

Eastern Illinois University
Revised Course Proposal
ENG 1002G, College Composition II: Argument & Critical Inquiry

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. **Course prefix and number:** ENG 1002G
3. **Short title:** College Composition II
4. **Long title:** College Composition II: Argument & Critical Inquiry
5. **Hours per week:** _3_ Class _0_ Lab _3_ Credit
6. **Terms:** _X_ Fall _X_ Spring _X_ Summer On demand
7. **Initial term:** _X_ Fall Spring Summer Year: 2016
8. **Catalog course description:** 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. **C1 901R** (WC)

9. **Course attributes:**

General education component: Required course in general education

Cultural diversity Honors _X_ Writing centered Writing intensive Writing active

10. **Instructional delivery**

Type of Course:

X Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

X Face to Face Online Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. ENG 1002G: Composition and Literature

12. **Equivalent course(s):**

a. **Are students allowed to take equivalent course(s) for credit?** _ Yes _X_ No

13. **Prerequisite(s):** Grade of C or better in ENG1001G/1091G

a. **Can prerequisite be taken concurrently?** Yes _X_ No

b. **Minimum grade required for the prerequisite course(s)?** _C_

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All students

b. Degrees, colleges, majors, levels, classes which may not take the course: none

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions: NA

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software None _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for all majors _____
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective
2. **Rationale for proposal** : ENG 1001G/1091G and 1002G/1092G were last revised in 2000. The change to sustained explicit instruction about argumentation, critical thinking, and information literacy coheres with the new undergraduate learning goals. The course also reflects best practices among college writing programs. The course was revised after extensive research about writing programs across the nation, their courses, their emphases, and their placement practices. The proposal also connects to the NCTE's "Teaching Composition: A Position Statement" and the WPA Outcomes Statement for First-Year Composition. While the course does not have quantitative reasoning as a major learning goal for the course, as revised, Composition II will work with quantitative reasoning related to argumentation. Students in the class will consider the persuasive and ethical use of statistics; critically evaluate quantitative data; read, interpret, and construct graphical elements that use data; and construct at least one argument using data. In addition, the course's emphasis on academic and civic argumentation directly connects to important critical thinking goals such as "creating and presenting defensible expressions, arguments, hypotheses, and proposals"; "asking essential questions and engaging diverse perspectives"; "anticipating, reflecting upon, and evaluating the implications of assumptions, arguments, hypotheses, and conclusions"; among others.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: ENG 1002G has some content similar to CMN 2040, "Argumentation and Critical Thinking," because college writing programs and communication studies share the rhetorical tradition associated with classical rhetoric and contemporary rhetorical studies. However, ENG 1002G is a required *writing-centered* course for all students in Eastern's general education program, whereas CMN 2040 is a required course for communication studies majors and is focused on oral communication.

Prerequisites: ENG 1001G/ENG1091G. ENG 1001G/1091G and 1002G/1092G are designed to be taken in this ordered sequence. Successful completion of a composition course in critical reading and source-based writing (ENG 1001G/1091G) is a necessary precursor and foundation for the critical inquiry and writing of arguments that occur in ENG 1002G/1092G.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: Writing centered. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as discussion posts, emails, notes, drafts, etc.

4. General education assurances (answer N/A if not applicable)

General education component: The course is a writing-centered course that uses writing processes to have students produce various documents and engages them in critically evaluating their own and others' arguments, evidence, and assumptions. Students will

complete multiple writing assignments that are argumentative in nature and use multiple sources. As stipulated by the Illinois Articulation Agreement (IAI) about first-year writing courses, all sections must have students produce at least 10 pages of “multi-source writing.” Per Eastern’s writing-centered course definition, the course will have students write a minimum 20 pages of finished prose that has gone through the writing process. The course focuses on the undergraduate learning goals of critical thinking, writing and critical reading, and quantitative reasoning; speaking and learning opportunities may be available within individual classrooms. In addition, argumentative writing assignments would address concerns related to responsible citizenship: “engaging with diverse ideas, individuals, groups, and cultures,” “applying ethical reasoning and standards in personal, professional, and civic contexts,” and “applying knowledge and skills to new and changing contexts within and beyond the classroom.” Also, some writing assignments could be used for “participating formally and informally in civic life to better the public good.”

