Eastern Illinois University

The Keep

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ENG 1002G-006 College Compositio II Argument & Critical Inquiry

Amie Whittemore
Eastern Illinois University

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English 1002: College Composition II Argument & Critical Inquiry, Fall 2023
Amie Whittemore (she/her) ████████████████
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What's English 1002 all about?
Welcome to English 1002! In this course, you will expand on the skills you learned in English 1001. 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. You'll gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information. C1 901R (WC)

This is a hands-on course: our work each week will involve a mix of reading, writing, short lectures, and small/large group discussion via our in class meetings and online activities. In addition to analyzing various texts and conducting research, you will provide feedback on each other's work during peer review sessions. The course will culminate in a final presentation, reflecting on your work for the semester. Throughout the course, you will reflect on your experience and growth as a reader, writer, thinker, and learner.

What are the student learning objectives?
Students will demonstrate the ability to:
- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—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 create graphical elements in their writing
- 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
- Present work in Edited American English

What books/materials do I need?
- *They Say I Say with Readings* (5th edition)

- *The Little Seagull Handbook* (4th edition)

Supplementary class readings will be posted on D2L. You'll need a notebook for the class. You are welcome to bring a laptop or tablet to class if you prefer taking notes/drafting work that way.

Access to D2L (Brightspace) and your EIU email account are also required and you are expected to login to both places regularly.

What will we do?

Below you will find a brief description of how I will evaluate your work this semester. You will receive more detailed information about assignments as we progress through the semester.

- **Project 1: Entering the Conversation:** For your first essay, you will write a response to an argumentative essay related to your inspiration word (more on your inspiration word in class).
- **Project 2: The Classic:** For your second essay, you will write a classical argument, building off strategies you practiced in Project 1.
- **Project 3: The Proposal:** For your third essay, you will craft a proposal style argument related to your inspiration word, in which you identify a problem and offer a solution.
- **Project 4: Revision & Remix:** You will revise and remix two of the first three projects and write a short reflection commenting on how you approached the remixing and revision processes (Not sure what "remix" means? Don't worry, we'll cover that.)
- **Project 5: Final Reflective Presentation** You will create a final presentation, reflecting on what you learned about your inspiration word and yourself as a writer and researcher.
- **Informal Work & Peer Review:** Throughout the semester, you will participate in informal writing exercises, discussion board conversations, and peer review. These informal exercises will help you be more successful on your major assignments and develop your understanding of yourself as a writer, reader, and thinker.

How will my work be evaluated?

This course uses labor-based grading. While, in most writing classes, you are often graded on the "quality" of your writing (and the quality is entirely context-based and can be performed with little effort at times), I will grade you on the quality of your "labor." That is, I will grade your performance this semester on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the demonstrated time and effort you put toward achieving course goals. Yes, your classmates and I will address the quality of your writing, and I expect that after careful construction and revision, your writing will be of the highest quality. I will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your writing. My feedback to you will be primarily through written commentary on your work; however, if you'd prefer an audio recording, I am happy to do that for you!

I'm grading your work this way because an emphasis on the time and effort you dedicate to this class, rather than an emphasis on quality or on grades, which are not always an accurate measure of learning, helps you to focus on your learning and development as a writer. It also invites you to take greater risks as a writer: this risk-taking is the most important thing you can do to develop as a writer. Also, this transparency (you will know exactly the grade you're going to get in this class, because you determine the effort and time you choose to put into it) allows all members of the class to be intellectually honest

with each other, and transparency is fundamental to my teaching philosophy.

Grading Contracts
Although your grade is dependent on labor, to receive credit for a project it must be complete. Thus, if your project does not meet the requirements of the assignment (if it does not include required components, use appropriate citation (if applicable), meet length requirements, or adhere to academic integrity standards, for instance), then it will not receive credit. You will have an opportunity to revise major projects to meet completion standards.

