Fall 8-15-2016

ENG 1002G-007: College Composition II

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College Composition II focuses on argumentation and critical inquiry and the use of sources and arguments. Coursework 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.

Required Texts and Materials:

• A folder for handouts and assignments and a notebook, both dedicated to this class.

Learning Objectives:

• Apply the principles of argument—claims, reasons, evidence, assumptions, counter-assumptions, and counter-arguments—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 graphical elements in your writing.

• Recognize how to transfer your writing processes, understanding of rhetorical principles, awareness of genre, understanding of argumentative principles, and the research process to other writing situations.

• Present work in Edited American English.
Major Writing and Reading Assignments (more information on assignments will follow):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework, drafts of essays, attendance and participation</td>
<td>10%</td>
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<tr>
<td>• A Rhetorical Analysis (3)*</td>
<td>10%</td>
</tr>
<tr>
<td>• Exploratory Synthesis focused on the sources of disagreement on an issue (4)</td>
<td>10%</td>
</tr>
<tr>
<td>• Classical Argument (4)</td>
<td>15%</td>
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<tr>
<td>• Definitional, Evaluative, or Causal Argument (4)</td>
<td>15%</td>
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<tr>
<td>• Proposal Argument—policy proposal, practical proposal, or civic proposal (7)</td>
<td>25%</td>
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<tr>
<td>• Advocacy Advertisement (1)</td>
<td>5%</td>
</tr>
<tr>
<td>• Reflective Paper and Writing Portfolio</td>
<td>10%</td>
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</tbody>
</table>

* Numbers in parentheses indicate the page-length of each essay. And, keep in mind that you are expected to complete all, not just part, of all the assigned work.

Attendance Policy:

Class attendance is essential to succeed in this class (and in every class, for that matter). Two unexcused absences—and this includes required conferences as well as classes—will mean your final grade will drop a full grade point. Four unexcused absences mean a “NC,” or No Credit, for the course. In short, be here.

The Fine but Important Print:

The English Department Statement on Plagiarism—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.

A brief note on academic dishonesty: cooperation among all of you is and will be encouraged, but submitting others’ work as you own is plagiarism. And plagiarism is not tolerated. No exceptions or excuses. Plagiarism will result in an immediate failure of the course and a report filed with the Office of Student Standards.
Office Hours—Make use of my office hours. Your first stop when you want additional help with this class should be my office hours. If my stated office hours don’t work for you, speak with me and we’ll find a time that will work.

The Writing Center—For even more help with writing in this or other classes, you can meet with the consultants at the Writing Center, who are trained graduate students in English. The Writing Center is just a few doors down the hall from our classroom. They are open M-R: 9-3 & 6-9; F: 9-1. Bring along the assignment sheet; it’s hard for the Writing Center consultants to give you the best possible help if you can’t tell them what the assignment is or what help you desire.

The Student Success Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (http://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 9th Street Hall, Room 1302.

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. Stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.
Schedule

Further details in the schedule will be added throughout the semester. Homework (HW) assignments will be announced in class. Late Homework will not be accepted and quizzes cannot be made up.

All changes to the schedule will be announced in class.

WA = Writing Arguments
PCI = Perspectives on Contemporary Issues
HW = Homework

Week 1
8/23: Introductions; Course Overview
8/25: Course Schedule/Syllabus; In-Class Writing; read Chapter 1 & Chapter 2, WA 2-50 HW #1 assigned

Week 2
8/30: WA, Chapters 3 & 4; Logos, Ethos, Pathos; Logical Structure of Arguments (Argument Frame); Toulmin argument (claim—reason—evidence);
9/1: Enthymemes; Issue Questions & Information Questions; Claims/Reasons (because clauses);
  ○ Rhetorical Analysis, Essay #1, assigned.

Week 3
9/6: WA, Chapter 8 (155-168) Rhetorical Analysis;
9/8: Continued discussion
  ○ Draft essay #1 due.

Week 4
9/13: WA, Chapter 5; Using Evidence Effectively; STAR Criteria;
  PCI, 329-331 and “Our Tired, Our Poor, Our Kids” (331-334).
  ○ Rhetorical Analysis (Essay #1) due;
  ○ Exploratory Synthesis (Essay #2) assigned.

Week 5
9/20: PCI, “Too Poor to Make the News” (337-341);
  WA 34-36, 125-26, & 362-63.
9/22: continued discussion and exercises

Week 6
9/27: PCI, “All Kids Should Take ‘Poverty 101’” (341-44) and “Responding to Visuals” (345-46);
9/29: continued discussion
  ○ Draft Essay #2 due.

Week 7
10/4: Continued work on summary, analytic reading.
  ○ Exploratory Synthesis (Essay #2) due;
  ○ Essay #3, Classical Argument, assigned.
Week 8
10/11: continued discussion
10/13: continued discussion
  - Draft Essay #3 due.

Week 9
10/18: continued discussion
10/20: continued discussion
  - Classical Argument (Essay #3) due;
  - Essay #4—Definitional, Evaluative, or Causal Argument—assigned.

Week 10
10/25: Read WA Chapters 10, 11, & 12 (209-64);
10/27: continued discussion
  - Draft Essay #4 due.

Week 11
11/1: WA, reading to be assigned.
11/3: WA, Chapter 14 (304-37);
  - Definitional, Evaluative, or Causal Argument (Essay #4) due;
  - Essay #5, Proposal Argument, assigned.

Week 12
11/8: WA Chapters 15 & 16 (340-74)
11/10: Continued discussion

Week 13
11/15: continued discussion
11/17: continued discussion
  - Draft Essay #5 due.

Thanksgiving Break – 11/21 to 11/25

Week 14
12/1: Essay #5, Proposal Argument due.

Week 15
12/6: Presentations of Advocacy Advertisement, Essay #6, due.

Finals Week
- Final Reflection Essay and Portfolio due Thursday, 12/15, via Course Dropbox.
- There is no final examination in ENG 1002G during finals week.
- Tuesday, 12/13: Last day to submit an essay from ENG 1002G to the Electronic Writing Portfolio