Curriculum: The writing course focuses on formal argumentation, so there is explicit instruction about writing, and students use writing processes (e.g., brainstorming, pre-writing, drafts, peer review, work in the writing lab, individual or group conferences with instructors, and revision) to produce finished documents. Because students must be engaged with multi-source writing per IAI, they will read others’ arguments and do substantial research to find evidence, counter-arguments, and diverse perspectives. The course also engages students in critically reading sources and arguments by focusing on authors’ rhetorical moves, evidence, and assumptions. As noted in the section above, the course will also address aspects of quantitative reasoning, so students become more discerning readers of data, statistics, research methodologies, and graphical elements.

Instruction: As is the case with other writing-centered courses, there will be explicit instruction about using writing processes: pre-writing/invention, drafting, revision, editing. Since the course is focused on argumentation and critical inquiry, there will be direct instruction, guidance, group work, and student-centered discussion about crafting arguments, finding sources, evaluating arguments and evidence, using sources ethically and effectively, and presenting arguments that consider multiple perspectives.

Assessment: The main factors for assessment are the grades on writing assignments. Students will have to write different assignments that are argumentative in nature and use source materials. Instructors will evaluate students’ strengths and weaknesses by offering formative feedback (before a grade, peer review, conferences), summative feedback (evaluation with a grade), and mandated or optional revision.

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable) NA**

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following information:

1. Course number and title:

ENG 1002G: College Composition II: Argument & Critical Inquiry

2. Catalog description:

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. **C1 901R** (WC)

3. 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 (WCR 1-7, CT 1-6, 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 (WCR-7, 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)

4. Course materials:

Possible texts for ENG 1002G include the following:

Ramage, Bean, and Johnson. *Writing Arguments: A Rhetoric with Readings*, 10th ed.

Miller, Robert K. *The Informed Argument*, 6th ed.

Kirszner and Mandell. *Practical Argument: A Text and Anthology*, 2nd ed.

Johnson. *Global Issues, Local Arguments*, 2nd ed.

Faigley, Lester and Jack Selzer. *Good Reasons with Contemporary Arguments*, 3rd ed.

Wysocki and Lynch. *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2nd ed.

Arola, Shepherd, and E. Ball. *Writer/Designer: A Guide to Making Multimodal Projects*

Faigley. *The Brief Penguin Handbook*, 5th ed.

Harris and Kunka. *Prentice Hall Reference Guide*, 9th ed.

5. Weekly outline of content:

The sample syllabus is based on the textbook *Writing Arguments: A Rhetoric with Readings*, 10th ed. This sample course design focuses on argumentative claim types (genres), so that students are producing a variety of arguments and doing sustained reading of arguments for understanding, discussing, and learning from positive and negative argumentative models and the rhetorical moves within sample arguments. Students do rhetorical analysis of arguments to learn from them and produce their own arguments.

Weeks 1–2: Introduction to the Core of Argument

Unit Objectives:

- Understand that the core of an argument is a claim with reasons
- See argument as a process of clarification and inquiry—searching for the best solutions to problems
- Review rhetorical principles learned in ENG 1001G/1091G
- Distinguish between issue questions and information questions and between genuine argument and pseudo-argument
- Understand the enthymeme as a claim with a stated reason often in a *because* clause
- Comprehend the way the Toulmin system provides the concepts of claim, reasons, warrants, grounds, backing, conditions of rebuttal, and qualifier as a means to construct an argument
- Understand the key concept of warrants as a means to check whether their particular audience will accept the soundness of their enthymemes
- Understand that arguments are intensely rhetorical in that they grow out of specific occasions, and through audience-based reasons must be tailored to the needs, interests, and values of specific audiences

Readings, Activities, & Assignments:

- Read Chapters 1-Argument: An Introduction, Chapter 2-Argument as Inquiry: Reading and Exploring, 3-The Core of an Argument: A Claim with Reasons, 4-The Logical Structure of Arguments, and 5-Using Evidence Effectively
- Group discussion of sample arguments in chapters and in the argument anthology
- Class discussion and exercises distinguishing issue questions from information questions and genuine arguments from pseudo-arguments
- Group or pairs work generating because clauses for students' claims
- Introduction to the Toulmin system
- Class work on enthymemes and Toulmin argument frames
- Collaborative work constructing (1) an argument frame for a claim and an audience that would not need support for the warrants and then (2) an argument frame for a claim and an audience that would need support for the warrants
- Reading responses to sample arguments

Weeks 3–4: Claims, Evidence, and Rhetorical Analysis

Unit Objectives

- Develop a repertoire of strategies for generating claims
- Create the most rhetorically effective evidence for claims and reasons
- Apply STAR criteria (Sufficiency, Typicality, Accuracy, and Relevance) when evaluating evidence
- Understand the concept of angle of vision as the values, beliefs, and perspectives filtering writers' use of evidence
- Use evidence rhetorically by employing various strategies to frame their evidence to guide their audience's response