A = satisfactory completion of all five major projects and completion of 90% or more informal writing and peer review (as defined above)
B = satisfactory completion of all five major projects and completion of 80-89% informal writing and peer review (as defined above)
C = satisfactory completion of four major projects and completion of 70-79% informal writing and peer review (as defined above)
NC = satisfactory completion of four or fewer major projects and completion of 60-69% of informal writing and peer review (as defined above)

- If a student has the percentage needed for an A, B, or C, but does not complete all five projects, their grade will go down one letter grade per missing project (so an A becomes a B, a B becomes a C, etc.)
- To pass English 1002 with gen ed credit, students must earn a C or higher. Otherwise, an NC will be assigned (no credit) unless a significant issue with academic integrity has occurred, in which case an F may be assigned.
- Failure to complete work will result in an NC or failing grade in the course. But there is no need to fail! Just do the work, and talk to me if you're in a jam.

Ok, this grading system is new to me. How do I know what grade I'm getting?
Great question. You should be able to track your grade easily in D2L. All informal work will be worth 3 points each. For discussion posts, you can earn 1 pt for posting your response, and up to 2 additional points for responding to your classmates. For all other informal work, you will receive the full 3 points for completing the work to the standards provided. **Your percentage in D2L is based on the "informal work" category and correlates to the percentages and grades described above.**

Major Projects are worth 10 points each, to symbolize their weight (they are required after all!), but these points are not calculated in the percentage. You can earn either a 0/10 (incomplete and needs revision) or 10/10 (meets completion standards). **These assignments must be completed in order to pass the class and you will have the opportunity to revise to meet completion standards.**

Here's a quick example. If you've completed 85% of your informal work and got 10/10 on all 5 required assignments, you'll earn a B in the class. If you earn a 0/10 on one of them and chose not to revise, then you'd earn a C in this scenario.

What's your late work policy?
I will be generous with deadlines if you communicate with me in advance of them passing. Ideally, all Informal Work should be done by the time it is due as it will support your ongoing development as a writer this semester. For the most part, Informal Work will not be granted extensions, though I do make exceptions during extenuating circumstances; the way the course is set up, even if you miss a couple of these assignments, they will not adversely impact your grade. All of that said, please communicate with me if you are having trouble meeting deadlines and we can work something out!

If you need an extension on one of the major projects, please email me to arrange an alternative deadline *before the deadline has passed*. For the most part, extensions will not be longer than a week.

Deadlines serve us as writers and as a community in several ways: 1) they force us to produce work despite our anxieties about doing so; 2) by participating in discussion together, in a timely fashion, we can help each other learn and think about the texts we are engaging with and trying to create ourselves. Frequent missing of deadlines will make it difficult to pass the course and get as much out of it as you can.

How should everyone behave in class, including the instructor?
In this course we will discuss ideas with which you may disagree or that you may question—and that's a wonderful thing. How boring it would be if we all agreed on everything! I hope you find yourself challenged and introduced to new perspectives, both from our readings and from your fellow classmates. I expect you to engage with others' ideas respectfully and thoughtfully, to put forth honest effort in your work, to ask questions when you're uncertain, and to take notes on your reading and during our in-person meetings, as needed.

You can expect me to answer questions thoughtfully and provide you with clear objectives and standards for every activity and assignment in class. **You are expected to treat your classmates with respect and can expect me to treat you with respect.** Also, be sure when communicating on D2L to be thoughtful about your posts and proofread carefully. Humor doesn't always translate well to the written word, so be mindful of your classmates' feelings when you post.

What's EIU's academic integrity policy?
Learning to use source material responsibly will be a big part of this class. In your compositions and presentations, you must give credit for text, ideas, and images that did not originate with you. I will differentiate between intentional and unintentional plagiarism. Unintentionally failing to attribute researched material, or misuse of sources, is a "teaching moment"; intentional plagiarism—such as downloading a paper, having someone else write your essay, or cutting-and-pasting with no acknowledgement of the source, using ChatGPT without permission—is a form of academic misconduct.

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). Violations will be reported to the Office of Student Standards. In this class, sanctions range from a mandatory rewrite for partial

credit to an F in the course. To avoid such penalties, always do your own work, and ask for help when you are using source material.

I'm feeling a little lost. What should I do?
Come visit me during my office hours (listed on page 1 at the top). These hours are your chance to talk with me about any aspect of the course or your experiences at EIU.

