Paper 1, along with early drafts and pre-writing exercises.

Rea d: Lunsford et al., Chs. 6 and 7; Barnet and Bedau, Ch. 5.

Unit 2: Structuring Arguments

Th. Sept. 22—Discuss Lunsford et al. on patterns of argument: induction, deduction, classical, Rogerian, invitational, and Toulminian. Consider examples of argument analysis in Barnet and
Read: Barnet and Bedau, Chs. 8 and 9.

T. Sept. 27—**Paper 1 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. Continue discussion of structures of argument in Barnet and Bedau. 
**Read:** Lunsford et al., Chs. 8 and 9; Barnet and Bedau, Ch. 10.

Th. Sept. 29—Discuss arguments of fact and definition. Consider more on the Rogerian argument in Barnet and Bedau. **Discuss Prompt 2.**
**Homework:** Bring to next class a list of three possible topics for Paper 2. For each topic, you will include two or three ideas regarding your audience/s and venues, as well as two or three ideas for persuasive approaches for that topic. You will turn in this pre-writing assignment. Refer to Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Oct. 4—**Revisions and Revision Statements for Paper 1 are due.** In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion. 
**Homework:** Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. Bring to next class a brief progress report on your research. It should include a list of the sources you have consulted and a summary (1-2 paragraphs) of your progress that discusses what you have done and what you have left to do. Refer to Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

Th. Oct. 6—Discuss research progress reports. Consider examples of argument papers. 
**Homework:** Write the first draft of your paper for next class. Bring three copies to class.

T. Oct. 11—**Peer Critique of Drafts.** We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.
**Homework:** Revise drafts; bring three new copies to class.

Th. Oct. 13—**Peer Critique of Drafts.** We will consider your editing and proof-reading amendments.
**Homework:** Edited, polished draft of Paper 2 is due next class.

T. Oct. 18—**Turn in polished Paper 2,** along with early drafts and pre-writing exercises. 
**Read:** Lunsford et al., Chs. 10 and 11; Barnet and Bedau Chs. 17 and 18.

Th. Oct. 20—Reading day.

**Unit 3: Evaluations and Proposals**

T. Oct. 25—Discuss evaluations and causal arguments. Consider the evaluation arguments embedded in the Barnet and Bedau essays. 
**Read:** Lunsford et al, Ch. 12 and Barnet and Bedau, Chs. 23, 24, and 25.

Th. Oct. 27—**Paper 2 is returned.** Discuss writing Revisions and Revision Statements for the
Revision grade. Discuss proposals. Consider the evaluations and proposals at work in the Barnet and Bedau essays. Discuss Prompt 3.

**Homework:** Bring to next class a list of three possible topics for Paper 3. For each topic, you will include two or three ideas regarding your audiences and venues, as well as two or three ideas for persuasive approaches for that topic. You will turn in this pre-writing assignment. Refer to Lunsford et al., Chs. 18, 19, and 20 on finding and using sources.

T. Nov. 1—In class, you will present your list of possible topics, approaches, audiences, and venues for general class discussion.

**Homework:** Narrow your choice of topic, audience, venue, and approaches. Then, research the elements of your topic that you plan to discuss in your paper. Bring to next class a brief progress report on your research. It should include a list of the sources you have consulted and a summary (1-2 paragraphs) of your progress that discusses what you have done and what you have left to do. Refer to Lunsford et al., Chs. 21 and 22 on academic integrity and citing sources.

Th. Nov. 3—**Revisions and Revision Statements for Paper 2 are due.** Discuss research progress reports. Consider examples of argument papers.

**Homework:** Write the first draft of your paper for next class. Bring three copies to class.

T. Nov. 8—**Peer Critique of Drafts.** We will address issues regarding documenting sources, incorporation of quotations and paraphrasing, and general use of MLA Style. We will also consider how well your paper addresses stated audiences and its style regarding stated venues.

**Homework:** Revise drafts; bring three new copies to class.

Th. Nov. 10—**Peer Critique of Drafts.** We will consider your editing and proof-reading amendments.

**Homework:** Edited, polished draft of Paper 3 is due next class.

T. Nov. 15—**Turn in polished Paper 3, along with early drafts and pre-writing exercises.**

**Read:** Lunsford et al., Chs. 13, 14, and 23.

**Unit 4: Visual Rhetoric and Final Paper**

Th. Nov. 17—Discuss visual rhetoric and how it can enhance argument. Discuss Prompt 4 for the final paper.

**Homework:** Decide if you are going to design a new project or revise and lengthen one of your previous projects. Bring to class two options to consider, including the usual list of potential audiences, approaches, and venues for each.

T. Nov. 22—Thanksgiving Break

Th. Nov. 24—Thanksgiving Break

T. Nov. 29—**Paper 3 is returned.** Discuss writing Revisions and Revision Statements for the Revision grade. Discuss proposals for final projects. Consider how adding visual rhetoric might
be part of your strategy.

**Homework:** Begin writing your final paper proposal and annotated bibliography.

**Homework:** Write draft of Final Paper. Bring 3 copies to class.

T. Dec. 6—*Revisions and Revision Statements for Paper 3 are due.* Peer Critiques of Final Paper draft.
**Homework:** Revise drafts; bring three **new** copies to class.

Th. Dec. 8—Peer **Critiques** of Final Paper draft.

**Final paper due:** Mon., Dec. 12, 2:45-4:45pm.