- Review rhetorical analysis

Readings, Activities, & Assignments

- Read Chapters 5-Using Evidence Effectively, 6-Moving Your Audience: *Ethos, Logos, and Pathos*, 7-Responding to Objections and Alternative Views, and 8-Analyzing Arguments Rhetorically
- Read numerous articles from the argument anthology, ones notable for their use of evidence and rhetorical appeals
- Group work and discussion of sample arguments
- Class discussion of the exercises in Chapter 5 asking students to examine the rhetorical effect of different presentations of data and to explore the idea of framing evidence
- Exploratory/invention tasks about issues and problems currently in the news, around campus, or within the state
- Group and then class discussion of the effective use of evidence in various articles, specifically Ch. 8
- Peer review and/or conferences about Rhetorical Analysis paper
- Rhetorical Analysis paper due

Week 5: Focusing on the Importance of Audience in the Invention and Shaping of Arguments & Review of Finding, Selecting, Using, and Documenting Sources

Unit Objectives

- Focus on the rhetorical situation of arguments by thinking about appeals to *ethos* and *pathos* as different ways to relate to audiences and to enhance the logical dimension of their arguments
- Understand that an effective argument speaks to the values, knowledge, and interests of the intended audience
- Practice with appeals to *pathos*, using concrete language, specific examples and illustrations, narratives, and visual elements to involve their audiences
- Understand the uses of one-sided versus multi-sided arguments
- Evaluate strategies for connecting with resistant audiences, including knowing how to summarize opposing arguments fairly, when to concede points, and how to refute opposing positions
- Understand the range of sources available and develop research skills
- Develop efficient habits of representing, incorporating, and documenting source material

Readings, Activities, & Assignments

- Read and/or review Chapters 6-Moving Your Audience: *Ethos, Logos, and Pathos*, and 7-Responding to Objections and Alternative Views and selections of arguments from the anthology that take diverse views on subjects
- Read Ch. 15-Finding and Evaluating Sources, 16-Incorporating Sources into Your Own Argument, and 17-Citing and Documenting Sources
- Class and group work examining specific articles, with a close look at the ways writers relate to their audiences and at successful and unsuccessful appeals to *ethos* and *pathos*

- Class and group work on visual arguments, particularly newspaper and magazine photos or advocacy ads as a means to influence readers' responses to news events or products
- Class work on ethical and effective summary, paraphrase, and quotation
- Collaborative work on audience analysis using the audience analysis questions in textbook
- 250-word summaries of 3-4 articles due or annotated bibliography of sources or summary-response journals of sources

Weeks 6-7: Argument as Inquiry and Diverse Viewpoints & Classical Argument

Unit Objectives

- See argument as a process of clarification, inquiry, and searching for the best possible answer to problems as well as an appeal to a particular audience
- Improve ability to comprehend and interact with difficult reading material
- Listen to alternative viewpoints
- Learn to summarize, agree with, and question arguments read
- Recognize how genre shapes expectations about the form, depth, and complexity of arguments
- Work with ambiguity and disagreement by identifying the points of disagreement as differences in interpretations of facts, values, or uses of analogies
- Explore these differences as a step toward asking questions about an issue
- Understand the classical argument structure

Readings, Activities, and Assignments

- Read or review Chapter 2-Argument as Inquiry: Reading and Exploring and read articles from anthology that have disagreement over interpretations of facts, data, values, and assumptions.
- Peer Review and/or conferences about Exploratory Synthesis paper
- Exploratory Synthesis paper due
- In-class work and conferences about the Classical Argument paper

Week 8: An Overview of Types of Claims

Unit Objectives

- Understand claim types (stasis theory) as a way to determine the point of disagreement between an arguer and audience and the point where an argument is created
- Understand that different claim types have their own patterns of support
- Develop efficient habits of representing, incorporating, and documenting source material
- Refine and produce a classical argument paper that uses sources

Readings, Activities, and Assignments

- Read Ch. 10-An Introduction to the Types of Claims
- Group and class exercises practicing how to formulate different types of claims
- Classical Argument paper due
- Short writing assignment based on “Understanding the Rhetorical Elements of Two Websites”

Weeks 9–12: Definitional, Evaluative, and Causal Arguments

Unit Objectives

- Understand the pattern of development for simple categorical arguments
- Understand criteria-match strategy
- Understand different kinds of definitions (Aristotelian and operational) and different approaches to generating definitional criteria (reportive and stipulative, and use of contrastive and borderline cases)
- Understand the benefits and pitfalls of arguing by analogy
- Practice writing effective definitional arguments that support both the criteria and the match
- Produce evaluation arguments by specifying the category that their X belongs to and developing and weighing criteria for that category and its function
- Understand principle-based and consequence-based ethical evaluations
- Construct evaluation arguments that support both the criteria and the match
- Understand the important methods of causal arguing
- Practice writing causal arguments