What's the Writing Center?
I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

The Writing Center is open to work with 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. The center is not a proofreading or editing or remedial service, however. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 45 minutes.

Do you offer extra credit?
Your best option for extra credit is through visiting the Writing Center. You can make up three (3) missing informal assignments by substituting in a writing center visit (so 1 visit = 1 missing informal assignment, limit 3). All you need to do is request the Writing Center to email you a confirmation of your visit and forward that email to me to receive extra credit.

Is everything in this document set in stone?
We will stick to this schedule as closely as possible. Any changes will be posted in D2L.

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.

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.

Schedule: See below for schedule information.

English 1002 Schedule

Date	Activities & Assignments
Week 1	
8/21/23	Introductions Syllabus Review Thoughts on Argument & Research **HW due 8/23:** Read "Habits of Mind" overview and watch TED talk on "soldier/scout" mindset and respond in D2L discussion.
8/23/23	Discussion of homework Discussion of assignment sequence **HW due on 8/25:** Read and annotate "Good Writers Always Follow my Rules"in D2L.
8/25/23	Discussion of reading Getting Inspired Discussion Intro to Writing Workshop **HW due 8/28/23:** Submit practice argument in MLA format to dropbox. Read "Introduction: Entering the Conversation" in *They Say, I Say (TSIS)* (1-18) and "Go Ahead: Waste Time on the Internet" by Kenneth Goldsmith (TSIS, 582-586)
Week 2	
8/28/23	Introduction to Project 1 Introduction to Reject File Brainstorm and research practice activities **HW due 8/30/23:** Chapter 1: "They Say: Starting with What Others Are Saying" (TSIS, 19-31) and Michael Bunn's "Reading Like a Writer" (on D2L).
8/30/23	Rhetorical Appeals Reading Like a Writer Practice **HW due 9/1/23**: Chapter 2: "Her Point Is…" (TSIS, 32-46) and "Has Coronavirus Made the Internet Better" by Jenna Wortham (TSIS, 587-592)
9/1/23	Writing Workshop: Inspiration, Research Development, Practice Entering the Conversation. Inspiration Word selection due by 11:59pm (we will work on this in class). **HW due 9/6/23**: Watch assigned videos in D2L discussion board and read Chapter 4: "Yes / No / Ok, But…" (TSIS, 57-71) and "It's Time for 'They'" by Farhad Manjoo and "Liberals' Astonishingly Radical Shift on Gender" by Damon Linker (TSIS 660-671).

Week 3	
9/4/23	NO CLASS - Happy Labor Day!
9/6/23	Discussion of homework Discussion of possible sources for Project 1 **HW for 9/8/23**: Read Seagull W-8 "Arguments" (pgs 53-62), student example essay on Perusall, and Chapter 3 "As He Himself Puts It…" (TSIS 47-56).
9/8/23	Discuss Readings Writing Workshop: Quote Sandwich and thesis development practice **HW for 9/11/23**: Develop working thesis and practice body paragraph for review on Monday.
Week 4	
9/11/23	Review & Discuss Practice Paragraphs as Peer Review Prep Review MLA citations and formatting **HW for 9/13/23**: Read Chapter 7: "So What? Who Cares?" and Chapter 8: "Connecting the Parts" (TSIS pgs 96-122)
9/13/23	Discuss & Apply Reading Generative Writing **HW for 9/15/23**: Read Seagull 330-336 and 27-39
9/15/23	Writing Workshop: Rough Draft Development and In Class Conferencing **HW for 9/18/23**: Complete Rough Draft for Peer Review
Week 5	
9/18/23	Peer Review Day 1 **HW for 9/20/23**: Complete Self Review Guide and revise rough draft; bring revised rough draft to class. Bring your copy of Seagull to class on Wednesday!
9/20/23	Peer Review Day 2 Editing and citation day TBD **HW for 9/22/23**: Submit final draft of Project 1 to dropbox
9/22/23	Reflection on Project 1 Introduction to Project 2 Remix Activity **HW for 9/25/23**: Submit Reject File to dropbox. Read excerpts from *Everyone's an Author* on Perusall.