Readings, Activities, and Assignments

- Read Ch. 11-Definition and Resemblance Arguments, Ch. 12-Causal Arguments, and 13-Evaluation and Ethical Arguments
- Read, discuss, and evaluate articles from the chapter/s and the anthology that use prominent definitional, evaluative, and causal claims
- Collaborative writing in pairs, creating a simple categorical argument using exemplification to develop a claim
- Class exercises in which parts of the class represent different positions in response to readings in Chapter 11, 12, and 13
- Peer review and/or conferences about causal argument paper
- Definitional argument or Evaluation/Ethical or Causal argument due

Weeks 13-15: Proposal Arguments

Unit Objectives

- Understand how to write both policy and practical proposals
- Use arguments of category, consequence, and resemblance to support a proposal argument
- Weigh alternative solutions

- Give presence to the problem they are seeking to solve
- Plan proposals to gain the attention of the intended audience, the people who have the power to change the situation (decision-makers) or who need to think differently about this problem

Readings, Activities, and Assignments

- Read Ch. 15-Proposal Arguments
- Read, discuss, and evaluate articles from the chapter and anthology that are proposals
- Review of appeals to *logos*, *ethos*, and *pathos*
- Class work using the “stock-issues” strategy and the arguments of category, consequence, and resemblance as invention strategies to build students’ proposal arguments
- Class and group work in which students share their presentation of their issues, their justification of their solutions, and their responses to their audiences’ objections
- Peer review and/or conferencing about Proposal Argument
- Proposal Argument—practical, policy, or civic—paper due

Week 16: Final: Examining Visual Rhetoric and Creating Advocacy Advertisements

Unit Objectives

- Understand how visual and verbal elements can work together to produce rhetorical effects: supporting the logical core of an argument, enhancing the writer’s credibility and authority, and stirring audiences’ emotions and imaginations
- Analyze and use the elements of visual design—type, layout, color, and image
- Evaluate displays of numerical data for rhetorical effect
- Understand that visual arguments like all arguments are products of specific historical, social, and cultural moments
- Apply knowledge of good argumentation to analyzing and producing visual arguments

Readings, Activities, and Assignments

- Read Ch. 9-Analyzing Visual Arguments
- Read, discuss, and evaluate visual arguments from the textbook and anthology
- Group brainstorming of ideas for advocacy advertisements.
- Students bring newspaper or magazine advocacy ads that include graphic displays of numerical data to class and discuss how clear and useful these graphics are.
- Advocacy Advertisement due
- Writing Reflection/Portfolio due at final date

6. Assignments and evaluation, including weights for final course grade:	
Participation: Discussion, Collaborative Activities, Peer Review	10%
Pre-Writing Writing-to-Learn Assignments, Journals, Metacognitive Prompts, Etc.	10%
Major Writing Projects	80%

The major writing projects must result in a minimum of 20 pages of finished prose, at least 10 pages of which must be multi-source writing.

Writing Projects with sample page requirements:

- Rhetorical Analysis (3)
- Exploratory Synthesis about sources of disagreement on an issue (4)
- Classical argument (4)
- Definitional, evaluative, or causal argument (4)
- Proposal argument (either a policy proposal, practical proposal, or a civic proposal) (7)
- Advocacy advertisement (1)
- Final: Reflective Paper/Portfolio (4)

7. Grading scale:

For papers: A (100-90), B (89-80), C (79-70), D (69-60), F (below 60)

For the course grade: A, B, C, No Credit

8. Correlation of learning objectives to assignments and evaluation:

	Participation: Discussion, Collaborative Activities, Peer Review 10%	Pre-Writing, Writing- to-Learn Assignments, Journals, Metacognitive Prompts, Etc. 10%	Major Writing Projects 80%
Learning Objectives			
Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents	X	X	X
Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives	X	X	X
Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and	X	X	X

relevance			
Integrate sources ethically, appropriately, and consistently in written documents		X	X
Use data and create graphical elements in their writing		X	X
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	X	X	X
Present work in Edited American English		X	X

Date approved by the department or school:

7 October 2015

Date approved by the college curriculum committee:

18 November 2015

Date approved by the Honors Council (if this is an honors course): NA

Date approved by CAA: 28 January 2016

CGS: NA