Week 6	
9/25/23	Introduction to Library Databases **HW for 9/27/23**: "Wikipedia is Good for You?!" by John Purdy and "Reading Academic Sources" on D2L.
9/27/23	Research Strategies Continued Discussion of Classic Argument Form **HW for 9/29/23:** Read "Chapter 6: Skeptics May Object" (TSIS 82-95) and "Social Media: The Screen, the Brain, and Human Nature" by Justin Vinh (TSIS 607-613)
9/29/23	Discussion of Counterarguments Writing Workshop: Developing background and counterarguments **HW for 10/2/23:** Read "Chapter 15: But as Several Sources Suggest…" (TSIS 203-231) and "How Smartphones Hijack Our Minds" by Nicholas Carr (TSIS, 597-606)
Week 7	
10/2/23	Feedback on project 1 Discussion of Sources for Project 2 **HW for 10/4/23:** Read example student arguments.
10/4/23	 **HW for 10/6/23:** No homework. Keep writing. Rough drafts should be ready for 10/9/23.
10/6/23	No Class. See D2L for information. Conduct research and write independently. Complete check-in on D2L. **HW for 10/9/23:** Bring Rough Draft to class for Peer Review
Week 8	
10/9/23:	Peer Review Day One
10/11/23:	Peer Review continued and editing/citation work **HW for 10/13/23:** FInal draft to dropbox
10/13/23	Introduction to Project 3 Remix Activity Midterm Reflection and Discussion **HW for 10/16/23:** Reject File Updated and Submitted to Dropbox. Read excerpts from *Everyone's an Author* on D2L.

Week 9	
10/16/23	Discuss Reading Brainstorming Activities Primary Sources **HW for 10/18/23:** Read Seagull 98-101 and example proposals on D2L.
10/18/23	Discuss Reading Brainstorming Activities Continued ==**HW for 10/23/23:TBD**==
10/20/23	No Class. Happy Fall Break!
Week 10	
10/23/23	Feedback on Project 2 ==**HW: TBD.**==
10/25/23	TBD **HW for 10/27/23:** Bring writing and research materials to class for writing workshop day.
10/27/23	Writing Workshop **HW**: Submit Research Update before your individual conference time next week.
Week 11	
10/30/23	Individual Conferences: No Class. Attend Selected Conference Time.
11/1/23	Individual Conferences: No Class. Attend Selected Conference Time.
11/3/23	Individual Conferences: No Class. Attend Selected Conference Time. ==**HW for 11/6/23: TBD**==
Week 12	
11/6/23	Using Visual Aids Testing Out Proposals (group activity) ==**HW for 11/8/23: TBD.**==
11/8/23	Visual Aid feedback/workshop
11/10/23	No Class. Independent Work Day. **HW for 11/13:** Rough Draft of Project 3 Due

Week 13	
11/13/23	Peer Review Day 1
11/15/23	Peer Review + Editing Day **HW for 11/17/23:** Final Draft of Project 3 Due
11/17/23	Discuss Projects 4 and 5 Reflect on Project 3 Remix Activity **HW for 11/27:** Submit final reject file to dropbox.
Week 14	
11/20-11/24	No Class. Happy Thanksgiving Break!
Week 15	
11/27/23	Preparation for Projects 4 and 5. Feedback on Project 3. **HW for 11/29/23:** Read "What I Really Want To Say Is" in TSIS (149-171) and submit remix and revision proposal to D2L.
11/29/23	TBD.
12/1/23	 **HW for 12/4/23:** Remix and Revision Due
Week 16	
12/4/23	Roundtable presentation of remix and revision work Course evaluations **HW: for 12/6/23:** D2L Discussion on Project 5.
12/6/23	TBD.
12/8/23	Work Day: Final Presentations Due to D2L by 2:30pm on Wednesday, December 13.

Note: We will not meet during finals week. Project 5 must be submitted by 2:30pm on Wednesday, December 13. Please continue to check your EIU email during finals week as I may have last minute questions for you.